

ROSTRUM

Volume 82

Issue 4

2007

Circle of Champion Coaches



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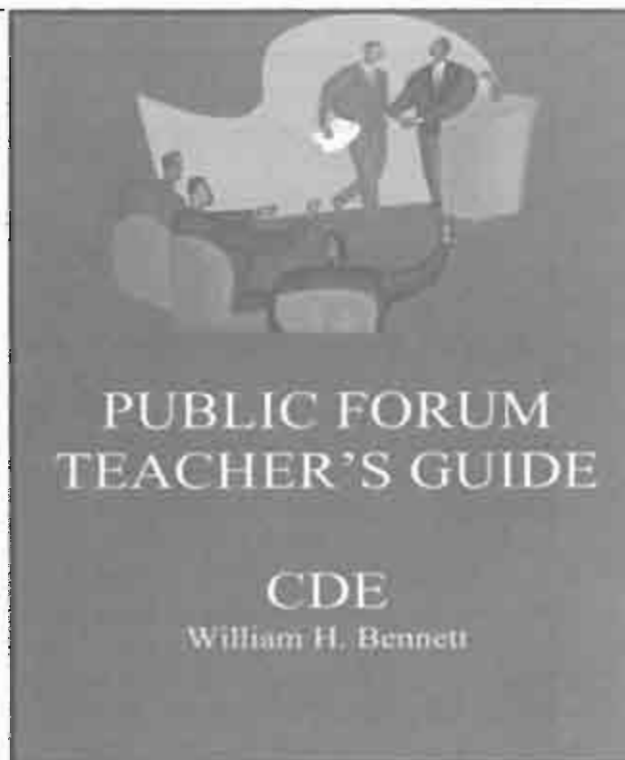
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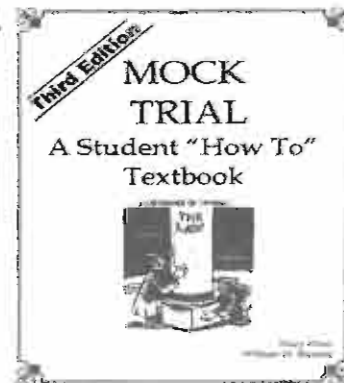
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- Index
- Worksheets
- Bibliography

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Thinking about your Future

Jeffrey Kochie, Lincoln Financial Group

If your *futureself*SM could talk to you, what would it say?

This is a question many employees at Lincoln Financial Group have been discussing over the past few weeks, as we have just launched our new *futureself* advertising campaign. The goal of the new campaign is to change the conversation around retirement planning by recognizing that no one knows what you want for your future better than you. The beauty of the campaign is that you don't need to be planning for retirement to be able to appreciate the premise.

I'm sure that if any of us could go back in time and talk to ourselves at a younger age, we would certainly share some valuable advice to make things easier for us along the way. This is the idea that drives the *futureself* campaign. Unfortunately, we can't go back, but instead we must take advantage of our past experiences, learn from them, and plan toward the future.

In my few short years in the corporate world, one of the most important lessons I have learned is that effective communication is an essential factor that helps determine success, both on a personal and organizational level. Communication is critical on so many levels, from everyday conversations all the way to formal presentations. If I could go back and give myself some advice, it would be to get involved with a great organization like the National Forensic League (NFL) in order to better prepare for my future.

There are many things you are learning through your participation in the NFL that will help you down the road, in both your academic and professional careers. In the work environment, there is a constant exchange of ideas between managers and employees which takes place in a variety of ways. Written and oral communications are the most obvious, but non-verbal communication such as body language can play a big role as well. In the everyday exchange of conversation and email, being conscious of how you deliver your message is vital in order to make sure that the impression you intend to convey matches up with your audience's perception of it. Gaps in communication can be painful to deal with, as they lead to misinterpretation, inefficiency, and overall, more work for everyone involved.

