A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

VOLUME 85

■ ISSUE 8 ■ APRIL 2011

# The Power of Debate



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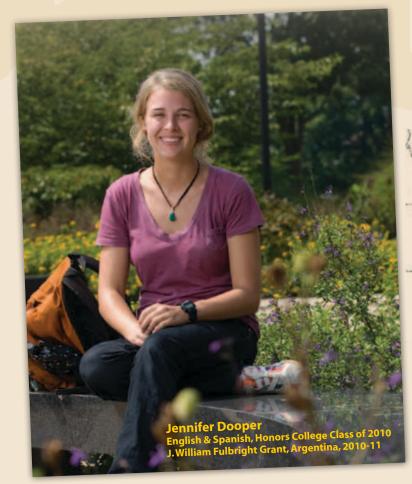
Applications for Fall 2011 still being accepted Applications for Fall 2012 available in September

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2005 NFL National Champion—Humorous Interp
2003 NFL National Champion—Lincoln Douglas Debate...
See our website for more listings!



www.utspeech.net

www.utdebatecamp.com

#### **A Debater's World**

by Cameron G. McDonald, Lincoln Financial Group



The time was 6 a.m. on a humid morning in Corpus Christi, Texas. I had just finished my convenience store breakfast and was now waiting in front of Calallen High School for my speech and debate coach, Gina Koehn, to arrive. Moments later Ms. Koehn would pull up in a large white rental van, roll down the window, and tell us to load up. After each of us got our garment bags loaded, junk food situated, and head phones on, we were ready to hit the open roads of Texas en route to the weekend NFL tournament. About halfway there, Ms. Koehn would turn off the radio, force us to take our head phones off, and commence vocal warm-ups.

We finally arrived at the tournament. By this point, adrenaline was pumping through my body. I of course had an 8 a.m. round and, immediately upon arrival, rushed to locate my room assignment. The entire day was a series of emotional highs and lows that I lived for every weekend. I never really thought about the benefits of my NFL experience while I was in high school. I competed because it was fun and challenging.

Five years have gone by since my last speech and debate tournament. I still miss the rush of walking up to a results board and seeing my name on the list advancing to finals. I vividly remember the achievement I felt when my name was called during an awards ceremony. Since graduating from high school, I gained a much larger perspective on life. I spent four years away from home at college, recently graduated with my bachelor's degree, and moved halfway across the country from Texas to Pennsylvania to work for Lincoln Financial Group. Although time continues to distance itself from my days competing, I look back and truly value the skills I was able to develop at such an early age.

You may or may not realize this, but you are a valuable asset to the society in which we live today. Humanity faces so many complex problems that will need solutions sooner rather than later. People die every second from disease, starvation, and violence. Governments have unprecedented budget deficits. Companies continue to navigate through uncertain market conditions. The skills you are developing

while participating in speech and debate will provide you with the confidence and ability to tackle the challenging issues of our time.

Perhaps one of the most powerful skills you are learning is debate. Examine any successful company, government, or organization, and you will probably discover that people engage in dialogue rich in debate. A few months ago, I had a chance to finally read Jim Collins' book, Good to Great. Collins asked the simple question, "Can a good company become a great company, and if so, how?" In one particular section of the book, Collins states that many of the good-to-great companies had a corporate culture that embraced debate as a means for employees to discover the best answers for their company's challenges. In America, we can be thankful that we have a political structure conducive to debating the issues of our country. I realize that the gridlock between Republicans and Democrats can be exhausting to observe, but think about an environment where no debate occurred at all. How would we really ever reach the most logical solution?

I will admit I was a speech kid at heart. I thrived in events such as Duet Acting, domestic Extemporaneous Speaking, and Humorous Interpretation. I did, however, seek out exposure to debate during my time in high school. I would encourage each of you to take advantage of either participating in or observing different NFL events if given the opportunity. I would often sit in on the final rounds of Cross Examination Debate and marvel in the discussions amongst the room.

In reality, we live in a debater's world. Every person has an opinion, preference, or motive that is most likely completely different from our own. Take the opportunity now to experience the power of debate. I promise you that, five years from now, you will not regret it! ■

Cameron G. McDonald works as a Corporate Tax Analyst at Lincoln Financial Group. He graduated in May 2010 with a Bachelor of Business Administration in Finance from the University of North Texas. He attended Calallen High School in Corpus Christi, Texas.

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### From the Editor

Dear NFL,

I'm somewhat of a history buff, so I've always enjoyed the series, "You Are There." The premise of this series (an oldie, but a goodie) is that "reporters" would go back in time to visit historic events, allowing the viewer to "witness" what happened. The series made history very real and personal to a lot of people.

In some ways, my debate career has been like an episode of "You Are There." I've had a front row seat as students—and even coaches—have been transformed by speech and debate education. I've seen students who struggled to find a voice. I've watched students who felt totally lost suddenly find belonging and acceptance in our community. I've watched as students who debated whether or not to stay in school have graduated and gone on to college. The power of debate is more than a set of statistics to me. I was there.

This issue of Rostrum shares many of your stories—stories of how speech and debate have powerfully impacted lives. I encourage you to e-mail me at nfl@nflonline.org and share how speech and debate has changed you. Our experiences speak volumes to others, boldly proclaiming, "I was there!"



Sincerely.

J. Scott Wunn **Executive Director** National Forensic League

#### ROSTRUM

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## **TOPICS**

#### **April 2011 Public Forum Debate**

Resolved: The United States federal government should permit the use of financial incentives to encourage organ donation.

#### March/April 2011 **Lincoln Douglas Debate**

**Resolved: The United States** is justified in using private military firms abroad to pursue its military objectives.

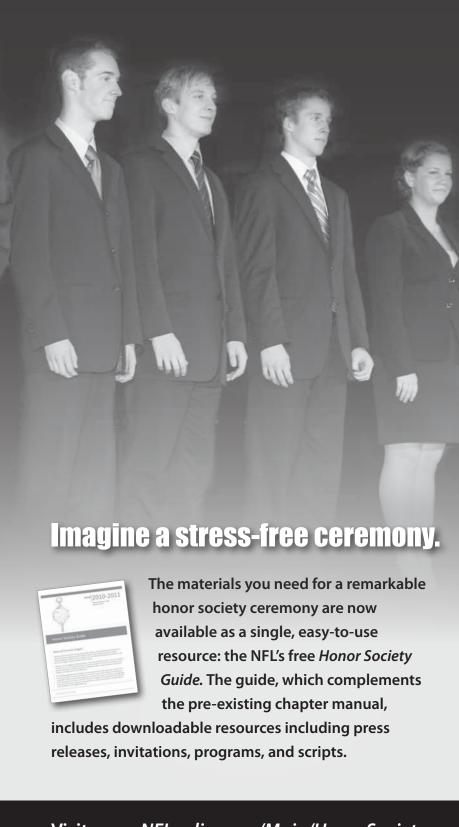
#### 2010-2011 **Policy Debate**

**Resolved: The United States** federal government should substantially reduce its military and/or police presence in one or more of the following: South Korea, Japan, Afghanistan, Kuwait, Iraq, Turkey.

#### **2011 National Tournament** Storytelling Theme

**Native American Stories** 

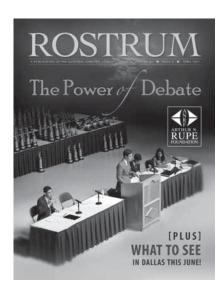
Note: This year, the final round of Storytelling will be held at the Dallas Museum of Art. The finalists will perform amidst Eugene and Clare Thaw's renowned art collection. "Art of the American Indians: The Thaw Collection." The collection explores the extraordinarily diverse forms of visual expression in Native North America.



Visit www.NFLonline.org/Main/HonorSociety to download your guide. Because it's time you focused less on the details and more on what really matters.

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**Academic All Americans** 

**District Standings Report** 



And your online vote could determine who wins.

# THE BICKEL & BREWER/NEW YORK UNIVERSITY INTERNATIONAL PUBLIC POLICY FORUM

For six months, debate teams across the globe have exchanged written debates in the 10th Annual Bickel & Brewer/New York University International Public Policy Forum (IPPF).

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Log on to www.bickelbrewer.com/ippf on Saturday, April 9, to view the IPPF semifinal and final oral debates LIVE from New York City. The debates will take place at 10:15 a.m., 11:45 a.m., and 3:30 p.m. EST.

During the final debate, cast your vote for the winning team. You could help decide who brings home the \$10,000 grand prize!

# IPPF FINALS

LIVE FROM
NEW YORK CITY
APRIL 9, 2011
VIEW AT:
WWW.BICKELBREWER.COM/IPPF

## 2010-11 "Elite Eight" Teams

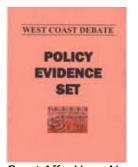
Harvard-Westlake School, North Hollywood, CA
Korean Minjok Leadership Academy, Republic of Korea
Lakewood High School, Lakewood, CO
Nixa High School, Nixa, MO
Notre Dame High School, Sherman Oaks, CA
Plano Senior High School, Plano, TX
Shanley High School, Fargo, ND
Silver Lake Jr./Sr. High School, Silver Lake, KS



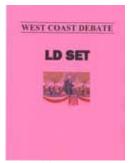
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Nick Ramsey – 3rd Place, NFL Nationals, Policy Debate

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> Personnel Director 408 West Market Street Savannah, MO 64485

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Application deadline is April 15, 2011. Questions and inquiries should be directed to: Michael Grove

> michael.grove@sduhsd.net 760-753-1121 x5001

### In the News: Delegation from Uganda Visits the NFL



In early March, the NFL welcomed a delegation from Uganda as part of a partnership with the Open Society Foundations and International Debate Education Association (IDEA). For two years, Uganda's National Debate Council (NDC) has offered regional qualifying tournaments and a national tournament, and wants to add value to their organization by adding a membershipbased honorary society to recognize and incentivize participation in debate and speech. In addition to touring the national office and assessing the NFL's operations, Ronald Rwankangi (Open Society Youth Initiative) and Gastervus Kakaire (NDC board president and high school coach at Patron King's College Budo) participated in faculty, education, and leadership seminars at Ripon College, and visited the Northern Illinois NFL District Debate, Congress, and Speech Tournament. To learn more about their program, visit http://ugandadebate.webs.com.

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The Minnesota Debate and Advocacy Workshop is a non-profit, cooperative summer debate institute held at Augsburg College. We bring together some of the best coaches and teachers in the state to provide a fun camp experience.

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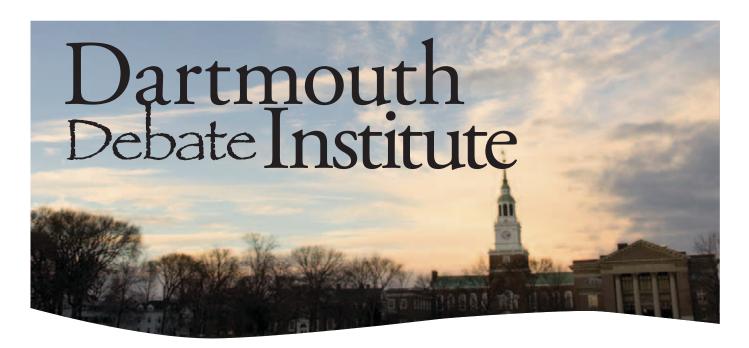
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Don't limit yourself to learn only from your lab leaders, and don't sit through day after day of large group lectures that aren't tailored to your specific needs. What you learn this summer is up to you to decide with our wide range of elective choices.

2010 choices included Debating the Case - Kernoff Beating the Politics DA - Lamballe Cross-examination - Mulholand Going for the K - Olney Migraine Inducing 1NRS - Quinn Advanced Impact Calc - Ramakrishnan 2A: Back to Basics - Serrano The Boundaries of Fiat - Strange

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#### **Questions?**

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#### **Questions?**

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#### June 22 - July 13, 2011

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#### NEBRASKA DEBATE INSTITUTE

held at Lincoln Southwest High School in Lincoln, Nebraska, July 22-30, 2011



#### ABOUT THE STAFF:

\*\*\* Public Forum instructors will include Steve Foral of Lincoln Southeast and Aarron Schurevich of Millard West.

\*\*\* Policy instructors will include Dana Christensen of Millard South; Jeff Roberts of University of Texas-San Antonio; Halli Tripe, former Baylor University debater; Dylan Sutton of Millard South; Tim Royers of Millard West; Chris Spurlock, NDT debater at University of Texas-San Antonio; and Ryan Wash, NDT debater from Emporia State University.

\*\*\* LD instructors will include Charles McClung of Benilde; Scott Koslow, NDT debater at University of Texas-San Antonio; and Priya Sirohi, former Millard West

\*\*\* Our camp will be hosted by Toni Heimes at one of the nicest facilities in the state.

#### CAMP COSTS:

\*\*\* Our prices remain very low because none of us are in this for the money and there are no "extra" charges at NDI. Without question, we provide the best debate camp bargain in the country: \$575 for Policy Debate, \$475 for LD, \$375 for Public Forum (meals, snacks, pop, and water and all copying are included while at camp).

\*\*\* I will once again work to provide housing for students who come in from out of state who do not have someone to stay with in Lincoln. Students who request housing will be asked to pay an additional \$100 for Policy and LD camp stays and an additional \$75 for PF camp so that we can help compensate parents who house students. This year, if we house a number of students in Omaha as we did last year, I will also add a charge of \$50 for out of state Policy or LD campers who are given transportation by staff to and from camp in Lincoln each day and \$30 for Public Forum debaters. If the student is housed in Lincoln, there will be no charge for transportation. Students can also make arrangements to stay with family or family friends in Lincoln.

We promise to provide excellent education in a fine facility with great food, closing with a camp competition judged by some of the best debate judges in the Midwest.

#### **IMPORTANT DATES:**

#### Deposit:

May 30

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

#### Send to:

Fred Robertson

2712 N. 96th Dr.

Omaha, NE 68134

Make Checks Payable To:

Nebraska Debate Institute

Remainder of fees payable 1st day of camp

Camp Director: Fred Robertson

Camp Host: Toni Heimes

Lincoln Douglas:

July 22-July 30

Instructors: Charles McClung, Scott Koslow

Policy Debate:

July 22-July 30

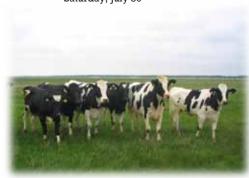
Directed by Scott Wike & Dana Christensen

Public Forum:

July 25-July 30

Instructors: Aarron Schurevich, Steve Foral

NDI Tournament for all debate divisions Saturday, July 30

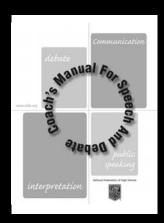


For more detailed information and to access the registration form, visit our Web site at HTTP://NSCTA.INFO/NDI/

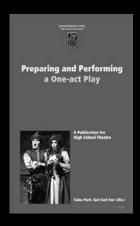


# NFHS Speech and Debate Publications









For 85 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

All 31 of the speech, debate and theatre booklets are 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."

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 Policy 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 Oration and Lincoln Douglas Debate, and a DVD on the Space policy debate resolution will be available in July 2011.

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>.

# STANFORD NATIONAL FORENSIC INSTITUTE

# Policy 3 Week Program

July 18 - August 6

4th Week Intensive: August 6 - August 13

Our approach each summer involves thinking of interesting ways to use the topic as a vehicle for teaching students how to compete successfully during the year. Our 3 Week program is designed to improve students' critical thinking and strategy: taking well-reasoned argument and tying it to evidence researched by the students on any given topic, and enhancing that argument in later rebuttals with strong analysis and expert vision. Moreover, students should walk out of the SNFI experience with a confidence that they can compete in every debate round, regardless of the arguments being made, which in contrast to other institutes, involves working on both policy arguments and critical theory.

Currently our staff for the 3 week program are:

Jim Schultz- Jim currently coaches debate at Idaho State University and the Head Royce School. As a debater he is a four time qualifier to the NDT, reaching elimination rounds and placing in the top 20 speakers three times. He participated in the elimination rounds of nearly every tournament in college the last three years, winning the UNLV Round Robin and UNLV open tournament, reaching Finals of Northwestern and the California swing, Semifinals of CEDA nats, Wake, Kentucky, Berkeley, and GSU. He was the top speaker at both UNLV tournaments and in the top five speakers of CEDA, Harvard, Kentucky, Wake, GSU, Berkeley, and the California swing. Jim has coached many high schools to deep elimination rounds of virtually every national high school tournament including Chattahoochee, Georgetown Day, Bishop Guertin, and Carrollton Sacred Heart. He has previously worked at debate institutes at University of Michigan, Gonzaga, and is returning to Kentucky for the 4th year.

Sara Sanchez- Formerly an assistant coach at Rowland Hall-St. Mark's, Sara coached the 2007 Blake and Alta champions and her teams were in elimination rounds of most major high school tournaments, including the University of Southern California, New Trier, Stanford, Redlands, Berkeley, Montgomery Bell Academy, The Barkley Forum, the College Prep Round Robin, and the Tournament of Champions. Currently, Sara is the Director of Debate at Lexington High School in Massachusetts whose teams reached the Finals at Wake Forest and Semifinals at Montgomery Bell Academy and New Trier last season.

Through our staff's experience as teachers, SNFI Policy has created a very simply pedagogical approach to the institute: student-driven learning. The quality of our files is not determined by the quality of the evidence found by an instructor but rather by the students themselves. And while the staff does not cut evidence directly, we use an extensive back-reading system and group sorting process to ensure quality control. Students choose the topics for seminars, and each lecture ends with a lab meeting so that they each have a chance to ask questions while the information is still fresh in their minds. And unlike other camps, the majority of students' rounds, including the tournament, are judged by full-time instructors rather than recently-graduated high school students.