Another venue where polished communication skills come into play is in group project work. Through my experience, I've learned how crucial it is to be able to argue a point and work with others to reach a common goal. Leadership and teamwork are called upon in these situations, and communication among team members is the key to creating a finished product that everyone can be proud of. When it finally comes time to present your findings, it is important to know your audience and how to handle yourself in front of a crowd. All your hard work hinges on your ability to make a strong recommendation and deliver a powerful message.

Communication is certainly a talent that requires many skills, and I applaud your efforts for working to develop these at a young age. As you grow and move on in your academic careers, I strongly encourage you to continue refining these skills and build upon the solid foundation you are creating today. The National Forensic League provides great opportunities that allow you to showcase your abilities, learn, and ultimately better position yourself for success in the future. As you achieve your goals, you will certainly influence others around you, gain their respect, and emerge as a leader among your peers. I'm sure that if your *futureself* could talk to you, they would say "Thank You" for the work you are doing now, because it has paid off for them, or should I say you, down the road.

National Forensic League

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From the Editor

J. Scott Wunn



Dear NFL,

Each December, the National Forensic League proudly displays on the cover of the Rostrum a photo of the champion coaches from the prior year's NFL National Tournament. This photo is symbolic of a major coaching milestone and is a representation of hard work, dedication, and the benefit of working with extremely talented young people. In addition, the December Rostrum recognizes those coaches that earned the newest coach diamonds.

However, this photo and the recognition within the magazine only scratch the service in their representation of those things of which our coaches should be proud. You see, a quality coach is more than a facilitator of practice, an organizer of bus schedules, or the coach of champions. A quality coach is an educator who understands that training goes beyond first affirmatives, rebuttals, cuttings, and blocking. Excellence in coaching comes when educators realizes the impact that he or she has on the youth around them and demands the very best from themselves and his or her students both in performance and in character.

On page 10 of this month's Rostrum, you will find the new NFL Code of Honor. The NFL Oath is a symbolic reminder of the characteristics of a quality citizen, leader, and member of the National Forensic League. The NFL has established the Code of Honor to give written pronouncement to the outcomes of quality education that the League has promoted for 82 years. It represents the continued efforts of our coaches to train the very best leaders.

Congratulations to our coaches for the positive impact they make as educators on the NFL and our student members.

Sincerely,

J. Scott Wunn
Executive Director

Rostrum

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

Topics

December Public Forum Debate Topic:

Resolved: That the United States would be justified in pursuing military options against Iran.

January/February Lincoln Financial Group/ NFL L/D Debate Topic

Resolved: It is just for the United States to use military force to prevent the acquisition of nuclear weapons by nations that pose a military threat.

2007-2008 Policy Debate Topic

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

Final Ballot for 2008-09

NFL Policy Debate Topic & Resolution Selection

Please vote for only ONE topic.

The area that receives the most votes will be the 2008-09 NFL Debate Topic and Resolution.

HEALTH CARE

Resolved: The United States federal government should establish a universal health care system in the United States.

ALTERNATIVE ENERGY

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

Coach Name

School Name, State

- Ballot available also online at www.nflonline.org
- Ballot must be postmarked no later than Friday, January 4, 2008

The Cover Photo

2007 Circle of Champion Coaches

January 2008 *Rostrum*

The People Speak



Who is eligible?

- A coach with 25 years NFL Membership
or
- Retired

Nominations must be postmarked no later than February 1, 2008

Forward Nomination AND Coach Bio to:

Sandy Krueger
National Forensic League
P.O. Box 38
Ripon, WI 54971

or

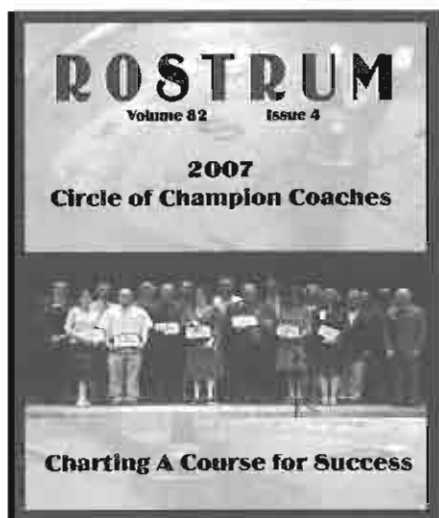
email: nflrostrum@nflonline.org

ROSTRUM



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2007 Circle of Champion Coaches