# STANFORD NATIONAL FORENSIC INSTITUTE

# Policy 4 Week Lab

July 18 - August 13





We have a fantastic staff planned for our new program including:

Brian Manuel, Curriculum Director (Lakeland HS and Harvard University) John Hines (College Preparatory School) Leah Moczulski (Gonzaga University) Eric Lanning (Michigan State University)

The Stanford 4-Week Lab, an exciting new program at the Stanford National Forensics Institute, is designed for students seeking maximum preparation for their season opener. Beyond the SNFI experience, students use the unique end of summer positioning of the institute to thoroughly analyze the topic and arguments released by many of the major policy institutes throughout the country.

#### Highlights of the Stanford 4-Week Lab include:

- In-Depth Negative Strategies v. Major Institute Affirmatives Each student in the lab group will discuss and analyze the most popular affirmatives from institutes around the country. Instructors will provide intensive case specific lectures dissecting these affirmatives and instructing participants on how to effectively construct evolving negative strategies to use throughout the year. Each student will leave with a INC against each of the major affirmatives discussed. Furthermore, we INSIST that every student leave camp with a level of flexibility in argument selection that other major institutes ignore and thus all research/strategy will be discussed in the context of policy argumentation and relevant critical literature.
- One on One Attention Instead of the traditional method of lab organization where 40-50 students are lumped together with two or three instructors, we anticipate an 8:1 student to staff ratio, guaranteeing a substantial amount of face to face instruction for each participant. Moreover, our pedagogical model relies on a unique combination of instructor backgrounds: a full-time high school teacher, a nationally recognized researcher and coach, and in the near future, the inclusion of a top level college practitioner. We REFUSE to follow other institutes' quest for instructor written evidence sets at the expense of the student's education in debate.
- **Debates, Debates, and more Debates** All 4-Week students will receive a starter set at least a week prior to arriving at camp that they should have prepared to debate with on Day I. Our unique 4-week curriculum leaves sufficient time for each student to have extensively critiqued debates by our entire staff. In other words, our professional approach requires that all practice rounds are observed by the staff listed for this lab rather than first year college students hired without your prior knowledge. Throughout the 4 week experience each student will participate in multiple debate formats, including stop-and-go, theory debates, mini argument debates, and full inter/ Intralab debates with a 6 round tournament at the end of the 3-Week Institute. During the 4th week, students will finish their SNFI experience by competing in a round robin along with students in our Extended Week program.

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- Congressional Debate Senate (2)
- · International Extemp
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- Original Oratory
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- Public Forum Debate
- United States Extemp

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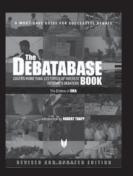
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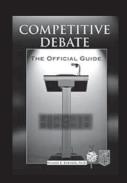
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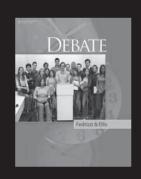
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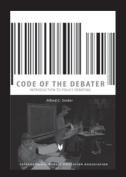
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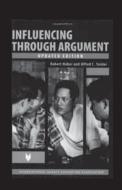




# NO NEED TO DEBATE IT.

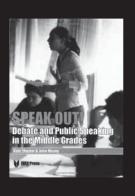
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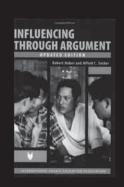












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#### From the Facebook wall...



"Having coached for 35 years, I know what this activity can do. It provides useful skills and develops self-confidence. It is amazing that there is not more support for this activity. It is truly something everyone should get behind."

#### ~ Duane Fish

"When I look at kids today and think, 'this is our future?' I admit, it scares me a little! But, I go up to a tournament on a Saturday and just watch and listen to these BRILLIANT kids running from room to room, round to round... it gives me hope!"

#### ~ Ashley Axelson

"Speech and debate literally saved me from the streets. After leaving a home filled with violence and addiction, I was easily going to be a kid who got lost. I was headed straight for a path of selfdestruction and a continuation of the crime and extreme poverty that riddled my family for generations...then out of nowhere came speech tournaments."

#### ~ Heath Martin

"For the past 30 years, I have taught and coached speech and forensics. I coach with the philosophy that 'participation is winning!' At each competition my students participate, they evolve, and they become winners!"

#### ~ Lois Rector Davis

"I pray that as budgets get smaller and performing arts programs get prioritized that the future speakers of our world are not simply 'cut.' It would be a loss of the highest kind."

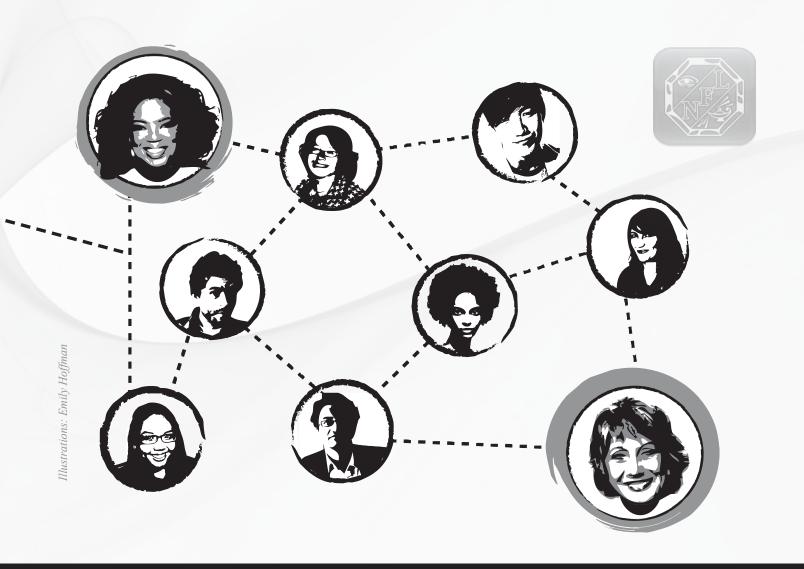
#### ~ Kristy Thomas

# **New Facebook Group Puts Social Media to Work for the Cause** of Speech and Debate Education

"It's called a *Chickie*," NFL Board member Kandi King explained. "It's basically a piece of fabric you can wear under your shirt so you don't need a full tank. A San Antonio woman invented it and sent it into the Oprah show, and Oprah recognized it as a top pick for Spring 2011. After that, she sold 900 in a single day!"



The NFL is on Facebook! Join our community for important announcements and engaging discussions with our members. Just search for "National Forensic League" and click "Join this group."



# "It made me think," King continued...

"If Oprah will use her voice for a Chickie, why not for speech and debate?"

A tech savvy former coach, King updated her Facebook status with this thought. She received a call from longtime friend and colleague Walter Willis about 15 minutes later. Willis agreed with her, and had already started the page, "Will Oprah use her voice to help foster high school speech and debate?" Within a week, the group numbered in the thousands.

Notably, Oprah has been a vocal supporter of forensics in the past. In fact, many have seen Oprah's video on

the NFL Web site. Now other alumni, students, and coaches have taken it a step further, using Oprah as the catalyst for a discussion on Facebook about finding ways to support speech and debate. The discussion has grown into a living narrative of NFL alumni and supporters. Nearly 300 members have posted their personal stories on the group's Facebook wall, sharing the gravity of speech and debate in their lives.

"Speech saves people's lives," wrote one alum. "If this activity dies, our future dies with it." "Debate saved my life," wrote another. "It kept me

from becoming a statistic." Hundreds of similar sentiments crowd the wall.

While King is touched by the stories shared on Facebook, many of which come from her former students, she remains focused on building the group and keeping the momentum going. For her, the purpose remains clear: convince Oprah to speak out again for forensic education.

You can join the movement on Facebook. The group is open to anyone with an account. Just search for "Will Oprah use her voice to help foster high school speech and debate? and click "Join this group."

# STANFORD NATIONAL FORENSIC INSTITUTE

# Public Forum

July 24 - July 30, July 31 - August 6, and Extended Week August 6 - August 13

#### **PROGRAM OVERVIEW**

The SNFI treats Public Forum as the distinct event it is, and the program has its own dedicated instructional staff as well as a specific division director and unique curriculum developed for Public Forum. The program is divided into three one-week sessions that are organized progressively:

Week one is a special focus program for beginners and early-intermediate students only, which means these students will be tracked with peers at their own experience level allowing the whole group to accomplish rapid academic progress, yet as a result of the similar skill and experience of the students to move at a comfortable instructional pace and with a friendly and nurturing atmosphere.

Week two is the main session, which we anticipate to be the largest of the three, with expected enrollment of 25-40 students for this particular session. There will be at least three instructors for this session, and perhaps more as additional students are added. Enrollment likely will be capped at around 40 students due to space considerations.

Week three is a supplemental program focused primarily on practice rounds. After the third week program, a student will have had experience equivalent to several regular tournaments! In addition to practice rounds, several special topics appropriate for rising varsity level students shall be covered, such as advanced strategy and extensive consideration of advanced crossfire and cross-ex techniques.

#### **CHOOSING THE RIGHT PROGRAMS**

Students may do one week, two weeks, or all three weeks of the program.

A beginning level student who does all three weeks can expect to leave the program significantly improved, having progressed from a beginner or intermediate level student to what we would consider to be a low to mid-level varsity debater in just three weeks.

More advanced students may wish to do both the second and third weeks, but should not do the first week given that their skill level likely exceeds the norm for that group. It is recommended that students who wish to attend the third week also attend the second week, as some of the materials covered in the second week will be used during the third week.

Third week can be attended independently of the other programs if and only if a student is highly motivated and is prepared to arrive at the program having completed significant independent preparatory work. Any student interested in third week only should contact us for more information.



Les Phillips (academic director) is one of the most successful debate coaches of modern history. Mr. Phillips directed forensics at Lexington High School (MA) for more than twenty years, and during that time he coached students to numerous national invitational championships, as well as TOC and NCFL championships in policy debate (first place finishes, and top speaker awards, at TOC). He has worked at more than twenty-five summer workshops, is a five diamond NFL coach (an honor attained by only about 1% of all coaches) and former NFL National Council member who served with the NFL during some of Public Forum's formative years. Mr. Phillips is unique in being qualified to coach in policy, LD, and having taught parli at prior camps as well, so he is well versed on both the practical and theoretical issues involved in approaching topics of various sorts, ranging from policy to value to statement of fact. He has coached both high school and collegiate debate, and worked at some of the nation's top summer institutes, including Dartmouth and the Stanford National Forensic Institute.

# STANFORD NATIONAL FORENSIC INSTITUTE

# Individual Events

July 24 - August 6

Start your season with us and experience national championship caliber coaching combined with the highest caliber resources all in the beautiful, safe and relaxing atmosphere of the Stanford University campus. Our challenging curriculum ensures that speakers starting out their forensic careers will learn the basic skills necessary to become competitive immediately while providing them with a firm foundation for growth. Experienced speakers will master advanced techniques to improve their performances and make them more successful at local, state and national competitions.

Program Curriculum: SNFI features an experienced faculty prepared to provide students with an exceptional educational experience in any event. Unlike many individual events camps which require students to pay extra to work on a second event, at SNFI students can choose one major event AND one minor event for the same low price!

Students will primarily focus on their "major event" and can expect to leave SNFI with that event "tournament ready." They will work on their "minor event" to a lesser degree, but they can expect to leave the institute with this event mostly ready for a competition; for example, a platform event may be written but not memorized.

Courses of Study: Events: Original Oratory; Original Advocacy; Dramatic Interp, Humorous Interp; Duo Interp (Both students must attend); Prose; Poetry; Oratorical Interp; Expository Speaking; Thematic Interp; Impromptu Speaking or Original Prose and Poetry\*

- Limited Preparation Events: This track includes extemporaneous speaking, commentary and impromptu speaking. Students will focus on strategies to make the most out of prep time while working to develop skills necessary for both effective argumentation and delivery. Significant time will be spent mastering thesis development, research skills and introductions, as well as fine-tuning skillls that seperate competitors in final rounds. In addition, all students in the extemp lab will take part in lecture and discussion focused on today's most relevant events, and will explore topics pertinent to both US and international extemp.
- Interpretative Events: This track includes humorous interp, dramatic interp, duo interp (both students must be present), thematic interp, oratorical interp, prose/poetry. Interp students will learn how to choose an appropriate performance piece, cut it down to fit the event requirement and then how to bring it to life through a variety of interpretive techniques. In addition to learning competitive techniques, students will participate in lab activities and lectures which will help them develop their interpretive skills.

\*Note:Additional events based on regional requirements may be added upon request

Past Instructors include: Zachary Prax (Academic Director), Luis Cardenas, and Sarah Rosenberg

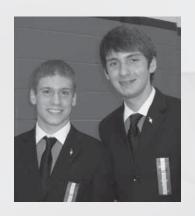






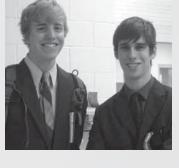


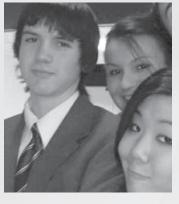




















# The Arthur N. Rupe Foundation **Changes the Face of Public Forum Debate**



n 2009, the Arthur N. Rupe Foundation provided a generous grant to the National Forensic League to promote Public Forum Debate across the country. Since then, Public Forum Debate has grown to become the most popular form of debate in the United States, engaging more than 16,000 students at more than 1,400 high schools. In 2009-10 alone, NFL students engaged in more than 50,000 Pubic Forum Debates.

In addition to growing Public Forum Debate, Rupe Foundation support enabled a number of other specific achievements:

#### Equal-access debate resources

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. This portal, RupeScholars.org, provides a variety of resources to Public Forum debaters including topic overviews, research material, argument analyses, and more. Traffic to RupeScholars.org has grown steadily since its 2009 launch.

In the last year, traffic to the site has increased nearly 500% with several hundred visitors per day. All other Public Forum Web sites

reference the free materials posted on RupeScholars.org with traffic from other sites representing nearly 50% of the traffic. While most of our users come from across the United States. the Rupe Scholars site has become an international resource for debate information especially in the United Kingdom, South Korea, Canada, Russia, India, and Brazil.

Since its launch, the Web site has undergone a new facelift, making it easier to access resources as well as easier to navigate. The new site serves as a virtual library of public debates along with resources on past and current topics as well as materials on how to begin debating or improve your debating skills.

Additional resources are posted every week to help students, teachers, and the public keep informed and aware of the topics as well as learn how to improve their debates.

#### National tournament scholarships and opportunities

More than 400 high school students from every state in the country will be named Rupe Scholars this year, qualifying to compete at the 2011 LFG / NFL National Speech & Debate Tournament held in Dallas, Texas. The top 14 Public Forum teams will

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receive generous college scholarships as part of the grant. The Arthur N. Rupe Foundation Championship Round of Public Forum Debate will be held at the Sheraton Dallas Hotel at 3 p.m. on June 18, 2011, and will be open to the public. At 7 p.m., the Arthur N. Rupe Champion will be announced as part of the NFL Awards Ceremony.

A blue ribbon panel of judges including celebrity alumni, representatives from government, business, and the community will help determine the Arthur N. Rupe Champions and the winners of \$20,000 in college scholarships, the largest prize awarded at the National Touranment.

#### **Upcoming Initiatives**

#### Judge training portal

The NFL is expanding the reach of the public's involvement with debate through its judge training and certification modules. The program is part of a nationwide initiative to ensure that anyone can achieve basic competency in the mechanics and ethics of judging forensic competitions, including timing, scoring, judge responsibilities, competition etiquette, and common tournament procedures. The portal will also serve a vital role in connecting community judges with local programs for participation and support, reconnecting alumni with existing programs, and providing community members with an opportunity to support the activity.

#### E-learning opportunities

Thanks to the support of the Arthur N. Rupe Foundation, the NFL has





For more information about the Arthur N. Rupe Foundation and its legacy in Public Forum Debate, please visit www.NFLonline.org/SponsoringNFL/RupeFoundation.

launched its most important initiative to date: increasing access to Public Forum Debate through e-learning. In the 2011 school year, students and teachers will have access to a wide range of e-learning course modules that will teach fundamental

principles of research, case-writing, rebuttals, and delivery. This will be accompanied by cross-curricular lesson plans and activities to make it easy for any teacher to hold a Public Forum debate in their classroom or as a competitive afterschool activity.

### **Excerpts from Rupe Scholars Essays**

#### A N R F

#### How has Public Forum Debate made a meaningful impact on your life?



"Public Forum helped me realize that I could do great things, and that no one and nothing could stop me. Not my parents, not my friends; it truly helped me find confidence within myself."

#### ~ Katiemarie Harmon

"Before PF, I was the girl with much to say, but with very little knowledge of how to say it. I am now able to convey what I think to my family and friends. I am able to better communicate what I want them to understand, and I understand others better; too."

#### ~ Claire Huntress

"Public Forum Debate helped me focus on persuading the judge, even if they were just a stranger off the street. The research I compiled did more than just help keep me up with current events—it helped me see both sides of the controversial issues."

#### ~ Danny Benz

"I am most proud of creating the Public Forum Debate squad, which grew from one team to more than 45 teams in just two years. In short, Public Forum has taught me not only how to effectively communicate with the public but also what it means to be a leader."

#### ~ Roxanna Haghighat

"It is through Public Forum that I have learned the real value of exploring ideas with others, and especially with someone with different ideas from my own."

#### ~ Davin Curtis

"Public Forum Debate changed me... Being a debater gave me confidence in myself and my opinions and ideas."

#### ~ Elizabeth Klinger

**Tyler Salway** from South Side High School, IN, showed that Public Forum Debate is more than just arguments with his winning Rupe Scholars Essay Contest submission. (*Read his complete essay on page 29.*) Other winners in the Rupe Scholars Essay Contest are as follows:

■ 2nd place, \$200

Katiemarie Harmon, Karl G. Maeser Preparatory Academy, UT

■ 3rd place, \$100

Christina Yelin Seong, BC Academy, CN

■ Honorable mention, \$50

Robert Eagle, Mt. Spokane High School, WA

■ Honorable mention, \$50

Clare Huntress, Okoboji HS, IA

■ Honorable mention, \$50

Katherine Chen, Hanover High School Debate Club, NH

■ Honorable mention, \$50

Roxanna Haghighat, St. Francis High School, CA

For more information about the Arthur N. Rupe Foundation and its legacy in Public Forum Debate, please visit us online at <a href="https://www.NFLonline.org/SponsoringNFL/RupeFoundation">www.NFLonline.org/SponsoringNFL/RupeFoundation</a>.