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Set	2003	2003	2003	2003	2003	2003	

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	1994	1994	1994	1994	1994	
	1995	1995	1995	1995	1995	
	1996	1996	1996	1996	1996	All Tapes are in Audio Format Only
	1997	1997	1997	1997	1997	
	1998	1998	1998	1998	1998	
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All audio tapes also available online at www.nflonline.org

Election Year for Executive Council

2008-2009

National Officers

Election of National officers shall be conducted in even numbered years as follows:

- Any member coach with 5 years of NFL coaching experience may become a candidate for Executive Council by so advising the Executive Director in writing before February 1, **certified mail**.
- Present national officers whose terms expire on July 31 shall become candidates for re-election by filing a written statement with the Executive Director by February 1, 2008, **certified mail**.
- No person may serve as a member of the Executive Council after his/her 70th birthday [Council Meeting, April 11, 1992, unanimous]. This rule does not apply to the Administrative Representative who is appointed by the Executive Council every two years.
- Each candidate shall be allotted one column (unedited by the NFL National Office) in the *Rostrum* to support his/her candidacy, due February 1, 2008, **certified mail**. Each candidate may include a photo to accompany the column. PLEASE limit column to 400 words.
- Each chapter shall be mailed a ballot on which the candidates' names appear in an order drawn by lot and on which the chapter shall vote for four directors. Each ballot shall be worth as many votes as the chapter has active members and degrees on record in the National Office on May 1, 2008.
- All seats are not up for election. Councilors William Woods Tate, Jr., Kandi King, Pam Cady Wycoff and Tommie Lindsey, Jr. were elected in 2004 to four year terms and their seats are up for re-election in 2008.

BALLOTS WILL BE MAILED TO CHAPTERS ON APRIL

National Forensic League Mission Statement

The National Forensic League Honor Society promotes secondary school speech and debate activities and interscholastic competition as a means to develop a student's lifelong skills and values, as well as the public's awareness of the value of speech, debate, and communication education.

As an organization, the National Forensic League embraces diversity, interconnection, and visionary leadership. We empower students to become effective communicators, ethical individuals, critical thinkers, and leaders in a democratic society.

Est. on Sept. 24, 2006

NATIONAL FORENSIC LEAGUE CODE OF HONOR

ADOPTED SEPTEMBER 23, 2007

NFL Oath

As a member of the National Forensic League, I pledge to uphold the highest standards of integrity, humility, respect, leadership, and service in the pursuit of excellence.

Integrity: An NFL member obeys the highest ethical standards and adheres to the rules of the League. NFL members recognize that integrity is central to earning the trust, respect, and support of one's peers. Integrity encompasses the highest regard for honesty, civility, justice, and fairness.

Humility: An NFL member does not regard him or herself more highly than others. Regardless of a person's level of success, he or she always looks beyond oneself to appreciate the inherent value of others.

Respect: An NFL member respects individual differences and fosters diversity. He or she promotes tolerance, inclusion, and empowerment for people from a variety of backgrounds.

Leadership: An NFL member influences others to take positive action toward productive change. NFL members commit to thoughtful and responsible leadership which promotes the other core values in the NFL Code of Honor.

Service: An NFL member exercises the talents he or she has been given to provide service to his or her peers, community, and the League. At all times an NFL member is prepared to work constructively to improve the lives of others.



NFL Code of Honor

Lessons for Lifetime Membership

by

Jennifer Billman

Coordinator of Public Relations & Marketing

NFL has always cultivated certain qualities in its members, but now it's official! On September 23, 2007, the NFL Executive Council approved the concept of a Code of Honor for NFL members. While NFL has been training its members for leadership through forensic education and competition since 1925, this Code of Honor marks the first codification of NFL ideals. The Code, which promotes integrity, humility, respect, leadership and service among members of the League, went through a number of revisions by both Executive Council members and the NFL national office before reaching its current form.