"The skills, confidence, and sense of competition I have learned from Public Forum have truly made me stand out in all that I do."

#### ~ Robert Eagle

"More than winning trophies and competing at nationals, my most meaningful PF accomplishment was this reexamination of deeply held beliefs and newfound respect for opposing viewpoints."

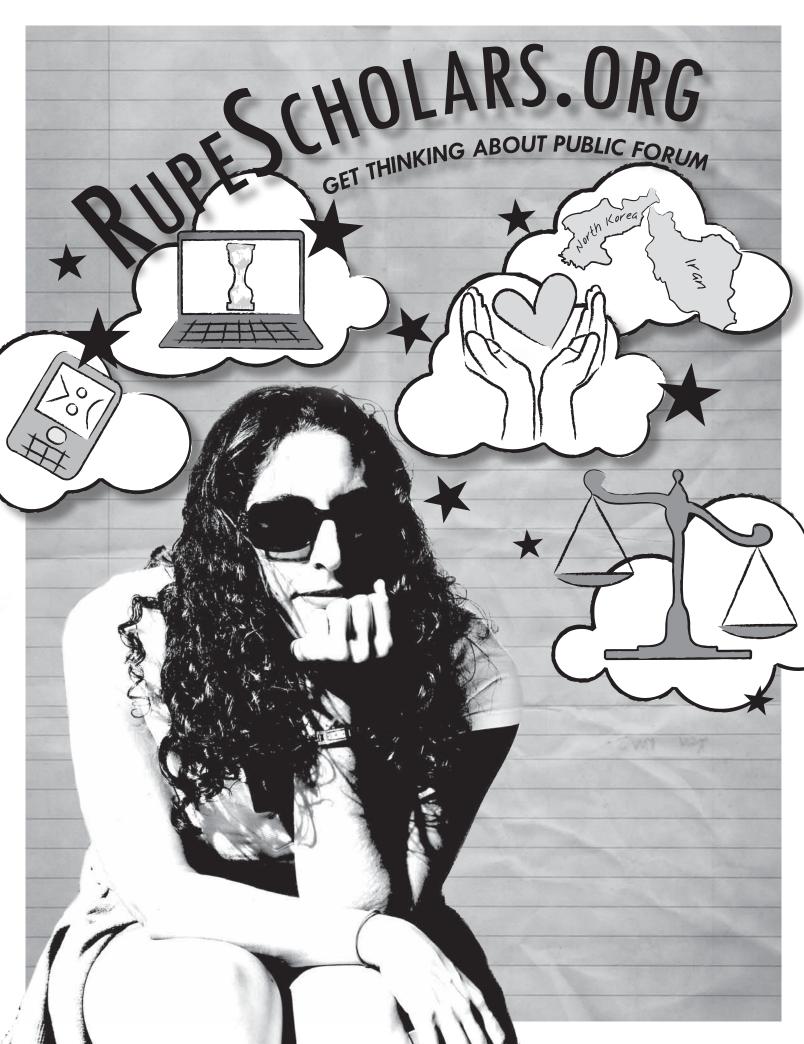
~ Katherine Chen

"As time went by and my experience in debate grew, the language barrier that stood in between me and my new community also diminished."

#### ~ Christina Yelin Seong

"We may all be different, from different places and different backgrounds, but we all speak the same language—the language of debate."

~ Claire Parker



# **Rupe Scholars Essay Contest Winner: How Public Forum Changed My Life**

by Tyler Salway

hroughout my high school career, I have been an active member of my school's speech and debate team. I've proudly participated in Public Forum Debate (PFD) for all four of these years, and I must admit that it has changed my life in ways I couldn't have imagined.

You have undoubtedly read essays about how PFD has given someone self-confidence or sparked their interests in politics. While this is also true for me, it has had a much more significant impact on the way I live my life.

Four years ago, I was a much different person than I am today. I firmly believe that if it weren't for the discipline of debate, I would be ending my high school years in a very different way.

My freshman year, I was far from the "overachieving" type of student. I didn't really care about my grades. I didn't have many friends, and I only really cared about playing video games and sleeping. I'd planned to take band as my required elective class, but was moved to a debate class because band was full.

Upon entering this new class, I was informed that I would be required to join the school forensic team. I decided I would do Public Forum because I was told it was the easiest form of debate. I soon found that I had been misled.

Even though it may be the easiest form of debate to learn, PFD is by far the most competitive event in Indiana. My partner and I were constantly beaten by our opponents, but for some reason, I didn't let us give up.

I enjoyed debating, and I could feel myself maturing. The atmosphere was incredibly beneficial to this change I felt in myself. I was constantly around people who cared about their education and their future, which inspired me to do the same. That very year I went from getting C's and B's to receiving straight A's. This meant that not only did I conclude freshman year with a better GPA, but also with friends whom I loved and cared about.

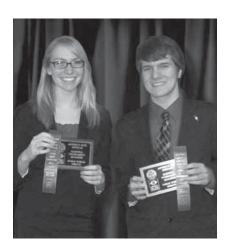
Now I am a senior, and I will be graduating in the near future. I will be moving forward with an International Baccalaureate Diploma and at the top of my class. Speech and debate have remained an important part of my life all throughout high school. Naturally, the awards and academic benefits are nice, but nothing is more important than the relationships I have built due to PFD.

I have met people from all over the state of Indiana with whom I will try to remain friends for the rest of my life. I have strengthened my relationship with my team to the point where they feel more like a family than just a team.

Even though I qualified for nationals last year, the highlight of my Public Forum career was this year when I qualified once again with my partner. I met her 13 years ago on the first day of kindergarten and will now be spending my last days of high school with her. These relationships will last a lifetime, and I have debate to thank for that.

Public Forum has done so much for my life, and I truly will be sad this year at the end of the national meet in Dallas. Public Forum has made me who I am today, and has allowed me to meet friends who mean the world to me. It is my sincerest hope that you know how truly thankful I am for what your institution has done for me.

Tyler Salway is a senior at South Side High School in Indiana.





# STANFORD NATIONAL FORENSIC INSTITUTE

# **COACHES INSTITUTE**

**JULY 24 - JULY 30** RESIDENT: \$1095 | COMMUTER: \$650

VISIT THE COACHES INSTITUTE PAGE AT SNFI.ORG TO ENTER OUR DRAWING FOR A FULL TUITION SCHOLARSHIP!

The second edition of this exciting new program is held July 24-30 on the Stanford campus as a service to the high school coaching community. The total cost of the program is \$1095 for coaches wishing to stay in a full service hotel adjacent to the Stanford campus. This fee includes 6 nights of hotel on a double occupancy basis and all meals. Single occupancy hotel rooms are available for an additional fee on a first come-first serve basis. If you are interested in a private room, please contact us, as the number of available rooms is limited, and special arrangements need to be made. We also offer a commuter package at \$650 for coaches who wish to stay off campus, or who live in the local area.

Nermin Kamel, Director of the California HS State Speech Championships tournament, is directing the program. Ms Kamel is an assistant principal at San Ramon Valley High School, and previously was the coach for nearly a decade at La Mirada High School and league president for Southern California Debate League. While at La Mirada Ms Kamel qualified a number of students to late round success at State, Nationals, and most major invitationals.

Attending coaches will participate in structured discussions about a number of important topics such as building a successful program, recruiting students, fundraising, building curriculum for a class versus an after school club, individual events coaching, and coaching debate. Coaches will generally have group meetings in the mornings and evenings, and in the afternoons will have the opportunity to visit lab groups & classes for the events that are of greatest interest to them that are happening at the Stanford National Forensic Institute. Programs concurrently running and available to interested coaches include Policy, Lincoln Douglas, Individual Events, and Public Forum. Occasional input from the national caliber staff of the regular camp will also occur!

The program is designed for beginning to intermediate level coaches, those with no prior experience to a few years of experience.

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UTNIF Public Forum's Curriculum Director is Les Phillips. Les directed Forensics at Lexingon High School for more than 20 years. His students won championships at every major national invitational tournament, including the TOC and NCFL Nationals. Mr. Phillips is a Five Diamond NFL coach and a former member of the NFL National Council, where he helped launch Public Forum as a national event. He has taught and/or directed summer workshops in Policy debate, Lincoln Douglas, Parliamentary debate and Public Forum. He is known for his outstanding beginning debate instruction. UTNIF is very happy to have Les Phillips as its Curriculum Director for Public Forum debate.

·-----

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# **The Power of Speech and Debate: Increasing Success in the Classroom**

by Michael Fried

ebate is a powerful extraand co-curricular activity that provides many social, scholastic, and intellectual incentives. Debate helps students broaden their social apparatus by fostering interaction among children who live in distinct areas of the country. It provides students with the ability to convey their intellectual prowess both in and out of school, and it provides students with the skills and opportunities to explore, grasp, and discover material in the classroom. Thus, participating in speech and debate propels students to succeed in a multitude of fashions.

There are a few ways in which debate skills transcend the classroom: first, in the ability to speak in front of peers; second, when researching projects or writing essays; and finally, through unique school abilities that allow for success in the classroom.

A critical component of any high school experience is the students' ability to present themselves in an orderly and composed fashion. Too often, students lack the confidence to speak out. As a result, their questions are left unanswered and their grades may drop. Optimally, students should confidently express themselves and impress their classmates. Certainly, speech and debate facilitates the development of both presentation and questioning skills.

Speech and debate introduces participants to situations wherein they may gain confidence and poise.

In both speech and debate events, students compete and perform for different audiences and in unfamiliar venues, ranging from normal classrooms to vast lecture halls and grand auditoriums. If debaters can overcome the challenge of speaking in front of different competitors and judges, then they are more apt to make a presentation to a room of friendly classmates or to ask a simple question to a helpful teacher. Thus, speech and debate infuses students with the confidence necessary to speak out in front of others.

"Thinking on your feet" is vital in school. If a student is unexpectedly asked to explain a solution or debrief the class about what the teacher has previously taught, he or she should be able to respond immediately. Speech and debate aids this skill by forcing debaters to answer opposing questions extemporaneously, respond to unthought-of criticisms to their cases, and critically engage distinct positions of which they may have little prior knowledge. All of these in-round dilemmas force debaters to develop their problem solving capabilities. Thus, debate places students in situations where they need to craft answers and solutions to different problems with little to no preparation time, much like teachers do in school.

Research projects, essays, and written homework assignments are prominent in school. In order to perform well on these written assignments, students need a wide array of research, writing, and logic skills, all of which debate helps to facilitate and perfect.

First, debate assists with the growth and expansion of research skills. Prior to participating in debate, I had little knowledge of online research databases or how to find them. However, debate has helped me broaden my research in multiple ways. Primarily, in an effort to be more knowledgeable about national and global real world current events, debaters are forced to dedicate much time to research. Through the countless newspapers, books, and online Web pages debaters scour, they begin to learn helpful skills to facilitate their researching needs—i.e. skimming articles faster, synthesizing what articles will be relevant to a certain topic, and focusing on only crucial details of hundred-page-long papers. Also, throughout the process of researching, debaters begin to learn about online databases and resources that they can use throughout the school year for other school-related projects.

Second, debate provides students with the avenue to explore different styles and methods of writing. Regardless of the form of debate in which students participate, debaters consistently write new and diverse positions on topics. Since debate forces debaters to be for and against a position, they have to write on different sides of issues. This encourages students to be open-

"Speech and debate play a powerful role in the lives of students. Debate teaches people how to be better students. but more importantly, gives them the knowledge and tools to be successful later in life."

minded about positions with which they may not necessarily agree. Next, writing becomes easier through debate; students begin to develop their own writing styles and become extremely proficient at formulating essays. While in debate, students not only research, but they write many cases that can be as lengthy as 3,500 words. After years of crafting dozens of debate cases, essays of all sorts undeniably become easier to craft as debaters are not only exposed to writing massive amounts of material all the time, but also since they are encouraged to write about a variety of societal, political, and philosophical

Third, debaters gain logic skills, including the ability to engage distinct positions, point out minute assumptions and leaps of logic in arguments, and understand opposing sides or opinions. These skills are invaluable. Not only does debate teach students how to better understand flaws in argumentation, but it also assists students in developing their own arguments in the classroom. When asked to construct a hypothesis about why certain countries are in an economic decline or to explain the rationale of different philosophers, students are able to utilize the logic skills they have previously learned in debate. Thus, by constantly debating and being forced to increase the specificity, depth, and complexity of their arguments, debaters begin to grasp a profound ability to excel in classes that require substantive logical argumentation.

Finally, debate gives students opportunities for success in school. Debate can force students to comprehend arguments that are delivered at extremely quick rates. This obliges debaters to develop their own styles of taking notes in order to keep track of what is occurring in the debate, a style of note taking called "flowing." Flowing becomes a vital style of taking notes that certainly transfers over into school. Thus, debate allows students to take notes easily since they can generate their own style of tracking what different teachers say-something other students are not as equipped to do.

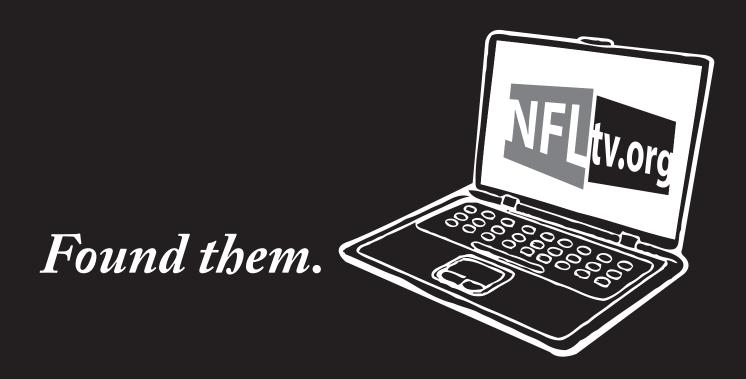
More importantly, debate allows students to interact with teachers on levels that no other students can. Through the researching stage of debate, or the actual debates themselves, debaters learn about different pieces of critical literature, complex philosophies, and legal studies. Normally, when a teacher lectures about Friedrich Nietzsche, students are dumbfounded. However, debaters have the unique ability to generate highly intellectual and aweinspiring conversations as a result of their immense knowledge.

Speech and debate play a powerful role in the lives of students. Debate transforms nervous and shy students into confident and impressive speakers and presenters. It helps students develop crucial writing, research, and logic skills that make scholastic tasks increasingly easier. Finally, debate allows students to develop unique school lives. Debate teaches people how to be better students, but more importantly, gives them the knowledge and tools to be successful later in life.

Michael Fried is a junior at the University School in Florida. He has participated in Lincoln Douglas Debate for three years, accumulating nine bids to the TOC. He won the 2010 Florida Forensic League State Championship and has advanced to outrounds at the NFL National Tournament.



# Looking for high quality videos dedicated to speech and debate?





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 — Carol Shackelford (Bingham High, UT); Mike Shackelford (Rowland Hall, UT); Andrew Arsht (Georgetown, DC); Moses Baca (Juan Diego High, UT); Stan Banks (Bridgewater, FL) Natalie Brisighella (Utah State); Aniela Butler (Juan Diego High, UT); Jordan Friedman (USC); Andres Gannon (Berkeley, CA); Matthew Gomez (Bingham High, UT); Danielle Jennings (Idaho State); Steve Knell (Bingham High, UT); Kirk Knutson (the Meadows, NV); Judie Roberts (Skyline High, UT); Madison Rodabough (Juan Diego High, UT); Gabriel Rusk (Denver University, CO); Jimmy Stevensen (Puget Sound, WA).

#### 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 (RITIQUED ROUNDS (TOURNAMENT)

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# SUMMER 2011 POLICY DEBATE UTNIF

SESSION 1 July 24 - July 14

SESSION 2 July 16 - Aug 5

UTNIF STAFF BRINGS YOU THE BEST DEBATE AND TEACHING EXPERIENCE. From Texas and Oklahoma, to New York, Illinois and California, we have assembled top tier teaching staff, cherry picked from the best programs in the nation. Each and every member of the UTNIF teaching staff have succeeded at the highest levels of competition. There is no "bottom lab" treatment at the UTNIF. At Texas' flagship institution, we make teaching our priority.

NO OTHER CAMP CAN OFFER YOU THIS BALANCE BETWEEN POLICY DEBATE AND CRITICAL INNOVATIONS. Across the board, our staff have proven that they can coach and teach anything. From the latest in kritik and performance style debating, to the nitty gritty details of winning debates on a well researched case hit, UTNIF teaching staff do it all. Our allegiance is to smart arguments, not to an overblown ideological divide in argument style. Even if you don't fancy kritikal styles of argument, there is no better place to learn how to answer them. The beauty of policy debate is in its strong tradition of relentless testing of ideas. The UTNIF has worked consistently in this regard for the interjection of new energy and intellectual growth in policy debate. WHEN YOU COME TO UTNIF YOU WILL BE DEFINING THE FUTURE OF DEBATE. We do not believe in cookie-cutter arguments. You will master the requisite agent counter plans and their ilk, but you will win tournaments on arguments developed in Austin and NOWHERE else.

STUDENTS RECOMMEND THE UTNIF EXPERIENCE OVER OTHER WORKSHOPS. Of students who attended the UTNIF last year, 98% indicated they would recommend the UTNIF to others. 95% of students who had previously attended other workshops commented that the UTNIF was a superior learning experience to the competition.

CX 6 week Survivors	June 24 – August 5
CX Session 1 (Skills and Topic Intensive)	June 24 – July 14
CX Session 2 (Skills and Topic Intensive)	July 16 – August 5
CX Sophomore Select	June 24 – July 14
CX Novice	July 16 – July 24
CX UIL 1 Week	July 17 – July 23

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**Director: Dr. Brian Lain, University of North Texas** 

Two, Three, or Four Week Sessions: June 19 - July 16, 2011

**2011 Faculty Includes:** 

Tara Tate (Glenbrook South), Dan Lingel (Dallas Jesuit), Jairus Grove (Harvard), Dr. Tracy McFarland (Dallas Jesuit), Louie Petit (UNT), Josh Gonzalez (Iowa), Scott Gottbreht (Johns Hopkins), Sarah Spring (Iowa), Geoff Smith (Wakeland), Christopher Thomas (UTSA), Toby Whisenhunt (Highland Park), Lauren Sabino (UNT), and more!