The concept for an NFL Code of Honor was introduced by Executive Council member Mr. Harold Keller, who explains that he envisioned it after noting that other organizations such as Little League and Boy and Girl Scouts of America already codified their expectations in such a way. Mr. Keller presented the idea to the NFL Executive Council, who agreed that a set of standards for NFL members was both needed and potentially useful.

Mr. Keller explains that the Code of Honor is "more about the spirit of the organization than the letter of the law." He points out that the NFL Code of Honor "reinforces what we already had" by providing key NFL ideals in a simplified, condensed form. Spelling out a Code of Honor in this way encourages members to understand NFL's key values, implement them, and hold others accountable for adhering to like values.

Moreover, because the tenets of the Code of Honor are constructed to provide broad principles for behavior, they serve as general guidelines for a number of different situations. For example: in instances where the rules are ambiguous, the NFL Code of Honor can be used to guide decisions or actions. Similarly, when a coach or student needs guidance concerning a specific decision, the Code of Honor can provide a decision-making framework.

NFL members can expect to see the Code of Honor appearing in a number of places. Starting in the spring of 2008, the Oath will be printed on the back of new student membership cards. Additionally, the code can serve as an integral part in initiations, inductions, or other occasions. Finally, the Code of Honor would make a valuable addition to any squad room or classroom. Displaying the NFL Code of Honor on the wall enables students and coaches to see the NFL ideals and pursue them daily.

As with other aspects of NFL participation, the Honor Code is designed to resonate with students even after they graduate high school. The five dimensions of the Honor code – integrity, humility, respect, leadership, and service – allow people of any age to judge their actions against a constant decision-making framework. In this vein, the Code demonstrates that NFL is about more than just competition; it is about developing positive and engaged global citizens. Or, as Mr. Keller explains, the Honor Code provides "a reminder of lasting values for a communicator."



APPLICATION NATIONAL FORENSIC LEAGUE ACADEMIC ALL-AMERICAN AWARD

Name _____
 School _____
 School Address _____

 NFL District _____

To the National Forensic League:

The above named student qualifies for the Academic All-American Award by meeting all the criteria **checked** below:
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- _____ NFL Degree of Superior Distinction on record (750 points)
- _____ GPA of 3.7 on a 4.0 scale (or its equivalent)
- _____ ACT score of 27 or higher or SAT score of 2000 or higher
- _____ Completed at least 5 semesters of high school
- _____ Character reference from both the student's coach and principal
- _____ School Transcripts included

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

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

 NFL Sponsor (coach)

 Principal

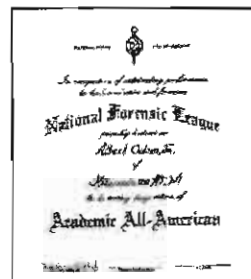
 Student

Forward application, along with \$10 application fee and transcripts to NFL, Box 38, Ripon, WI 54971-0038
(\$10 fee includes a hand engrossed Certificate of Achievement to be presented to student)

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Student Challenge

Columbia University drew criticism when administrators there invited Iranian President Mahmoud Ahmadinejad to speak. Should President Ahmadinejad have been allowed to speak at Columbia University? Why or why not?

PAYCEN FROM IDAHO

As I'm sure most debaters appreciate, the first amendment allows Americans to express themselves freely. The Bill of Rights is something that most Americans hold close to their hearts, which is why it was part of the foundation of our country. If our founding fathers believed that we should NOT value the concepts that the Bill of Rights set forth, then they wouldn't have allowed them to be in the constitution. America has billed itself as "The Land of the Free." As the land of the free, we are obligated to allow other people to speak their minds even if they may have views that speak against us.

I believe one of the reasons our government was upset about President Ahmadinejad was safety. The first amendment is a part of America's liberty. To quote Benjamin Franklin, "Those who would give up essential liberty to purchase a little temporary safety, deserve neither liberty nor safety."

If, as an American, you value your liberty, then you should have never had a problem with President Ahmadinejad speaking at Columbia University.

BRITTANY FROM TEXAS

Yes, it was noble of Columbia University to allow such a controversial political leader to speak at their campus because it shows that they value the 'other side of the story' to the point in which they would risk their public standing to do so. It shows a 'self-sacrificial' mindset that allows all ideas to be heard and be presented for debate and I applauded their intentions regardless of the controversy. And after all, what would we have to debate and speak about if we didn't at least listen to some of what he had to say? He gives us more to talk about and we should be thankful for that regardless of what our personal beliefs are.

KEVIN FROM NEW YORK

No, he should not have been allowed to speak. It's simple. First, he is not a citizen and not given our rights. Second, everyone talks about free speech, and he should have it. **HE DOESN'T GIVE HIS PEOPLE THAT RIGHT AND WE ARE GIVING IT TO HIM!** He was only here to show the Iranian people how everyone clapped for him, not showing the booing.

JUSTIN FROM COLORADO

In my opinion, Iran's president Mahmoud Ahmadinejad's recent speech at Columbia University was a bad choice by that institution and a blurb in this university's excellent reputation. Why should someone who has such a horrible political record ever influence this nation's future leaders? Someone who has denied that the world's worst genocide ever happened despite tons of proof and who wants to wipe a nation totally off the map should never be welcomed with open arms by any institution or allowed to give a speech. Yet again, I guess even dictators get the chance to speak once in a while.

DIANA FROM MISSOURI

Yes, President Mahmoud Ahmadinejad has every right to talk anywhere that he was invited and he was invited. Why, if he was invited, should he be told not to speak at Columbia University? The only reason why the university was criticized for having him speak was prejudice, and I find that horrifying that people have such bad stereotypes of people of his ethnicity that him speaking at one university causes such an uproar.

NEW STUDENT CHALLENGE FOR THE MONTH OF DECEMBER

We often give and receive gifts around the holidays. What is the most important gift you have received from forensics? What is the most important gift you can give to the NFL community?

Need something to put on your holiday wishlist?

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GMIF Dates:

July 13-July 27, 2008

Extended Session:

July 27-30, 2008

Coaches Symposium:

July 26-30, 2008



The George Mason Institute of Forensics features five lab areas — Interpretation, Original Oratory, Extemporaneous Speaking, Minors Labs, and Coaches' Symposium. There is something great in store for everyone at GMIF.



In 2007, GMIF students were able to attend a live performance of the Capitol Steps, DC's most famous comedy troupe for political satire, a live performance of *Shear Madness* at the Kennedy Center, and visit the Supreme Court and Capitol!



2007 Achievements of GMIF Students:

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Champion in Oratory: Melissa Dunn

Plus 16 other final and semi-final placings!

Yale University Invitational

Champion in Original Oratory: Brennan Morris

Plus 39 other final, semi-final, and quarter-final placings!

Wake Forest Invitational

Champion in Extemporaneous Speaking: Max Webster

Champion in Original Oratory: Nick Bateman

Plus 16 other final and semi-final placings!

Contact Information:

Peter Pober

Phone: (703) 993-4119

Fax: (703) 993-1096

E-mail: ppober@gmu.edu

Website: www.gmuforensics.org/gmif



- The design must be related to the National Forensic League speech and debate program.
- All artwork must be original and be the student's own creation, free of copyright, and may not include any copyrighted materials.
- Do not include anything which might possibly cause offense.
- One design per student.
- Please do not use more than 3 colors in the design.
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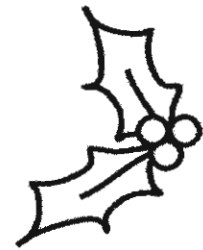
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Coach Profile

MEET MICHAEL STARKS

by
Tyler Billman
NFL Staff

What was your first NFL experience?

When I was in college at the University of Northern Colorado, Frank Sferra visited our How to Coach Forensics class one day to explain how to schedule events at a tournament. He explained what the NFL had to offer all of us and said he hoped we would all join when we had our own programs. He made offers of help any time we needed it and I was totally impressed with him and the program he was promoting.