#### **Lincoln-Douglas Debate**

**Director: Aaron Timmons, Greenhill School** 

Two or Three Week Sessions: June 19 - July 9, 2011

2011 Faculty Includes:

Jonathan Alston, Beena Koshy, Dr. Scott Robinson, Anjan Choudhury, Claire Daviss, Arti Bhatia, Ed Williams, Coral Rojas, Pat Donovan, Courtney Nunley, Catherine Tarsney, Jalon Alexander, Rachel Lanier, and others to be announced soon!

Congress, Extemp & Public Speaking Director: Chris Agee, Newman Smith HS, TX

One or Two Week Sessions: June 19 - July 2, 2011

**2011 Faculty Includes:** 

Sally Squibb (Lewisville), Samuel Scott (Plano Senior)

Public Forum Debate Director: Doug Dennis, Saint Francis HS, Mountain View, CA

One or Two Week Sessions: June 19 - July 2, 2011

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If your definition of "a full college experience" includes debate, we want to hear from you. We're a young program that has risen quickly to national prominence, earn-

ing late elimination round appearances at all major tournaments, including the quarterfinals at the 2010 National Debate Tournament and Cross Examination Debate Association (CEDA) national championship. We're also the home of Brian Rubaie, CEDA's 2010 National Debater of the Year, who is now a part of the award-winning coaching staff at UT Dallas.

We're serious about your future at UT Dallas and that's seriously cool! Visit us at utdallas.edu/debate.

Register now for UT Dallas Comet Debate Institute July 17-30







Article compiled by Jane Boyd

ALLAS PROVIDES PLENTY of activities to keep you busy. Always popular with visitors, the West End is a historic warehouse district where the Monday night party will take place. Fair Park, a historical landmark and site of the Texas State Fair, includes a wealth of interesting activities, from the Dallas Aquarium to the country's largest collection of Art Deco buildings. Dallas Museum of Art—where works by Monet, Georgia O'Keeffe, and Jackson Pollock are on display—is where the Friday night party will take place. There are numerous theatre opportunities as well from the Dallas Summer Musicals to the AT&T Performing Arts Center. There are shopping opportunities at the original Neiman Marcus and the neat shops on McKinney Avenue. There is truly something for everyone in downtown Dallas!

For more information, visit www.visitdallas.com



PIONEER PLAZA. Oil and cattle made Dallas what it is today, and the sculpture that distinguishes this plaza celebrates the city's founding. Located adjacent to Dallas Convention Center, Pioneer Plaza measures 4.2 acres and features a world-renowned bronze. The sculpture, considered the largest of its kind, is by Robert Summers and showcases a 19th-century cattle drive. Portrayed are three cowboys on horseback and 39 steers—an impressive sight to behold! www.dallasconventioncenter.com

THANKS-GIVING SQUARE. This impressive site celebrates the concept of gratitude and its expression in religions. Thanks-Giving Square is home to the Chapel of Thanksgiving; its horizontal, spiraling stained glass installation, known as the Glory Window, is simultaneously the chapel's roof and ceiling. Designed by architect Philip Johnson, the square itself opened in 1977 and now features courtyards and fountains for serenity and reflection. The site has been visited by a number of religious leaders, including the Dalai Lama. www.thanksgiving.org

3 McKinney Avenue Trolley. Tour the Dallas downtown area as well as the Arts District and McKinney Avenue

via this local trolley system. The streetcars are vintage, the line is electric, and the memories nostalgically commemorate an era gone by! Departures are from the St. Paul Terminal, located downtown, and the McKinney Avenue Plaza. Area restaurants and businesses support the McKinney Avenue Trolley, the largest volunteer run system in the world. Call ahead for schedule times. www.mata.org

PEGASUS PLAZA. This 16,000-square-foot, \$3 million plaza was built with assistance from actress Greer Garson, a Dallas resident who died in 1996. A fountain and nine granite boulders bearing the names of the Greek muses mark the plaza. The neon-lit Red Flying Horse sign that portrays Pegasus (a symbol often equated with the city) was restored and relit for the year 2000 and placed atop the Magnolia Hotel at 1401 Commerce Street downtown.

5 DALLAS MUSEUM OF ART (SITE OF THE FRIDAY NIGHT PARTY). DMA's broad collection of art embraces everything from European paintings to Pacific Island sculptures. In fact, more than 23,000 items represent ancient times to the present. Frederic Church's "The Icebergs" and classic Impressionist works by masters like Edouard Manet and Paul Gauguin are part of the large collection. Limestone galleries spiral from a central area, making for easy navigation and outstanding viewing. www.dm-art.org

THE ORIGINAL NEIMAN MARCUS 6 STORE. Luxury specialty retail department store headquartered in the One Marcus Square building in downtown Dallas, TX, and competes with other department stores such as Saks Fifth Avenue, Barneys New York, Nordstrom, and Bloomingdale's.

OLD RED COURTHOUSE. Dedicated to inspire and educate visitors about the rich and varied cultural, economic, political, and social history of the Dallas County Area, the Old Red Museum of Dallas County History & Culture serves as a symbol of Dallas heritage. Built in 1892, the beautifully restored Old Red Courthouse contains some of Dallas County's most fascinating historical artifacts. There is a special exhibit gallery located on the first floor, while the second floor of Old Red is filled with exhibits 41 touch-screen computers, an educational learning center, and four mini theatres.

NASHER SCULPTURE CENTER. Raymond and Patsy Nasher were avid art patrons, acquiring vast sculpture and fine art collections that eventually became the foundation for both Duke University's Museum of Art and Dallas's Nasher Sculpture Center. The Sculpture Center is a carefully planned museum seamlessly blending indoor and outdoor galleries—it's actually reminiscent of an archaeological site, but is thoroughly modern, producing a fascinating dichotomy. The collection is fabulous, including works by greats like Pablo Picasso, Auguste Rodin, Jean Arp, Constantin Brancusi, Max Ernst, Willem de Kooning, Alberto Giacometti, Jasper Johns, Jeff Koons, Joan Miró—the list goes on and on. www.nashersculpturecenter.org

THE CROW COLLECTION OF ASIAN ART (SITE OF HALL OF FAME DINNER). Located in the Arts District of downtown Dallas, The Crow Collection is a permanent set of galleries dedicated to the arts and cultures of China, Japan, India, and Southeast Asia. The museum offers a serene setting for quiet reflection and learning. www.crowcollection.com/default.aspx

OAT&T PERFORMING ARTS
CENTER. The AT&T Performing Arts Center encompasses 10 acres within the downtown Dallas Arts District. The Center includes the Margot and Bill Winspear Opera House, Dee and Charles Wyley Theatre, Annette Strauss Square, and Elaine D. and Charles A. Sammons Park, as well as Lexus Red and Silver underground parking areas. The AT&T PAC presents a variety of programs year-round in its indoor and outdoor performance venues, including the Lexus Broadway Series, Brinker International Forum, JAZZ ROOTS and, in association with TITAS, contemporary dance and music, as well as other touring and community performances. The Center also provides performance space for local performing arts organizations, including The Dallas Opera, Dallas Theater Center, Dallas Black Dance Theatre, and Anita N. Martinez Ballet Folklorico.



## [WHAT TO SEE] on the DART rail GREEN LINE



Photos: Lindsay Hickman, Aaron Philips, Ruth Eshbaugh

SIXTH FLOOR MUSEUM AT DEALEY PLAZA. The Sixth Floor Museum at Dealey Plaza, located in the former Texas School Book Depository building, examines the life, times, death, and legacy of President John F. Kennedy. Nearly 400 photographs, interviews, artifacts, interpretive displays, and award-winning videos chronicle the historic chain of events that preceded and surrounded his assassination on November 22, 1963.

**DEALEY PLAZA.** Dealey Plaza is a significant part of Dallas history. The site marks the birthplace of Dallas, originally founded by John Neely Bryan in the 1840s. Almost a century later, during President Franklin Roosevelt's New Deal, the familiar concrete colonnades and triple underpass were constructed, making this vehicular park an example of successful city planning. Hailed as "The Front Door of Dallas," Dealey Plaza served as the major gateway to the city from the west and, equally important, as a symbol of civic pride. In November 1963, the focus changed when President Kennedy was assassinated in the heart of the plaza. Instantly, the cradle of Dallas history became known as an internationally recognized murder site. Grief-stricken citizens began to bring flowers and mementos to Dealey Plaza the day after the assassination. These were the first acts in the transformation of the area into an unofficial memorial site to honor the slain president. Three decades after the Kennedy assassination, in October 1993, the secretary of the Interior designated Dealey Plaza a National Historic Landmark

**3 JFK MEMORIAL.** The assassination of President Kennedy changed the city—and the world—forever. As a tribute to this extraordinary man, John F. Kennedy Memorial Plaza was dedicated on June 24, 1970. In the years since, it has become an integral part of Dallas' urban landscape and cultural heritage.

WEST END MARKET PLACE (SITE OF THE MONDAY PARTY). Dallas' historic West End, offers visitors a window to the past with beautifully preserved and masterfully renovated historical buildings on tree-lined streets with brick paved sidewalks. The West End is the heartbeat of downtown Dallas, and only a short train ride away from the Sheraton. The West End is where visitors from across the nation and around the world choose to be entertained while in Dallas. Locals enjoy people watching from our many sidewalk patios, shaded by tall, live oak trees. It is like taking a mini-vacation during your workday. Order a glass of ice tea and the daily lunch special; then sit back and feel the warm breezes as the stresses of the day drift away. The West End is now home to the House of Blues and internationally-known Mambo Café. Lunch, dinner, or late night—you're sure to find surprising local entertainers and musicians performing on the street for passersby delight. Adults and kids alike will not want to miss the Dallas World Aquarium (a world class experience). History buffs can lose themselves in the Dallas Holocaust Museum. If shopping is part of your plans, the West End has some unique shops. Stop in Wild Bill's Western Store for custom made boots, a Stetson steamed to fit, or that special trinket to commemorate your time in Dallas. Then stroll down the street to Bath Junkie and create your very own lotions, bath gels, and potions. Kokopelli's Chocolates is your chance to stock up on handmade chocolates, old time candies, or a souvenir for that special someone. Treat your entourage to a horse drawn carriage ride. take a Segway tour, visit the many historical sights of downtown Dallas, or simply spend

your time walking the brick streets or on our many outdoor patios. The Dallas West End has come a long way since the days of the old warehouses and railroad stations.

www.dallaswestend.org/index.aspx

**DEEP ELLUM.** Deep Ellum is the renovated warehouse district located just three blocks east of downtown Dallas. These 170 acres is known as the alternative from the "norm." It is the home of fashion-forward, trend-setting style and the birthplace for many new bands. The neighborhood is recognized as the place to shop for unique gifts and originals. Dine at a one-of-a-kind restaurant and then experience the vast selection of original, live music from jazz to Latin, rock, blues, or new alternative. www.ondaweb.com/deep\_ellum/

MOCKINGBIRD STATION. One of the areas of Dallas where you can feel a great level of energy is the Mockingbird Station. There are several shops at this station where you can pick up some of the latest designs. There are several eateries also present at this station. You could experience the real urban life of the city at this station.

**7** FAIR PARK. Fair Park is an outstanding place to get away for a quiet stroll through fascinating scenery or enchanting greenery. Museums include the African-American Museum, Museum of the American Railroad, Museum of Nature & Science/TI Founders IMAX® Theater, The Women's Museum, Children's Aquarium at Fair Park, The Hall of State, Texas Discovery Gardens, Texas Museum of Automotive History, and South Dallas Cultural Center. The Dallas Summer Musicals are performed at the Dallas Music Hall on the Fair Park Campus. <a href="https://www.fairpark.org/">www.fairpark.org/</a>

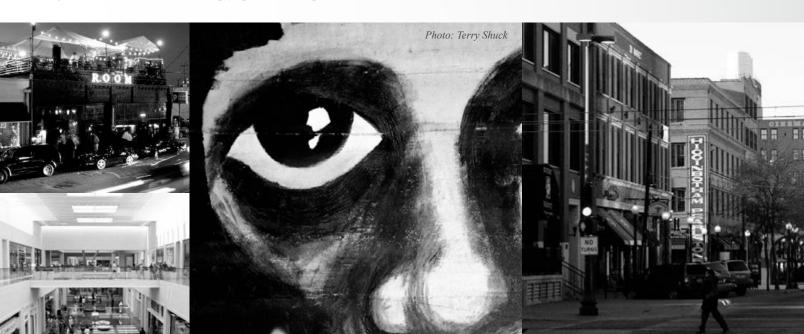
VICTORY PARK. This is the home of the American Airline Center, which has concerts and sporting events. Victory Park also features live music events and television broadcasts. WFAA Channel 8 broadcasts daily from Victory Park.

## [WHAT TO SEE] on the DART rail RED LINE

**1** GILLEY'S DALLAS (SITE OF THE WEDNESDAY NIGHT PARTY). Gilley'S Dallas is the premier venue for hosting private parties, convention groups, special events, and wedding receptions. With five private rooms and over 65,000 square feet of event space, Gilley's is sure to entertain and amaze. Gilley's Dallas provides the best in Texas hospitality, menus, and entertainment.

North Park Mall. Great stores, great shopping, and great dining can be found at North Park Center, the premiere mall located in Dallas, TX. North Park Center features world-class art well as a rotating display of acclaimed 20th-century art. A complimentary North Park Center/DART Shuttle operates to and from the nearby Park Lane DART station and the west entrance to North Park Center near Nordstrom Court (daily every 20 minutes Monday-Saturday, 9 a.m. to 10 p.m., and Sunday 11 a.m. to 7 p.m.). www.northparkcenter.com/ ■

Jane Boyd is a three-diamond coach from Grapevine High School in Texas.





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USE CODE "NFL" TO ACCESS SPECIAL PRICES FOR THE TUESDAY, JUNE 14 AND THURSDAY, JUNE 16 PERFORMANCES.

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National Forensic League Dallas, TX June 13-18, 2011 CV# 04JZ0002

#### Rates available from Dallas-Ft. Worth locations for rental start dates June 6-25, 2011

	Daily	Weekend	Weekly
Car Class	Per Day	Per Day	5-7 Day
A-ECONOMY	\$45.00	\$26.00	\$169.00
B-COMPACT	\$49.00	\$29.00	\$185.00
C-MID-SIZE	\$53.00	\$31.00	\$199.00
D-STANDARD 2/4 DR	\$57.00	\$33.00	\$209.00
F-FULLSIZE 4DR	\$59.00	\$33.00	\$219.00
Q4-MIDSIZE SUV	\$59.00	\$34.00	\$229.00
G-PREMIUM	\$67.00	\$47.00	\$309.00
I-LUXURY	\$83.00	\$75.00	\$399.00
R-MINIVAN 2WD	\$81.00	\$70.00	\$359.00
L-STANDARD SUV	\$85.00	\$75.00	\$385.00
U-CONVERTIBLE	\$83.00	\$75.00	\$399.00

#### **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 oneday 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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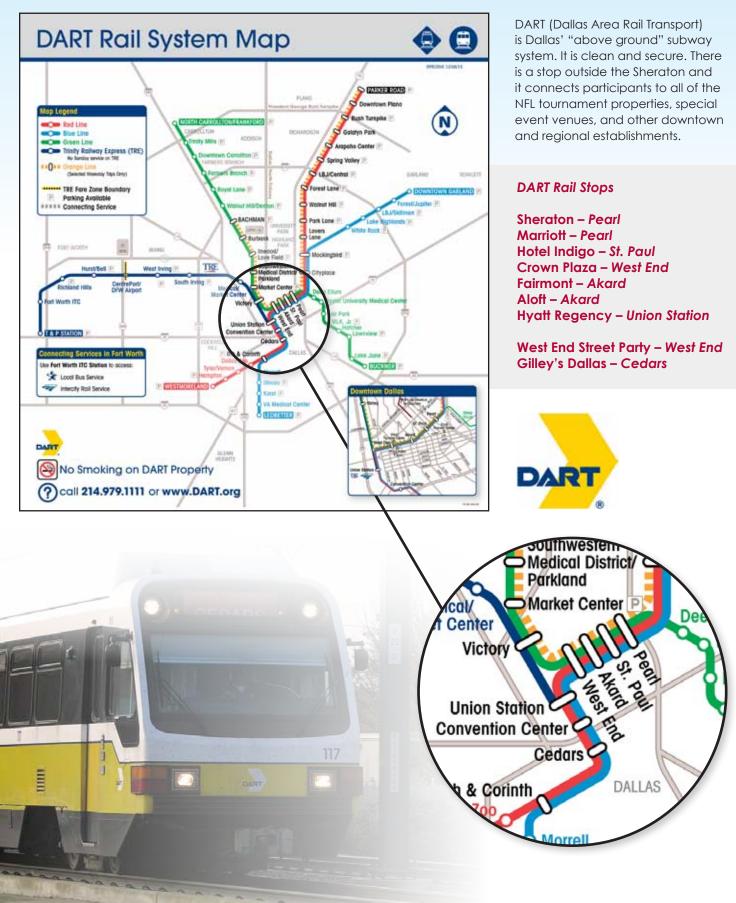
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#### 2011 LFG / NFL NATIONALS • TRANSPORTATION GUIDE





DOWNTOWN DALLAS will be an excellent location for the 2011 LFG/NFL National Speech and Debate Tournament. To make planning easier, the NFL is happy to provide an overview of key logistical information. Please take note that this year's tournament runs from Monday, June 13 (registration), to Saturday, June 18 (awards), and will be held in one single competition venue. Please refer to pages 49-54 for essential lodging information.