What is your team philosophy?

Respect. We try to impress upon the novices each year that respect for themselves is utmost. They owe it to themselves and their audience to be ready each time they compete. They need to respect East High and that means behavior on the road trips and at schools we visit must be

exemplary. They need to respect the team so that the tradition we have established will not be tarnished.

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

We cannot compete in Wyoming until November 1st each year, so the Fall is a little less hectic. We hope to have debaters in every Monday night, individual events on Tuesday night, and everyone on Thursday night, and after school each day. It works great because the students who come in the most actually do compete at a higher level.

What motivates you as a coach?

It is the students. I am very fortunate to teach at a high school that each year has a huge number of great students. They are actually people who you are happy to be with and it is fun to learn together. We think we are very ethical and happy and that new students who join us can fit in easily.



Michael Starks is a five diamond coach at Cheyenne East HS (WY) and was inducted into the NFL Hall of Fame in 2006.

What is your vision for the future of NFL?

That it continues to be an institution that trains coaches to better support students.

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

The travel. Nearly all of our tournaments are overnight trips due to the distances we travel. Although that means a lot of nights in minimal motels, the trips are fun. The travel provides a unique opportunity to meet a large number of students and get to know them very well.



Coach Profile

MICHAEL STARKS

What's unique about Cheyenne East High School as a NFL chapter?

The number of students who seem to be interested in joining.

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

Although recruiting always seems to be a good idea, I seem to find little time for it. Nearly all of our recruiting is done through student to student contacts. The successful students on the team are usually anxious to find bright, driven students in their classes to help fill spots on the squad.

What fundraisers have been successful for you and your team?

We sell the lollipops [Ozark Delight Lollipops] that are promoted at the National Tournament. We also work with the botanical garden here in town. In the fall when the geraniums freeze outside, we go to the parks and raise them through the winter in the school greenhouses, and then sell them in the spring. A greenhouse full of blooming plants in the winter is a great place to escape. Nearly all of our required funds come from the budget. Fundraising allows us the "extras."

What is the greatest coaching challenge you face these days?

So many students are working. It is hard to find students each year willing to give up their job on weekends to travel to tournaments.

What advice would you give to a new coach just starting a team?

Be happy with the opportunity and be very pushy. When I started coaching, I smoked a lot, and met many coaches at the ashtray outside meeting rooms. Now it is more difficult because so many experienced coaches talk to their friends during breaks. You need to attend a lot of workshops and National Tournaments and network with coaches in other states. Make friends and be ready to steal everything they offer. Always give them credit and your friends will love the fact you know so many people. You also need to overspend your budget. Your budget will never be increased unless you prove that you spend money wisely, but that you just need more of it.

What is your favorite memory from a National Tournament?

My favorite memory of a National Tournament would have

to be when we were in Charlotte in 2002. We had really nice students with us and everything we did just fell into place. The students worked hard once we got to town, we found great food, everyone was having fun in their rounds, and then we won the combined School of Excellence in Speech and Debate and the students had these huge trophies to carry home that we had always watched other teams carry in the past. It was exciting, and fun, and those students have gone on to fantastic lives of their own. Every Nationals has its own charm, and fun, and meeting friends again is always a highlight, but that year was just special in every way.

"I never cease to be amazed at the power of the coaching process to draw out the skills or talent that was previously hidden within an individual, and which invariably finds a way to solve a problem previously thought unsolvable."