#### A BRIEF OVERVIEW OF THE TOURNAMENT LOGISTICS\*



#### **MONDAY** (Registration and Opening Party)

This year, the tournament registration, NFL vending expo, and the national service project will take place on Monday, June 13, from 8 a.m. to 3 p.m. in the ballrooms of the Sheraton Dallas Hotel. In addition to normal registration events, there will be an opening party at The West End, which is accessible by Dallas Area Rapid Transit (DART) rail from any of the NFL hotel properties.

#### **TUESDAY AND WEDNESDAY**

All preliminary competition will be held at the Sheraton Dallas Hotel. All preliminary competition and early elimination competition on Tuesday and Wednesday will occur between 7:30 a.m. and 6 p.m.

The student party will take place at Gilley's Dallas downtown Wednesday evening. Gilley's is accessible by DART rail from any of the NFL hotel properties. Students eliminated from main event competition on Wednesday will re-register for the Thursday supplemental events at the student party.

#### **THURSDAY**

All main event elimination and supplemental event rounds will be held at the Sheraton Dallas Hotel between 7:30 a.m. and 7 p.m. Those students eliminated from main event competition or supplemental events will be allowed to re-register for Friday consolation events throughout the day at the Sheraton (if pre-registered.)

#### **FRIDAY**

On Friday morning, all elimination competition will continue at the Sheraton Dallas Hotel with the addition of consolation events. The National Congress finals will be held throughout the day.

On Friday evening, attendees will enjoy the national final rounds of Humorous Interp, Dramatic Interp, and Duo Interp, as well as the Coaches' Diamond Ceremony in the Lonestar Ballroom of the Sheraton Dallas Hotel.

After the conclusion of the finals of Duo Interpretation, attendees will be treated to a downtown evening event at the Dallas Museum of Art, which is within walking distance of the Sheraton Dallas Hotel.

#### **SATURDAY**

The remaining main event final rounds (Original Oratory, US Extemp, International Extemp, Lincoln Douglas, Policy, and Public Forum), as well as supplemental and consolation event finals, will be held throughout the day on Saturday at the Sheraton Dallas Hotel.

Do you have important questions about the logistics of the 2011 Downtown Dallas Nationals that weren't answered here? Feel free to contact the national office at **920-748-6206** or e-mail **nfl@nflonline.org**.

<sup>\*</sup> Please keep in mind that all logistics are tentative and subject to change.

#### IMPORTANT CONSIDERATIONS

#### WHEN SELECTING AND RESERVING HOTELS AT THE 2011 DOWNTOWN DALLAS NATIONALS



#### PLEASE READ BEFORE SELECTING LODGING!

#### **TOURNAMENT HOTEL**

The official tournament hotel is the Sheraton Dallas Hotel. All schools should attempt to book rooms at this property first. Staying at this property will be the most convenient and cost effective way to enjoy the 2011 National Tournament. Do not delay in booking this property, as space is limited!

#### ADDITIONAL NFL BLOCK HOTELS

We anticipate that the Sheraton Dallas Hotel block will fill quickly. Although the Sheraton is the best option, the NFL has negotiated other excellent hotel options for schools that book after the Sheraton fills including the Marriott, which is connected by skywalk. It is essential that schools stay downtown at the Sheraton or one of the other NFL properties. Morning and afternoon traffic jams will make commuting from non-NFL recommended properties a very difficult task and could result in major issues for your team. In addition, the NFL only has contracts with those properties listed and will not be able to assist you with issues in hotels outside the block. DO NOT STAY OUTSIDE THE NFL HOTEL BLOCK.

#### BENEFITS OF STAYING IN THE NFL BLOCK OF HOTELS

Schools will find several major benefits to staying in the NFL block of hotel rooms.

- Avoid the Cost of Vehicle Rental: All competition is being held at the Sheraton Downtown Dallas. The Sheraton can be accessed by DART rail from all NFL hotel properties and Love Field. A discounted rate has been negotiated with Super Shuttle making transportation from DFW easy and affordable, rendering a rental vehicle unnecessary. Those schools driving to Dallas will receive discounted parking at NFL hotels.
- Free Internet Café at Sheraton: All attendees who are lodging in an NFL hotel will receive free access to the NFL National Tournament Internet café at the Sheraton. Those staying outside the NFL block will have to pay a fee for daily access.
- Discounted Meals: All attendees who are lodging in an NFL hotel will receive discounts on advanced meal purchases.
- Easy Tournament Accessibility: Staying in the tournament hotel or within the NFL block will avoid the risk of delays or major inconveniences related to traffic and morning parking.
- Easy Access to Meal Options and Special Events: The tournament hotel is the site of registration, all competition, the final rounds, and awards. There is a food court adjacent to the Sheraton and Marriott. There is a DART stop on site providing the best possible access to the opening ceremony, the student party, and the evening event at the Dallas Museum of Art. All NFL hotels sit near DART stops to provide access to all events and restaurants.

Note: All room reservations within the NFL block are subject to an automatic non-refundable two-night deposit per room at the time of booking. This avoids double booking and allows all attendees equal opportunity to book in the best available properties.





Additional tournament information (logistics, complete driving directions, maps, individual event schedules, etc.) will be available online at www.NFLonline.org/NationalTournament.



## FAQ SHEET



Monday, June 13 – Saturday, June 18

## WHAT IS THE ROOM RATE, AND IS QUAD OCCUPANCY

The NFL has negotiated a flat rate of \$119 per room per night with up to quad occupancy. The majority of the room block is made up of double-double rooms.

#### DOES THE ROOM RATE INCLUDE TAX?

No. All Dallas area hotels will include a 15% tax.

#### WHAT IS THE COST OF PARKING AT THE SHERATON **COMPLEX?**

The parking rate for all Sheraton hotel guests is \$7 per day. Non-hotel guests will be charged \$15 per day. All parking fees at the Sheraton include in and out privileges. The other NFL hotel properties are within either walking distance or a short DART rail ride to and from the Sheraton. These properties are also providing some discounted parking rates to NFL guests.

#### ARE THERE ANY UPGRADED ROOMS AVAILABLE?

Yes. A limited number of suites are available in the block. The rate for these rooms is slightly higher and the parlor portion of the room must be made available from 8 a.m. to 6 p.m. for competition if needed.

#### WILL YOU BE PROVIDING FREE WIFI FOR ALL OF YOUR **GUESTS DURING THIS EVENT?**

Free WIFI is available to all guests of NFL block hotels in the National Tournament Internet Café. Those not staying in NFL block hotels may obtain Internet Café access for a fee.

#### WILL DISCOUNTED MEALS BE PROVIDED TO HOTEL **GUESTS?**

Yes. Guests who stay at any of the NFL properties will receive substantial discounts by pre-purchasing meal tickets.

#### **HOW WILL AIRPORT TRANSPORTATION WORK?**

The NFL has arranged a reduced rate of \$14 one way or \$26 round trip with SuperShuttle Vans from the DFW airport. Call 1-800-BLUEVAN (1-800-258-3826) or go online (https://www.supershuttle.com/GroupRez/TripDetails. aspx?GC=2RUPV) to reserve your reservation. Be sure to use group code "2RUPV." In addition, the DART can be taken from Love Field (Southwest Airline hub) for \$3.

#### **HOW WILL THE PUBLIC TRANSIT SYSTEM(S) WORK?**

DART (Dallas Area Rail Transport) is Dallas'"above ground" subway system. It is clean and secure. There is a stop outside the Sheraton and it connects participants to all of the NFL tournament properties, special event venues, and other downtown and regional establishments. Attendees can prepurchase discounted weekly passes on the DART for \$20. All pre-sale tickets will be available for pickup on Monday, June 13, at registration.

#### WILL THE ELEVATORS BE ABLE TO ACCOMMODATE **SUCH A LARGE GROUP OF PEOPLE?**

The hotel routinely accommodates this type of hotel use for large groups. Several banks of elevators are targeted to specific floors, making the process easier for guests. In addition, the hotel is equipped with a back up elevator system in case of emergencies. Finally, all of the competitors will have their schedules well in advance and will have plenty of time to get to their debates, especially if they are hotel guests. Adult volunteers will help monitor elevator use during competition.

#### ARE THERE AMPLE RESTAURANTS AVAILABLE IN THE AREA TO ACCOMMODATE LARGE CROWDS OF PEOPLE?

Yes. The Sheraton and surrounding food establishments have accommodated crowds of this magnitude in the past. In addition to the on-site eating options, there is a 15-restaurant food court adjacent to the hotel in the Plaza of Americas and a variety of eating establishments in the West End, which are accessible within two stops on the DART. Other restaurants are within walking distance of the hotel.

#### **JUST HOW HOT IS IT IN TEXAS IN JUNE?**

Texas does get hot in the summer, but June is the mildest month. Dallas highs are typically in the mid-90s. Most natives don't feel too much of the heat though buildings are cooled most of the year. Public buildings, like hotels, can actually be chilly; it's not unusual to see someone carrying a light sweater or jacket into a hotel, theater, or restaurant.

#### WILL THERE BE A LOCATION TO STORE TUBS IN THE **EVENINGS?**

Yes. Overnight tub storage will be arranged.

#### WHAT IS THERE TO DO IN DALLAS?

All national tournament participants will be invited to partake in events at the West End, Gilley's Dallas, and the Dallas Museum of Art. See pages 40-43 for additional attractions in downtown Dallas.



## DALLAS HOTEL GUIDE 2011 LFG/NFL Nationals













#### 2011 LFG / NFL NATIONALS • DOWNTOWN DALLAS HOTEL GUIDE



For prompt and accurate service, mention "National Forensic League" rather than "NFL" when booking your rooms.



HOTEL		PROXIMITY TO SHERATON	RATE	AMENITIES
SHERATON DALLAS HOTEL www.sheraton.com/dallas 214-922-8000	0	_	\$119 King or Double Beds \$139 Suite (Living Room, Double Beds)	FC, OP, R
DALLAS MARRIOTT CITY CENTER www.marriott.com 214-979-9000	(2)	Skybridge walkway to Sheraton	\$129 King or Double Beds	FC, R
HOTEL INDIGO DALLAS www.hotelindigo.com 214-741-7700	(3)	5 minute walk to Sheraton	\$109 King or Double Beds	CI, FC, GL
CROWNE PLAZA HOTEL DALLAS DOWNTOWN www.ichotelsgroup.com 214-742-5678	(4)	10 minute walk or one DART stop from Sheraton	\$109 King or Double Beds	Free Shuttle to Sheraton, CI, FC, GL, OP
THE FAIRMONT DALLAS www.fairmont.com/dallas 214-720-2020	(5)	10 minute walk or one DART stop from Sheraton	\$109 King or Double Beds	CI, FC, OP, R
ALOFT DALLAS DOWNTOWN www.starwoodhotels.com/alofthotels 214-761-0000	<u>(6)</u>	10 minute walk or one DART stop from Sheraton	\$109 King or Double Beds	CI, FC, OP, R
HYATT REGENCY DALLAS www.dallasregency.hyatt.com 214-651-1234	(7)	15 minute walk or two DART stops from Sheraton	\$119 King or Double Beds	CI, FC, OP, R



#### **AMENITIES LEGEND**

AS = Airport Shuttle

**CB** = Complimentary Breakfast

**CI** = Complimentary Internet

**FC** = Fitness Center

**GL** = Guest Laundry

IP = Indoor Pool

**OP** = Outdoor Pool

R = Restaurant

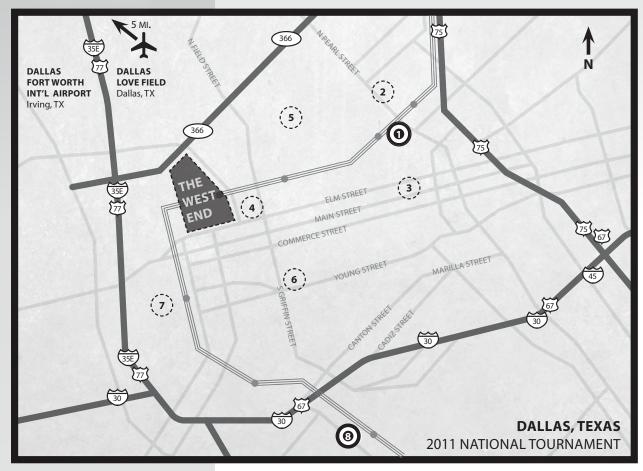


Compete, Sleep, Relax in the Same Location.

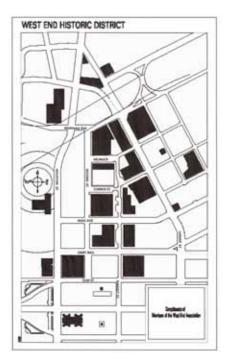
#### 2011 LFG / NFL NATIONALS • DOWNTOWN DALLAS HOTEL GUIDE



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



- **SHERATON DALLAS HOTEL** 400 North Olive Street
- **DALLAS MARRIOTT CITY CENTER** 650 North Pearl Street
- **HOTEL INDIGO DALLAS** 1933 Main Street
- **CROWNE PLAZA HOTEL DALLAS DOWNTOWN** 1015 Elm Street
- THE FAIRMONT DALLAS 1717 North Akard Street
- **ALOFT DALLAS DOWNTOWN** 1033 Young Street
- **HYATT REGENCY DALLAS** 300 Reunion Boulevard
- **GILLEY'S DALLAS** 1135 South Lamar Street
- **DART** Rail and Stations



Monday June 13, 2011

**Registration Day** 



Saturday June 18, 2011

**Awards Ceremony** 

## NFL STREET PART

MONDAY, JUNE 13, 2011 6 PM TO 8 PM

PARTY LOCATED ON 1700 BLOCK OF MARKET STREET
BETWEEN ROSS AVE AND MUNGER STREET





DINING FOR EVERY BUDGET WITH 20+ RESTAURANTS



STREET PERFORMERS
LIVE MUSIC AND DANCING
FOOD BOOTHS ON STREET



## DON'T MISS:

- SIXTH FLOOR MUSEUM
- OLD RED COURTHOUSE
- DALLAS WORLD AQUARIUM
- HOLOCAUST MUSEUM
- DALLAS SEGWAY TOURS
- HORSE DRAWN CARRIAGE RIDES

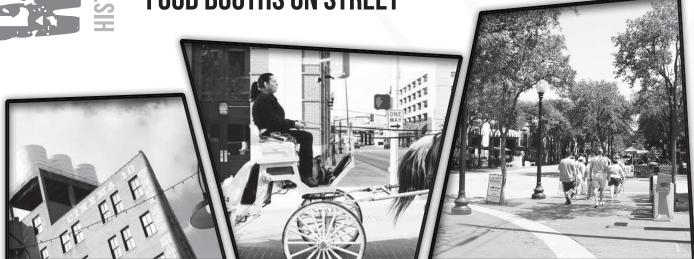




Photo: Matthew Rutledge

## **NJFL Middle School Nationals**



School National
Tournament
will be held in
Dallas, Texas,
June 15-18, 2011,
in conjunction with
the high school
national speech and
debate tournament.

The NJFL Middle



Photo: Robert Hensley



Photo Dustin Atkins



## NFL STUDENT PARTY

AND SUPPLEMENTAL RE-REGISTRATION

**★**★JUNE 15, 2011 **★**★







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## NATIONALS AREN'T JUST FOR



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NATIONAL TOURNAMENT COACH **CLINICS** 

www.NFLonline.org/CoachingResources/ **NationalTournamentClinic** 

LOOK FOR JUNE COURSE OFFERINGS IN THE MAY 2011 ROSTRUM.



The art doesn't go home. Why should you?

Friday, June 17 6:00 p.m.-midnight

The Dallas Museum of Art welcomes the attendees of NFL Nationals to the June Late Night. Join us for our annual Summer Block Party and see the exhibition Art of the American Indians: The Thaw Collection.

Throughout the evening, enjoy concerts, NFL-inspired programs, films, open mic, tours of the collections, Creativity Challenges, and more.

DallasMuseumofArt.org Downtown Dallas Arts District 214 922 1200



Late Nights at the Dallas Museum of Art is supported by the Donor Circle membership program through leadership gifts of Mr. and Mrs. William T. Solomon and the Vin and Caren Prothro Foundation. Promotional support provided by CBS Radio: JACK-FM and KLUV 98.7, Dallas Observer, KXT 91.7, and Radio Disney.

The Dallas Museum of Art is supported in part by the generosity of Museum members and donors and by the citizens of Dallas through the City of Dallas/Office of Cultural Affairs and the Texas Commission on the Arts.

## HARVARD DEBATE COUNCIL **SUMMER WORKSHOPS**



A Project of the Harvard Debate Council, An Undergraduate Organization









IVY SCHOLARS PROGRAM

SUMMER ACADEMIC PROGRAMS FOR OUTSTANDING HIGH SCHOOL STUDENTS
SPONSORED BY INTERNATIONAL SECURITY STUDIES AND THE BRADY-JOHNSON PROGRAM IN GRAND STRATEGY

#### PROGRAM DESCRIPTION

The Ivy Scholars Program offers three innovative, intensive summer educational experiences that feature interdisciplinary collegelevel non-credit academic study with leading scholars and practitioners. A very select group of high school students from across the United States and around the world will learn from members of Yale's world-class faculty, scholars from other leading institutions, distinguished fellows, and top government and business practitioners on a wide range of issues facing national and international leaders. Over the past several years, speakers have included such luminaries as Paul Kennedy, John Lewis Gaddis, Charles Hill, Walter Russell Mead, John Negroponte, Paul Solman, Robert Dahl, Harold Koh, Jonathan Schell, Robert Schiller and others.

The Ivy Scholars programs are developed specifically for academically competitive high school students who wish to pursue undergraduate study on a campus of a top-tier university such as Yale. Students will experience academic and residential life at a top Ivy League school by living on-campus in Yale College housing, dining in the historical residential college eating halls, and most importantly, learning from Yale scholars on the subjects of their expertise in university classrooms. Library facilities at Yale are unmatched by any other high school summer academic and leadership program with one of the largest university library collections in the world. Students will have network privileges that gives them 24/7 access during the program to Yale's world-class on-line resources including journals, databases, and research services.

#### STUDENT PROFILE

We are seeking outstanding high school student leaders with strong academic records, passion for national and international issues, and who wish to make substantive and lasting contributions to their communities and the world. Because our programs are conducted as college-level academic and leadership development programs, students are expected to be mature, focused, responsible, articulate, passionate, and willing to engage in discussions over difficult moral and policy issues. The Ivy Scholars Program focuses on developing future senior leaders in government, business, public service, and education, and to that end, seeks student scholar-leaders who have strong written and verbal communication skills, can read and analyze large amounts of material, draw well-reasoned conclusions, and consistently adhere to a high standard of personal and professional conduct. These special academic and leadership development programs are for extraordinarily capable individuals of strong character who know who they are, possess a strong desire to study the most important ideas of our time, and have a calling to someday serve at the very highest levels of government, business, public service, and education.

#### THREE INTENSIVE ACADEMIC AND LEADERSHIP DEVELOPMENT EXPERIENCES FOR 2011:

- Program in American Political Philosophy and Democratic Thought 26 June 9 July 2011
  - Focus on the great ideas and thinkers in American political philosophy and democratic thought
  - Lincoln-Douglas and kritik-oriented policy debaters will gain a much deeper understanding of key issues and theories
  - Designed for rising junior and senior high school students as well as post-high school, pre-college students
- Global Leaders Development Program 23 July 6 August 2011
  - Focus on executive writing skills, group facilitation and deliberation skills, and study of major global challenges
  - Tracks include Global Health, International Security, and International Institutions and the United Nations
  - Designed for rising sophomore and junior high school students
- Studies in Grand Strategy for Rising High School Seniors 24 July 7 August 2011
  - Focus on strategic writing skills, advocacy and persuasion skills, and the study of Grand Strategy
  - Designed for rising seniors and top alumni of the Global Leaders Development Program

Admission is competitive and applicants are encouraged to apply as early as possible. Need-based financial aid is available. Last year's program attracted top scholar-leaders from across the U.S. and South America, Europe, and Asia. Visit our website:

HTTP://IVYSCHOLARS.YALE.EDU/

## STANFORD NATIONAL FORENSIC INSTITUTE

## Core LD Program July 24 - August 6

## 3rd Week Intensive

August 6 - August 13

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

#### **Quality Instructors**

SNFI knows that generally speaking, the best instructors are not the youngest instructors. We focus on hiring the most experienced instructors, and the most successful coaches of competitors. Our faculty has coached competitors to outrounds and championships at the most prestigious tournaments around the country including NCFLs, NFLs, and TOC. Our instructors know how to create champions at every level of competition. Some of the returning faculty include Michelle Keohane, Jordan Lamothe, Fritz Pielstick, Christian Tarsney, Mike Spirtos, Nadia Arid, Beena Koshy, and Dan Meyers who serves as the Division Director for Lincoln Douglas (The Meadows School).

#### **Carefully Crafted Curriculum**

SNFI's curriculum carefully balances lab time, practice rounds, mandatory lectures, and electives. All labs are led by our expert faculty with a special eye to balancing the skills of the instructors with the needs of each student. Each student will participate in a minimum of 10 critiqued practice rounds; most participate in more. Our lecture series focuses on providing students with solid foundations in both debate and philosophy. Labs then focus on implementation of those concepts so that students can see how to utilize each lecture. Our elective series allows students the freedom to choose an in-depth investigation of a skill or philosophy of their choosing.



Dan Meyers is the division director for Lincoln Douglas debate at the SNFI and Co-Director of Forensics at The Meadows School in Nevada. Prior to his move to Nevada, Dan was Director of Forensics at Clovis West High School in Fresno, California and Presentation High School in San Jose, California. His debaters have been in late elimination rounds at Greenhill, St. Marks, Apple Valley, Glenbrooks, College Prep, Victory Briefs Tournament, Arizona State, MBA Round Robin, Stanford, NFL Nationals, and the Tournament of Champions, and have won the Mid-America Cup, Golden Desert, Harker, and UC Berkeley tournaments. This will be his sixth year at the SNFI and fourth as Director of LD.

## STANFORD NATIONAL FORENSIC INSTITUTE

## Parliamentary Debate

One Week Program: July 31 - August 6, August 7 - August 13 Two Week Program: July 31 - August 13

The Stanford Parliamentary Debate program returns this summer, bringing the same professionalism to parliamentary debate that SNFI has brought to policy debate and Lincoln-Douglas debate for the past 18 years. Serious student of parliamentary 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 section is planned for this summer. Small group activities ensure that students of all experience levels can be accommodated.

#### These exclusive programs feature:

A low student to staff ratio - averaging 1 staff to every 10 students or better

A great number of practice debates - half of the total instructional time will be spent on conducting practice debates

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

Living and working on the Stanford University campus in a stimulating and secure environment

The camp is 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 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 parliamentary debate, ready to compete in the fall.



With two degrees from Stanford University, including a M.A. in Communication, Matt Vassar has spent all of his adult life teaching debate and public speaking. As a coach, he trained winners to some of the largest parliamentary debate invitationals, including the Marty Cronin Invitational, the Martin Luther King Jr. Invitational, and the Santa Clara University Invitational. He has also trained parliamentary teams to the semi-final round of the elite International Tournament of Champions, the semi-final round of the North American Debating Championships, and the semi-final round of the California State Championship. This is Matt's sixth year at the Stanford National Forensic Institute, and his fourth year serving as the director of the parliamentary debate program.

#### CDE DEBATE HANDBOOKS 2011-**2012: SPACE EXPLORATION**



2011-12 Vol. 1 W. Bennett

"I find your handbooks the most thorough research material available." Butch Hamm, Ryle HS (Kentucky)

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

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

"Your blocks are great." Tim Hughes, Belton HS

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

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

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

"Your generic blocks are really good. I get bothered by how much duplication all the other handbooks have; it's like they're all written by the same person." John Denton-Hill, Texas

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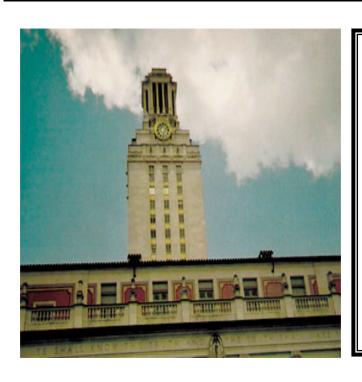
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## **A Conversation with** Dr. Diana Carlin

as told to Jenny Corum Billman

Dr. Carlin had just returned from Afghanistan when we spoke about her work with debate in emerging democracies around the world.

# Special Feature

For 45 years, debate has been a big part of my life. Everything I have accomplished—getting a doctorate, working with political candidates, working as a speechwriter and an assistant press secretary—stems from what I learned in debate. So when I was asked if I would go to Afghanistan to develop debate clubs, the only answer was ves.

And then I started thinking about security. You don't go to Afghanistan and not be a little bit concerned. But I didn't ever consider not going. I talked to faculty at another university who had been there. I asked a lot of questions about their security situation. I decided to wear a headscarf, and they gave me a Web site where I could buy clothes that would blend in. Eventually, you have to just accept the fact that you are going to be in an environment where there are a lot of guns, where bad things could happen, and you take as few risks as possible.

The program in three universities was to train future leaders of Afghanistan—the students—in public speaking, critical thinking, research, and debate as a way for them to begin grappling with their country's challenges. I first went to Afghanistan for two weeks last summer in June. I worked with faculty who were primarily business professors. None of them had ever seen a debate

Still, teaching debate in another country isn't that different from what you do with kids who show up in your class the first day, having never seen a

debate. You have to start with building blocks. I showed them a debate. We'd go to a debate or a workshop. We'd visualize the concepts. What does a debate look like? What does it sound like? How does one organize a speech? We studied the basics of public speaking, argumentation, and persuasion. Everything you would do with American debaters, we did.

Debate in Afghanistan comes with a few practical problems. Students have very limited time to participate, so debate requires a real commitment on their part. In Afghanistan, students go to classes early in the morning or late in the afternoon. They are not full-time students in the same sense our students are. For them to be able to debate, there needs to be some kind of an incentive. In our case, the organization would provide small stipends for public transportation to get to the university.

Another challenge was topics. We had to be really careful about not having overly political topics that would put them in the position of criticizing either their government or the US government. So many topics were off-limits. There is no compulsory education in Afghanistan, so we had a topic on compulsory education. We had rounds on China and their economy, whether Obama deserved to win the peace prize, and the idea that freedom of speech is the most important in the democracy.

We had both men and women in our program, so there were issues about whether the women should

#### "Teaching debate in another country isn't that different from what you do with kids who show up in your class the first day, having never seen a debate. You have to start with building blocks."

debate with men. They have coeducational classes, but to have them working close together, that needed to be determined. I let the faculty make that decision. In the end, we did have some mixed gender teams for practices.

We tried to be very sensitive to the culture, so we tried not to have anything distracting. For example, many sample debates that are online are inappropriate to show in a Muslim country. Some debaters are women in tank tops or short skirts. Some online debate videos were produced at summer institutes. Some of the banter back and forth is off-color. Some of the video is informal. One of my biggest challenges was finding appropriate videos so they could see what the debates look like. I ended up having to produce one in the U.S.

When I went back to Afghanistan this winter, we worked to establish debate clubs in four new universities. Debate clubs in Afghanistan meet twice a month, practicing and having intra-squad debates. On December 5, 2010, I organized the first-ever debate tournament in Afghanistan. We had 12 teams from three universities. Everyone had four teams: two government and two opposition.

Transparency was very important to the success of the tournament. I wrote a tournament manual, which was sent to them several weeks before I got there. We had very clear rules.

We had a meeting ahead of time to go over the rules. Afghanistan is a country that is used to corruption, where bribery is common. Transparency in these emerging democracies is incredibly important to success. Otherwise, people are convinced that someone is being favored. We had a few allegations of that, with which I had to deal. In a culture where trust in people is not high, you have to go overboard.

Another problem was judging. We really wanted to get people from embassies, but it didn't work out. We had to use faculty members with two days of training. It will be less of a challenge next time, because no one there had a frame of reference for what a government team was about or what a judge should do, but now people have done it. The goal for next time is to get people from embassies or nongovernmental organizations who are familiar with debate or Afghan lawyers.

I left the Afghan debaters in June after two weeks with curriculum that suggested activities so they could continue to work on building blocks. Every time we met, I would provide building blocks to help explain what they would do in the debate. I hope to go back in August. It depends on the security situation, or my job, if it's the start of the semester. But I want to go and see this through to the next step. I believe that these skills will be crucial to their future. In fact, I believe these bright students will have an impact on the future of Afghanistan.

What I saw in Kabul was a vibrancy that I didn't anticipate. What we see and hear in the news is only a small part of the story. I learned about the Afghan people and their history. I learned about the culture, the food, the goals that people have for themselves and their country. And I came back a lot more optimistic.

I also came to understand the impact of 30 years of war on every aspect of life. Understanding the toll war takes on people, looking at the poverty, the lack of education—it can become very overwhelming at times. Still, it was an incredible cultural experience for me.

There are people who have given their lives over there, and part of what I can do to honor that is try to do something to impact education, something to help people in the future. I threw a pebble in, but every little pebble will make a difference.

Diana Bartelli Carlin, Ph.D. is a Professor of Communication Studies at the University of Kansas. Her research and writing interests focus on political communication, especially political debates, speech writing, public sphere, and women in politics. She developed a national research project on presidential debates, DebateWatch, which began in 1996 and has been a part of the Commission on Presidential Debates voter education programs in every election cycle since.

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Additional Staff will be added as they are confirmed.

#### **2011 DATES**

SESSION ONE - Ft. Lauderdale, FL. - June 26th - July 10th, 2011 - Nova Southeastern University

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**Michelle Read talks** about coaching debate at Sunset High **School**, being named the Dallas Urban **Debate Alliance Teacher of the Year.** and having extremely high hopes for her students.



# COACH PROFILE

## MICHELLE READ

• How did you become involved in speech and debate? I am definitely not a debate scholar. I was a secondary theatre director for eight years. I have been teaching speech for three. I became involved with debate by complete happenstance. During my interview for a speech position at Sunset High School my principal asked me if I would be willing to coach debate. I answered, "Absolutely!" very impulsively, without consideration of the fact that I knew absolutely nothing about competitive Policy Debate. It was definitely a "What have I done?" kind of moment.

After receiving the position, I knew fully that there was no shortage of work to be done. The former team had fizzled out, and there were no classes in place to promote new members. However, I embraced the opportunity to teach myself, build positive relationships with my new students, and prepare the way for a successful debate team at Sunset. The first year was centered on recruitment and establishing debate classes for the following academic year. A large portion of my time was spent attending Dallas Urban Debate Alliance tournaments, reading debate textbooks, and picking the brains of successful debate coaches in the area

The Dallas Urban Debate Alliance was crucial to the rebuilding process, providing

us with resources, supplies, and opportunities for students to learn debate outside the classroom through Southern Methodist University. We also have an amazing administration at Sunset that faithfully supported the rebuilding of the debate program. The classes were implemented. and all I had to do was find the students. I now have two debate. classes with a total of 44 students. I hope for that number to grow by 15-20 students next year. Right now, we are making plans to visit area middle schools and to stage a public debate on campus.

Why did you decide to become a debate coach? Sunset is an extremely urban school. Our population is 98% Hispanic and we have an incredibly high number of English Language Learners. In the near future, Hispanics will become the majority. We already know that one in five high school students is Hispanic. It is vital that we prepare this culture of young people as future community and civic leaders. We must provide them with the skills essential to competing in today's progressive, ever-changing world, and we must do it in extraordinary ways.

Sunset also faces the usual challenges that many urban schools face. When I became involved, I began to understand that this activity could be life-

# COACH --PROFILE-

altering for our students, and I felt compelled to use debate to improve attendance, academic performance, critical thinking, and connect them to the idea of college. This was more than just an opportunity to coach; it was an opportunity to change lives. Brilliance does exist in the inner city. There was really no decision to make. I had to do this.

- Did you have a forensic mentor? I was a theatre kid. I would have to attribute much of who I am as an educator to Marilyn Miller, my high school theatre director. As a teenager, I suffered from very low self-esteem. I had no clear aspirations or dreams for my future. Ms. Miller evoked great changes in me on a multitude of levels. Her teachings extended beyond the stage. She taught me that I had a gift, but in order to receive the gift fully, I must work hard—but more importantly, I must believe in myself. She was the first person to help me realize that my life had purpose and meaning. I finally understood that I was here to add value to the world. When someone tells you you're good at something and they mean it, it empowers you. No one had ever done that before Ms. Miller. She taught me how to be a good artist and a good person. She taught me that every success in my life would be based on how much
- I believed in myself and others. When I started teaching 11 years ago, I phoned her up and asked her for advice. She responded swiftly and said one simple thing: "Every kid who walks in your classroom—accept them for who they are and love them anyway." I have lived by that philosophy ever since.
- You were recently named the Dallas Urban Debate Alliance Teacher of the Year. What do you think distinguishes you as a coach? The greater majority of my career has been dedicated to inner city children. Many students who inhabit these schools face obstacles that some of us could never even fathom. Often, they make life-altering choices that sometimes result in negative consequences. These choices come from a lack in sense of belonging. So, I simply try to give students a place to coalesce and gain knowledge. I truly care about the students' well-being, and their achievement as a whole person is a top priority. I am very nurturing and understanding. I have a "whatever it takes" mindset. I am never afraid to say, "I don't know. Let's find out." I think that kind of attitude makes the students feel less threatened by the complexity of debate, and I have truly enjoyed learning right along with them. I reach out to my colleagues and

- care about the success of my entire school. I also laugh—lots of laughing.
- What is the most fulfilling pat of your job? Each day I get to watch with amazement and join in my students' enthusiasm to learn from and lean on each other. Working with my students and witnessing on a daily basis such positive changes in such a short amount of time has been a blessing for me and for them. I truly enjoy watching them learn in such a fantastic way. The skills they have acquired through debate have spilled over into their academic and personal lives. They have improved confidence. They make better choices. They act in selfless ways. They disagree respectively, listen intently, and solve problems using positive communication. They work hard and they have a desire for success. I get so thrilled when I hear them talk of going to college and fulfilling their dreams. And with each passing competition, they raise their own expectations and become deeply motivated to improve as debaters. They have come to the realization that commitment and dedication will lead to triumph. I couldn't ask for a better reason to wake up each
- Why is forensics important to your students? Our primary



focus is CX Debate Involvement in debate has forced students to become informed about issues they previously knew nothing about. Now, they are curious and want to know more. Each day I am bombarded with questions about what was seen on the news last night or on Yahoo this morning. They are taking an interest in their world. That interest has taken hold in other classes. They WANT to be educated. With this newfound investment in their education they feel good about themselves. They have finally realized that when you invest in something with all your heart, you get something back. And the fact that debate takes place in such a competitive environment where sometimes you win and sometimes you lose, they have learned not to give up. Instead, they hit the ground

- running to better themselves. They problem solve and weigh issues open-mindedly, yet with scrutiny. And suddenly, preparation for higher learning is in place. What could be more important than that?
- How does forensics change your *students?* I opened the debate doors to anyone willing to join. No experience necessary! In the beginning, I had kids in class who were deathly afraid of public speaking or sharing their thoughts aloud. Some even felt stifled by their language barrier. I remember thinking, "How am I going to get them to debate when I can't even get them to speak?" I really had to work hard to get them to trust that they were in a safe and supportive environment in which they could take risks. To see those kids suddenly morph into such candid,

- knowledge-seeking, spirited young people has probably been the single most phenomenal change.
- How has coaching changed you? I have become a better teacher and leader. I am more driven and ambitious. Some might even say idealistic. I see debate as an opportunity to outreach to as many kids as possible. We refuse service to no one. I have come to realize that it is my job to educate not just the mind, but the whole person.
- What do you want your students to take away from their experience on your team? I have extremely high hopes that they will be strong leaders and vital citizens who actively participate in their world, but more importantly, in their communities. I want them to understand that it is our job to give ourselves, even if just a little bit, back to the world each day. Life is short—we must do what we can now. I hope they can go forth in life with the mentality that nothing good in this world ever came from being silent and complacent. I also hope they will show concern and mercy for others, listen with love, stand up for their beliefs, yet be respecting and open to the ideologies of others, to embrace failure as an opportunity to succeed rather than a right to give up, and to continue their curiosity about social injustices and the issues that affect our world each day.

Michelle Read is the speech and debate coach at Sunset High School in Dallas, Texas.

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# Rethinking **Debate Across** the Curriculum

by Steve Stein

# COACHES FOCUS

You walk into a classroom to observe a biology lesson on organelles, expecting to see a lecture, maybe students taking notes, or an activity involving the textbook and worksheets. As you enter, you are surprised to see students already in their seats organized into five different teams. Hurried whispers stop as the teacher announces a debate is about to begin. The first speaker stands and presents an impassioned defense of mitochondria's status as the most important organelle in a cell, demonstrating a detailed understanding of its functions and citing specific passages from the textbook to support these claims. Representatives from the four remaining teams stand in turn, presenting equally strong and evidenced cases for ribosomes, vacuoles, and other assigned organelles. In the downtime prior to the next round of speeches, students confer frantically in their groups, flipping through their textbooks and pointing to their notes from earlier speeches. What follows is nothing short of incredible; the teams embark on a series of back-and-forth exchanges as different students in each group take turns assuming the roles of attacker, defender, questioner, and closer. Every student in the class is involved in this weaving together of content mastery with strategic thinking about what it takes to win the debate. The announcement of the winner immediately provokes a new round of discussion over the merits of each side's arguments, only ending when the teacher, virtually silent until this point, finally succeeds in ushering the class out of the room and onto their next period, the sounds of continued debate trailing behind them.

he common theme echoed by virtually everyone who was seriously involved in high school or college debate is the formative impact their participation had on their evolution as a learner and their self-identity as an intellectual. Debate coaches who are teachers realize the transformative power of debate and wish they were able to transfer the educational experience of their debaters to the students in their traditional classrooms.

These coaches intuitively understand that debate can be a fun, engaging, and effective method for teaching any subject matter. When executed well, classroom debates target the most fundamental academic

skills. Critical reading improves when students are given a concrete reason to struggle with difficult text as they find evidence to support their side and win the debate. Students' writing skills grow, as an effective debate speech mirrors a formal essay, with a thesis supported by succinct and evidenced arguments, and a persuasive conclusion that wins over the audience. Critical thinking and speaking improves as students develop and deliver arguments that engage their peers. Moreover, the competitive nature of debate encourages otherwise disinterested students to become actively engaged in rigorous academic work. Students look forward to coming to class on debate days.

Thoughts on this article—or others? Comment on the NDCA Web site www.debatecoaches.org. If you would like to submit an article to the NDCA Coaches Focus, please contact Nicole Serrano at nicole.serrano@gmail.com.

# "The competitive nature of debate encourages otherwise disinterested students to become actively engaged in rigorous academic work. Students look forward to coming to class on debate days."

#### **Replication Roadblocks**

Despite their experience, many debate coaches struggle with replicating the competitive debate experience in their classroom. They struggle structuring a traditional two or four person debate so that all students are actively engaged. Some create tasks for the twenty or so students not directly participating in the debate. including taking notes, judging, or asking questions during or after the debate, but these students are generally not as engaged and do not learn the content or develop the skills of those debating. Some try group debates, but often a few students will take over and most will fade back. Even if teachers require all students to participate, debates can quickly become chaotic and leave skill-building and content objectives unmet. Group debates can also shortchange students who leave only understanding the content associated with their own group's analysis and not that of the other groups.

Beyond structuring a debate, another common dilemma, often encountered by math or science teachers, is the feeling that integrating debate into their curriculum will crowd out other necessary topics which they must cover. Math teachers are told to have historical debates about mathematical figures such as Pythagoras and science teachers are told to have debates about global warming or other sciencethemed public policy issues, almost none of which are actually in their

curriculum. They view debate as an additional "thing to do" in an already overcrowded curriculum.

Furthermore, some perceive debate as unsuitable for the seemingly objective topics found in math and science. For a debate to be successful, all sides must have the potential to win- there cannot be an objectively true answer. Thus, science and math teachers may encourage their colleagues in history and English, who acknowledge and teach their students to identify subjectivity or the reality of multiple perspectives in their curriculum, but often prematurely preclude themselves from using debate in their own classrooms.

Finally, debate is an intimidating activity for both teachers and students. For teachers accustomed to lecturing, handing out worksheets, and keeping a teacher-centered classroom, it is scary to give up control of their classroom to students. It is likewise scary for students. Some react to this freedom by speaking and acting aggressively or inappropriately, while others are shy and too intimidated to speak. Many teachers find it difficult to navigate the nature of these different student responses.

#### **Debate Across the Curriculum in** Roston

Over the last few years in Boston, the Debate Across the Curriculum Initiative (DAC) has attempted to help teachers overcome these roadblocks so they can use debate as an effective teaching tool across all

academic disciplines, simultaneously engaging thirty or more students in a fun, yet academically rigorous way. The impetus for DAC came from the Boston Public Schools themselves, who came to the Boston Debate League and asked us to figure out a way for more students in our schools to gain the tremendous academic and social benefits of debate.

Funded originally by BPS and EdVestors, a prominent Boston foundation dedicated to improving urban education, DAC has achieved very impressive early success. The seventy-four teachers we have trained so far, almost none of whom were debate coaches or had any debate background, have reported that using debate in their classroom increases student understanding of class content (100%), student engagement (99%), and student reading and writing skills (98%). They further believe that if all teachers in their school used these debate techniques, the school would see an increase in overall academic expectations (95%), test scores (92%), and attendance (91%). Somewhat unexpectedly, they also indicated that the program had a substantial impact on their identity as a teacher. They reported that learning how to use debate as a teaching technique made them more effective teachers (92%), better able to connect with students (91%), and excited to use debate in the classroom (100%). Comments like these were the norm:

• "The use of debate in my science classroom has increased the

motivation and engagement of my most apathetic students—they love the competitive nature of debate and eagerly delve into texts that they otherwise typically avoid."

- "Students love debate. Debate fosters the students' natural curiosity, their ability to reason from multiple points of view and taps in to the creative energy of students' minds and hearts."
- "Debate...brings together reading, writing, critical thinking, and speaking skills in every discipline. The materials we were given are clear and lay the groundwork for intense curriculum development."

"Our goal was to address the roadblocks that undercut teachers' ability to effectively integrate debate into their classroom."

#### **Structuring a Debate Lesson**

When designing the DAC program, our goal was to address the roadblocks that undercut teachers' ability to effectively integrate debate into their classroom. Across all content areas, the greatest challenge standing in the way of teachers using debate is their uncertainty about structuring the debate so that 30 or more students are actively engaged in an academically rigorous fashion. While there are many ways to do this, we encouraged teachers to think about organizing their class on three levels:

The Format: Once a teacher determines the resolution that will be debated, they must determine the format for the debate-e.g., a two-

sided debate where half the class argues Lenny is guilty of murder and the other half that he is innocent; a multi-perspective debate with six groups, each arguing their assigned organ is the most important organ in the body; a committee debate where different groups (the Japanese, American soldiers, Allied leaders...) argue in front of a committee of students that the US should drop a nuclear bomb on Japan: a fishbowl discussion on the best method for solving an equation: a Socratic seminar debating which animal phylum is the weirdest; a mock trial; and so on.

Group Selection: Once the resolution and format have been determined, the second step is to decide how to divide students into groups. In a multi-perspective debate about which geometric shape makes the best house, one group could defend the rhombus while other groups defend kite, square, etc. In a two-sided debate about whether the North was justified in fighting to keep the country whole during the civil war, one group could be Southern farmers while other groups could be abolitionists, enslaved African-Americans, northern factory workers, or the English, etc.

**Student Roles:** The final step is to make sure each student in each group has a substantive role. Roles can include an opener, attacker, defender, cross-examiner, closer, etc. Furthermore, in these debates all students, regardless of their specific role, are expected to be note-takers. No student is allowed to act solely as a note-taker as it is expected that all students will take notes as it will enhance the quality of the debate, increase core academic skills, and surprisingly, increase student engagement.

The Organelles Debate—An Example: The format is that of a multi-perspective debate, with six different groups each arguing that their

organelle is the most important. Each of the five students in each group is assigned a different role—the opener, attacker, defender, cross-examiner, and closer. The debate begins with a round of opening statements, with the opener in each group giving a twominute argument to prove that theirs is the most important organelle. This is followed by a round of attacks, with the attacker in each group attacking the importance of another group's organelle, followed by a round of a defenders responding to the attacks that have just been made. The debate can end with a round of cross-examination followed by a round of closing statements.

In between each round of arguments, students should be given a minute or two of preparation time to prepare for the next round. This "prep" time allows students who already spoke to give advice to the next speaker in their group, and ensure that everyone is engaged throughout the entire hour. As the debate winds down, every student has meaningfully participated, made oral arguments, engaged the positions of their peers, and used textbased evidence and their notes as the foundation for their argument.

#### **Overcoming Additional Roadblocks**

Students who participated in the organelle debate also overcame the problem that occurs in many group debates where students only understand the content associated with their group. Students in this debate didn't just argue that their organelle was good, but that it was better. In order to make that comparison, they needed to understand the characteristics of each of the other organelles. In a debate about what method is the most expedient way to find the roots for quadratic equations, the student in the factoring group will also understand finding roots by graphing and the quadratic formula because they were forced to argue that

factoring was faster than those other methods.

For most math and science teachers, the two additional roadblocks were the economy of using debate topics that are tangentially relevant to an already very full scope and sequence, and the difficulty of coming up with debatable topics in content areas that are viewed as wholly objective and often singular in their responses. The solution to both of these issues was both novel and obvious. We helped math and science teachers create relevant resolutions that offered the subjectivity and difference in opinion necessary for exciting debates. In doing this, we focused on the content or methodology that the teacher wanted students to recall, compare, contrast, analyze, and/or synthesize first and then we fit an evaluation, situation, policy, or application about a subjective topic to it that would allow for an engaging debate.

For instance, if a physics teacher wanted to have students review for a quiz on Newton's Three Laws of Motion, instead of debating the interesting but curricularly irrelevant, "Is Sir Isaac Newton the greatest Physicist of all time" they could have three groups of students debate "the ability to violate which of Newton's Three Laws of Motion would create the best superhero?" Not only is it more fun for most students to discuss superheroes, but also it gets the job done. Additionally, it leverages the prior knowledge of a broader range of students who would typically prefer drawing, daydreaming, or writing about superheroes than discussing the concepts of physics.

Teachers who use debate in this fashion also understand that debate is complementary, not supplementary. It does not have to be an add-on activity that crowds out other content already in their curriculum. Rather, debate is a teaching technique, like the lecture or giving a worksheet. In fact, in Boston, we specifically do not offer to write curriculum for teachers who participate in our program. Rather, we focus on training teachers to use this technique to teach the curriculum and content that they were already planning to teach. Once they understand this, teachers, in the math and sciences especially, begin to realize the potential for debate in their classroom.

#### The Core Elements of DAC

Another important principle of our program is that a "debate activity" can be many things, even if it is not traditionally seen as debate. Rather than try to create a list of acceptable debate activities, we instead defined the important elements of good debate. These elements are the actions that we want students to take in the classroom. actions that will help students become engaged in the lesson while learning the required content and building important academic skills. These elements include the following:

**Advocacy:** The debate should be structured around a resolution (topic/ statement)—often an essential question or re-written content standard for the course. The idea is to develop a resolution that requires students to advocate for one position, while other students advocate for different positions. Instead of lecturing on the themes in Othello, students should debate about which theme was dominant. This advocacy causes students to take ownership of learning the content and substantially heightens the level of student engagement in the lesson.

Structured Argument: DAC lessons center on teaching students how to argue and use evidence in a structured format. The debate is centered on a resolution or statement. Each side will have arguments supporting its position. Each argument needs to have textual

evidence. Students need to engage their opponents' arguments with textual evidence of their own. In the later speeches of the debate, students will need to sum up why their arguments and evidence prove their overall position, or thesis, is superior.

Students' writing skills improve as they become more skilled at debate because debate forces students to argue in a structured format. Two of the most common deficiencies teachers encounter in students' papers are that they have very strong arguments but they are unorganized and often many are not relevant to their thesis. Repeated structured debates train students to connect their arguments to their side (thesis), and stop making arguments that do not matter. When students lose a debate because their arguments don't prove anything (i.e., weren't connected to a thesis) or the argument they won wasn't relevant, students quickly learn to focus on those that are relevant and to connect them to their position. This oral skill quickly translates into a written one.

Text-Based Evidence: While students can debate without text or evidence, it is vitally important for teachers to use text as the primary debate evidence to maximize the skill development of students. Teachers can draw on their textbooks as well as other texts—articles from magazines, newspapers, Web sites, novels, books, handouts, and/or class notes—for each debate. Students are then expected to draw evidence from these texts to strengthen and support the claims they make during debates. For example, in a debate about which character is the most heroic in a novel, a teacher can require that students use quotes from the text to support their argument. In a science debate about which kingdom of life is the weirdest, students can be required to quote the different characteristics of their kingdom, or their opponents' kingdom, from the textbook.

# Debate Across the Curriculum Graduate Class

"The use of debate in my science classroom has increased the motivation and engagement of my most apathetic students they love the competitive nature of debate and eagerly delve into texts that they otherwise typically avoid." -Science Teacher

It's amazing to me that this activity has allowed me to push my students into such deeper thinking at the same time that I'm doing an activity that increases engagement of even the most reluctant student." -English Teacher

"My students read and analyze difficult text in a way that they had not previously done. They now understand how important evidence is to support critical thinking." -History Teacher

"Debate has inspired students to think more critically about math's applications... and about the content itself. It is amazing to see a student who normally hangs in the back of the classroom *light up while explaining* an argument or crossexamining another student." -Math Teacher

The Boston Debate League (BDL) is offering a one-week Debate Across the Curriculum (DAC) graduate class this summer to train middle and high school teachers in all subject areas to use debate activities to teach their content and curriculum in an engaging and academically rigorous fashion.

#### **Learn How To:**

- > Structure debate activities to meaningfully engage thirty or more students at the same time in all disciplines.
- > Help students develop the habit of analyzing difficult text to make structured oral and written argument.
- > Create shorter fifteen minute activities to help your students develop critical reading, writing, thinking, and speaking skills on a daily basis.



## Percentage of teachers trained by the BDL in Debate Across the Curriculum who stated

Using debate increases student understanding of class content	100%
Using debate increases student engagement	99%
Using debate increases student reading and writing skills	98%
If all teachers in my school used DAC, school-wide MCAS [test] scores would increase	92%
If all teachers in my schools used DAC, school-wide attendance would improve	95%
Being able to use DAC has made me a more effective teacher	92%
I am excited to use the debate activities I learned from the BDL	100%



Visit www.bostondebate.org to learn moreincluding dates, cost, location, and other registration information. Registration is due May 15th.

Note-Taking: Teachers can use the existing formats and routines within their classrooms for notetaking or DAC templates, but during any debate, all students need to take notes (or flow) in order to keep up with all the arguments. At this point, teachers should stress to students that the only way to respond to all of their opponents' arguments is to write them down. If they don't, they might forget them and could lose the debate. Debate is one of the best activities to motivate students to take notes, as they will literally lose the debate if they do not answer their opponents' arguments. No other activity does this.

**Student Engagement:** Students must engage the arguments of their peers. The best debate lesson is one where the teacher talks as little as possible. Good debates force students to appropriately attack the view of their opponent and to defend their position against attacks from the other group. This skill is vitally important. Often students ignore what they don't understand (whether it is something their teacher says, a piece of difficult text, or a question on a standardized test) and just focus on what they do understand. Debate teaches students to acquire the habit of engaging what is at first confusing and difficult—a very valuable skill to have.

#### **Scaffolding Debate Activities**

While the full debates described above are fantastic learning experiences for students, most teachers find that their students (and they) are not ready to jump into a full debate right away. They have found that doing a string of much shorter activities that focus on one or two of the above core elements are great activities that help build both the confidence and skills students need to appropriately engage in a full, period-long debate.

A teacher who wants to help students understand how to use evidence to support an argument can do an "Evidence Hunt" activity where they give the students a list of arguments and a list of excerpts from a text and are asked to match the evidence to the appropriate argument. A teacher who wants to focus on helping students use evidence to advocate for a position can do a "Soapbox" activity, where they require students make a 20-second argument with a piece of evidence from a text. They can ask students to argue that a character from A Tale of Two Cities is a good person or that a particular type of radiation is helpful to society.

In Boston, we have developed many of these shorter activities that teachers can use to scaffold the skills that students need to develop before they can effectively and appropriately engage in debate activities. By beginning with these activities, teachers and students are able to comfortably embrace debate and develop the social norms to execute them appropriately.

#### **Moving Forward**

With the coming adoption of the Common Core State Standards (CCSS), debate has the potential to play an even larger role in the education reform movement. In fact, in Boston, we are beginning to reframe the way we think about DAC. What we have described in this article is really more than debate: it is about how to teach students to use evidence to effectively make arguments. That concept is one of the fundamental themes found throughout the CCSS. We have even begun discussions with Boston Public Schools to recognize that we are teaching more than just debate, and that there are strong connections between what we teach in debate and the CCSS. In the future, do

not be surprised to read about Boston's Evidence-Based Argumentation initiative.

Using debate in the traditional classroom is not a revolutionary idea—in fact, teachers do debate and debate activities all the time. But we have found that thinking about debate as described in this article really opens teachers up to the idea of using it more fully. One teacher reported, "Through DAC, I've been challenged to think more deeply about my teaching and how to engage students on relevant and important issues through debates." Another third-year teacher e-mailed us and said, "The debate I did in class made up for every bad day of teaching I've ever had." Debate is just good teaching, and as teachers become comfortable using debate as a classroom teaching tool, they become more effective at creating an engaging yet rigorous learning environment.

Hopefully the lessons learned here in Boston can act as a template as you attempt to integrate debate into your classroom, school, or district. If you would like to learn more about Boston's use of Debate Across the Curriculum, please visit us online at www.bostondebate.org or e-mail Steve Stein at *steve@bostondebate.org*. The Boston Debate League will be running weeklong DAC graduate classes in the end of July/early August. Contact us to learn more.

Steve Stein, a former high school debater himself, taught high school history for ten years and was the Director of Debate at Chattahoochee High School for five. He received a Masters in Education from the Harvard University Graduate School of Education, consulted for numerous Urban Debate Leagues, has run more than 100 coach and student workshops and professional development seminars, and is the creator of Boston's Debate Across the Curriculum initiative. He is currently the Executive Director of the Boston Debate League.

# New Diamond Coaches



♦ TENTH DIAMOND ◆ **Donus D. Roberts** Watertown High School, SD January 26, 2011 30,586 points

#### **Donus D. Roberts Receives Historic Tenth Diamond**

Donus D. Roberts has been a fixture on the South Dakota forensic circuit for more than 50 years. After earning degrees from the Southern State Teachers' College at Springfield and Northwestern University, Mr. Roberts accepted a position with Watertown Public Schools. He stayed at Watertown for the duration of his career, serving as a classroom teacher, Director of Speech Activities, Head Debate and Individual Events Coach, and Language Arts Department Head.

Since taking the helm at Watertown in 1959, Roberts built the team into one of the largest and most successful competitive programs in the United States. During all of his years, Watertown High School's debate and individual events program was the largest in South Dakota and usually among the five largest in the United States. During his 39 years of coaching at Watertown High School, his varsity teams won 72% of their debates. In state debate competition, Roberts' team record was 220-92 with 14 state championships and 11 second places.

Mr. Roberts is also well-known for his innovation in speech education. In 2001, he advocated a new debate division, became chairman of the new debate division committee, and became the chief architect of the new debate division called Public Forum Debate. This style of debate has now become the largest debate division in South Dakota and the United States.

Mr. Roberts has held almost all speech activity leadership positions, including an 8-term election to the NFL Board of Directors. He served as Board president from 1994-96. In addition, Mr. Roberts has served as president of the Watertown Education Association, chairman of the South Dakota National Forensic League Committee, and president of the Speech Communication Association of South Dakota. In 1978, he began the South Dakota Forensic Coaches Association and served as its first president from 1978-80.

Roberts is the only active coach ever selected for the South Dakota Forensic Coaches Hall of Fame. He was the first South Dakota coach to receive a National Federation Speech and Drama Award. He was elected to the National Forensic League Hall of Fame in 1987, his first year of eligibility. In 2005, he was elected to the National High School Hall of Fame, becoming only the second non-athletic coach to earn induction.

Mr. Roberts has earned a number of prestigious awards. He was the first recipient of the NFL's Brother Gregory René Sterner Lifetime Achievement Award. He has also earned the Harold Jordan Merit Award for Speech Education, the Governor Frank L. Farrar Award for teaching and coaching excellence, the University of South Dakota's Outstanding Alumnus Award, the Distinguished Service Award of the Speech Communication Association of South Dakota, the Clara Chilson Lee Award for coaching excellence, and the Moorhead State University Award for leadership in speech communication. He has also earned the National Federation Interscholastic Speech and Debate Award for Outstanding Speech Education, the Concordia College Lifetime Achievement Award, and the Distinguished Service Award for the State of Minnesota. In 1997, when the South Dakota High School Activities Association gave its first Distinguished Service Award for active coaches, Roberts was one of two recipients in recognition of his achievement in debate.

Mr. Roberts is the first and only coach to earn a tenth diamond in the history of the National Forensic League.

# New Diamond Coaches



♦ SEVENTH DIAMOND ◆ **Randy Pierce** Pattonville High School, MO February 9, 2011 25,060 points

Randy Pierce has coached speech and debate at Pattonville High School since 1974. In that time, he has coached state champions in Oratory, Extemporaneous Speaking, and Lincoln Douglas Debate, along with six state champion mock trial teams (one finishing 4th at nationals). Pattonville remains the only school in the East Missouri district to qualify students to nationals every year since the district was established in 1979, and Pierce has served on the district committee for all of those 33 years.

Pierce's service to the speech and debate community includes terms as the chair of the National Federation's Speech, Debate, and Theatre Committee and as the chair of the Missouri State High School Activities Association's Speech, Debate, and Theater Advisory Committee. He has worked as a staff member for 20 years at the Midwest Debate Institute and has served as Missouri's representative to the National Debate Topic Selection Committee since 1993. He has been the debate coordinator of the Greater St. Louis Speech Association for more than 30 years, and he has represented speech, debate, and theatre on the National Federation of High School Associations' Citizenship Committee. Randy Pierce co-hosted the 1998 National Tournament, has served on the Extemp Evaluation Committee, and has served worked in National Tournament tab room.

Pierce has received a number of awards in recognition of his commitment to speech and debate education. He has been honored by the Speech and Theatre Association of Missouri with both the Outstanding Teacher Award and the Loren Reid Service Award, and by the Missouri State High School Activities Association with their Distinguished Service Award. In recognition of his contributions to the forensic community, he was inducted into the NFL Hall of Fame in 2002.



♦ THIRD DIAMOND ♦ **Robert Speirs** Spearfish High School, SD February 8, 2011 6,017 points



♦ SECOND DIAMOND ◆ Dr. Kip B. McKee Harrisburg High School, SD December 13, 2010 3,013 points



**♦ SECOND DIAMOND ♦ David Kraft** Leland High School, CA; Trinity Prep School, FL; University School, FL; Wheaton Warrenville South High School, IL January 21, 2011 5,901 points



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# New Diamond Coaches



♦ FIRST DIAMOND ♦ Chad Flisowski Calhoun High School, TX December 1,2010 1,643 points



♦ FIRST DIAMOND ♦ Thomas P. Yonkin Athens Area High School, PA; Sayre Area High School, PA January 17, 2011 1,518 points



♦ FIRST DIAMOND ♦ Chester D. Palmer Barnwell High School, SC January 23, 2011 1,507 points



♦ FIRST DIAMOND ◀ Mierka C. Drucker Seminold Ridge Community High School, FL February 7, 2011 1,503 points



**♦ FIRST DIAMOND ♦ Kasey Harrison** Norman High School, OK February 7, 2011 2,293 points



**♦ FIRST DIAMOND ◆** Lisa Shadrick Green River High School, WY February 7, 2011 1,540 points



♦ FIRST DIAMOND ♦ **Mark Maranto** Glenbrook South High School, IL February 13, 2011 1,502 points



♦ FIRST DIAMOND ♦ Warren P. Johnson Saint Augustine High School, LA February 21, 2011 1,505 points



♦ FIRST DIAMOND ♦ **Nathan Vereide** Whitestone High School, AK February 21, 2011 1,508 points

# Heademic All Americans

(February 1, 2011 through February 28, 2011)

#### **ARIZONA**

Desert Vista High School Michael Mazzella III

#### **CALIFORNIA**

Gabrielino High School Brian Trinh

#### **IDAHO**

Madison High School Ethan Clark Soren Schidt

## **ILLINOIS**

Hinsdale Central High School Tomi Adeyemi

#### **IOWA**

Ankeny High School Sarah Sutter

#### **KANSAS**

Topeka West High School Alex Rankin

## **MISSISSIPPI**

Presbyterian Christian School Jeffrey Collins Joshua von Herrmann Sacred Heart Catholic School Casey Phillips

#### **MONTANA**

Columbia Falls High School Stephanie Danae Christensen

#### **NEW JERSEY**

Delbarton School **Douglas Peters** Thomas Pigott Chetan Sukh James Weldon Matawan Regional High School Phillip Esposito

#### **NEW MEXICO**

East Mountain High School Timothy Curtis Bedeaux Jemez Mountain Home School Harry William Green

#### OHIO

Gahanna Lincoln High School Gram Bowsher Derek Cox Todd Ives

#### **PENNSYLVANIA**

North Allegheny High School Akshaya Arjunan Marina Fang Thomas Helgerman

#### SOUTH DAKOTA

Spearfish High School Brady Moe

#### **TEXAS**

Alief Elsik High School Drew Hoffmaster

#### **UTAH**

Olympus High School James Hoffmire



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# **NFL DISTRICT STANDINGS** (as of March 1, 2011)

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degree
1		Three Trails (KS)	252	Blue Valley North High School	697
2		Florida Manatee	234	Nova High School	678
3		Calif. Coast (CA)	195	Leland High School	855
4		Kansas Flint-Hills	189	Washburn Rural High School	380
5	1	Nebraska	188	Millard North High School	470
6	1	Rushmore (SD)	182	Sioux Falls Lincoln High School	569
6	2	Show Me (MO)	182	Blue Springs High School	421
8	3	Northwest Indiana	181	Munster High School	501
9	-4	San Fran Bay (CA)	179	James Logan High School	616
10	-1	Northern South Dakota	171	Watertown High School	362
11	-1	New York City	169	The Bronx High School of Science	860
12		Sierra (CA)	167	Sanger High School	619
13	1	East Los Angeles (CA)	166	Gabrielino High School	759
14	-1	East Kansas	160	Shawnee Mission East High School	441
15		Eastern Ohio	150	Perry High School	344
15	3	Northern Ohio	150	Canfield High School	306
17	2	Southern Minnesota	149	Eagan High School	418
17	-1	Ozark (MO)	149	Central High School - Springfield	600
19	1	Illini (IL)	147	Downers Grove South High School	404
20	-4	Southern California	146	Claremont High School	346
21	1	Heart Of America (MO)	145	Liberty Sr. High School	572
22	2	Utah-Wasatch	137	Sky View High School	334
23	-2	Montana	135	Bozeman High School	322
24	-1	Sunflower (KS)	134	Wichita East High School	251
25	3	Northern Illinois	132	Glenbrook South High School	399
26	2	West Kansas	131	Buhler High School	309
27	-3	South Texas	130	Bellaire High School	651
28	2	Central Minnesota	129	Eastview High School	496
29	-3	Eastern Missouri	127	Pattonville High School	324
30	2	New Jersey	126	Ridge High School	410
31	-4	New England (MA and NH)	124	Manchester Essex Regional High School	265
32	-2	Rocky Mountain-South (CO)	) 122	George Washington High School	391
33	1	Golden Desert (NV)	119	Green Valley High School	412
34	-1	Idaho Mountain River	115	Hillcrest High School	317
34		Carver-Truman (MO)	115	Neosho High School	373
34	3	South Carolina	115	Southside High School	303
37	-3	North East Indiana	114	Chesterton High School	406
38	6	Deep South (AL)	112	The Montgomery Academy	273
39	-1	Idaho Gem of the Mountain	111	Mountain Home High School	360
40	3	Western Ohio	109	Mason High School	189
40	-2	Colorado	109	Cherry Creek High School	471
42	-4	Great Salt Lake (UT)	107	Skyline High School	291
43	7	Wind River (WY)	106	Green River High School	337
43	13	Nebraska South	106	Lincoln East High School	293
45	-3	East Texas	105	William P. Clements High School	299
46	-1	South Kansas	104	Fort Scott High School	296
47		Southern Wisconsin	103	Brookfield East High School	237
47	-9	Heart Of Texas	103	Del Valle High School	290
49		North Coast (OH)	102	Gilmour Academy	211
50		Colorado Grande	101	Canon City High School	155
51	-4	Florida Panther	100	Trinity Preparatory School	311
52		Arizona	99	Desert Vista High School	488
53		Hole In The Wall (WY)	98	Cheyenne East High School	251
53	8	Sundance (UT)	98	Bingham High School	298

# (as of March 1, 2011) **NFL DISTRICT STANDINGS**

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
55	5	Greater Illinois	97	University High School	185
55	-2	North Texas Longhorns	97	Hockaday School	217
57	-4	West Los Angeles (CA)	94	Fullerton Joint Union High School	268
57	-11	Inland Empire (WA)	94	University High School	186
59	2	Central Texas	92	Winston Churchill High School	254
60	-4	Carolina West (NC)	90	Myers Park High School	222
60	-2	Space City (TX)	90	Cypress Woods High School	218
60	1	Tarheel East (NC)	90	Pinecrest High School	207
63	4	Pittsburgh (PA)	89	North Allegheny Sr. High School	398
64	-5	West Iowa	88	West Des Moines Valley High School	287
65	4	Hoosier Heartland (IN)	87	Fishers High School	212
66	-1	Western Washington	86	Gig Harbor High School	283
67	2	Lone Star (TX)	85	Plano Sr. High School	241
68	7	Georgia Southern Peach	84	Carrollton High School	209
68	3	Hoosier Crossroads (IN)	84	Kokomo High School	224
68	10	Louisiana	84	Lafayette High School	180
68	4	Georgia Northern Mountain	84	Henry W. Grady High School	267
68	14	Northern Lights (MN)	84	St. Francis High School	311
73	-7	East Iowa	83	West High School - Iowa City	219
73	2	Northern Wisconsin	83	Appleton East High School	271
73		Valley Forge (PA)	83	Truman High School	171
76	-3	South Florida	82	Ransom Everglades Upper School	150
76	-1	Western Slope (CO)	82	Central of Grand Junction High School	156
78	-11	New Mexico	80	Albuquerque Academy	188
78	-17	Mississippi	80	Oak Grove High School	223
80	-1	Capitol Valley (CA)	79	Granite Bay High School	227
81	3	Puget Sound (WA)	78	Kamiak High School	206
82	4	North Oregon	75	Westview High School	197
82	-2	Tall Cotton (TX)	75	Lubbock High School	155
82		New York State	75	Scarsdale High School	235
85	12	Chesapeake (MD)	72	Walt Whitman High School	253
85		Florida Sunshine	72	Pine View School	256
85	1	West Oklahoma	72	Norman North High School	245
85	-4	North Dakota Roughrider	72	Fargo Shanley High School	197
85	1	East Oklahoma	72	Jenks High School	225
90	-1	Rocky Mountain-North (CO)		Rocky Mountain High School	162
91	-2	Kentucky	70	Grant County High School	149
92	-3	UIL (TX)	69	Van High School	137
92	2	Big Valley (CA)	69	Turlock High School	150
94		Gulf Coast (TX)	68	Gregory Portand High School	204
94	-1	Tennessee	68	Morristown West High School	234
96	-7	Michigan	67	Portage Northern High School	154
97	-1	LBJ (TX)	64	Berkner High School	158
98		Sagebrush (NV)	62	Reno High School	178
99		South Oregon	59	Ashland High School	115
100		Maine	54	Cape Elizabeth High School	124
101	1	Virginia	52	Broad Run High School	185
101		West Texas	52	El Paso Coronado High School	97
103	2	Pennsylvania	50	Bellwood-Antis High School	129
104	-1	West Virginia	47	Wheeling Park High School	112
104		Hawaii	47	Kamehameha Schools	126
106	-1	Pacific Islands	44	CheongShim Int'l Academy	72
107		Iroquois (NY)	34	Towanda JrSr. High School	111



# THE JULIA BURKE FOUNDATION IS SEEKING NOMINATIONS FOR THE 2011 JULIA BURKE AWARD



Do you know a Policy debater who displays excellence in and passion for debate, a commitment to helping others, love and respect for the Policy Debate community, and dedication to maintaining friendship despite the pressures of competition?

If so, we invite you to nominate one individual no later than APRIL 8, 2011, for the 2011 TOC Julia Burke Award.

Any Policy debater who is eligible or expected to be eligible to compete in the Tournament of Champions may be nominated (preferably including examples and anecdotes). Please include the identity of the person submitting the nomination. Nominations may be submitted at www.JuliaBurkeFoundation.org.

# **Letter to the Editor**

fter reading the story in the February Rostrum, "Small School Success," I had to write to compliment the NFL and Rostrum for the article. It brought back many memories.

My first teaching position was at a small school in Stark County, Ohio. We had 220 students. A student who had debated the year before asked me when I was going to write their debate speeches. I told him that the debaters were going to construct their speeches and I was going to critique them. I knew I had a job ahead of

One of my first tasks was to get a Chapter in the National Forensic League. We were a small pea in a large pod in the Eastern Ohio district. The second year our debate team debated in the Finals of our Division at the State Tournament and one of our students won State Extemp.

I am glad to know that the school is still active and successful in Eastern Ohio. Go Jackson Polar Bears.

Sincerely,

Box Scott

Robert W. Scott Assistant NFL Secretary, '53-'65



# Welcome New Schools!

Eaglecrest High School	CO
Lakeside High School	GA
Mid Pacific Institute	HI
Jones College Prep	IL
Riverside Brookfield High School	IL
Highlands Latin School	KY
Thayer Academy	MA
Early College Academy	NM
Cain Academy	TX
Freedom High School	VA
Antley Home School	VT
Tumwater High School	WA

On behalf of the WKU Forensics Team and the Honors College...

# CONGRATULATIONS to all 2011 NFL National Tournament Qualifiers!

Plan to see us at the WKU table during the National Tournament Expo and National Final Rounds.

Speak with representatives from the Forensics Team and the Honors College at WKU

Learn more about opportunities at WKU, such as exclusive study abroad destinations, personal mentoring for prestigious scholarship competitions, and independent research

Enter your name in a drawing for two \$500 scholarships to attend WKU! (Certain restrictions apply.)\*

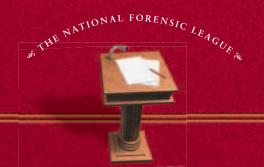
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- Our team is made up of students from 14 different states representing 21 different majors on campus
- The only collegiate forensics team ever to win the Individual Events National Championship, the Debate National Championship, and the International Championship in the same year
- More information at www.wkuforensics.com





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