John Russell

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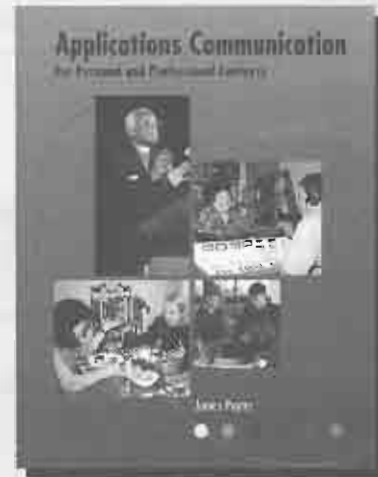
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MEET THE NFL

IN APPRECIATION AND RECOGNITION OF OUR DEDICATED DISTRICT CHAIRS, THE NFL WILL BE FEATURING SOME OF THE LEAGUE'S OUTSTANDING LEADERS EACH MONTH. LOOK FOR YOUR DISTRICT CHAIR IN UPCOMING ISSUES AND TELL THEM HOW MUCH YOU APPRECIATE THEM

CHERYL GILMORE, LOUISIANA

For the past eleven years Cheryl Gilmore has been leading the Louisiana District. Ms. Gilmore, coach of the Acadiana High School forensic team, has many goals for the Louisiana District including increasing membership in the state of Louisiana and helping New Orleans schools to get back to full strength. With her many years serving as District Chair and as a forensic coach, Ms. Gilmore is full of wisdom. "Never be afraid to try something new," she says. "Speech is the key that will unlock the door to the world." Ms. Gilmore has served as a past President of the Louisiana High School Speech League and past moderator for the Lafayette Diocese of CFL. She also won the honor of being Acadiana High Teacher of the Year. When she's not at a forensic tournament, Gilmore is watching football, knitting, reading, or traveling (she used to be a tour director). She is the unofficial team photographer for the Acadiana High Wreckin' Rams. Who says sports and forensics can't mix?



STEVE HELMAN, PUGET SOUND

Since 2000, Steve Helman has served the NFL as Chair of the Puget Sound district. Helman has been teaching at Kamiak High School since it opened in 1993 and has founded the school's debate program with the motto, "We never give up." Some of Helman's honors include: Kamiak High School MVP Teacher Award (2006, 2007); Washington State Coach of the Year (2002); Washington State Forensic Association Vice President (1996 – 2004); and District One State Treasurer (since 1993). Helman has several goals for the Puget Sound district, including qualifying three CX teams to the National tournament; continuing to expand membership by recruiting new programs to the district; and continuing to be able to run the entire National Qualifying Tournament over a three day period. Outside of forensics, Helman enjoys teaching his son to play the piano, hiking, travel, stained glass work, gardening, remodeling, and coaching his son's soccer and softball teams.



TOMMY BENDER, NEBRASKA SOUTH

"We're all in this together," is a favorite saying of Nebraska South District Chair, Tommy Bender. Mr. Bender is a one diamond coach from Lincoln, Nebraska and coach of the Lincoln Southeast team. Mr. Bender was named the Nebraska South Speech Director of the Year (2000, 2006) and elected Nebraska South District Chair (since 2003). During that time he won a Bronze award for accomplishments in his district. His interests outside of forensics are his children, racing, and theatre.





DISTRICT CHAIRS



FRED VOGT, GREATER ILLINOIS

Fred Vogt is certainly no stranger to NFL. Having been a faithful NFL member for many years, Fred was the Supplemental and Consolation Co-Chair for the 2007 National Tournament in Kansas. He leads the Greater Illinois district with his favorite forensic tip, "Do not be afraid to try the unusual." Teaching mathematics at Pekin Community High School, Mr. Vogt is using a number of formulas to build numbers in the Greater Illinois district. His goals for the Greater Illinois district include increasing the number of schools in the district and the number of participants at the district tournament. His interests outside of forensics include reading, crocheting, sewing, and yardwork.

RITA PRICHARD, CAPITOL VALLEY

With the motto, "Trophies tarnish...learning to communicate lasts forever," triple diamond coach Rita Prichard heads up the Granite Bay HS forensics team and serves as Chair of the Capitol Valley district. Her 2007-2008 goals are extensive: increase student membership and school affiliation with the NFL, provide powerful teaching material and support, and champion the materials and services provided by the NFL. Some of Ms. Prichard's accolades include California High School Speech Association (CHSSA) Hall of Fame (2002), Western States Communication Association (WSCA) Model Teaching Program Award (2005), and the office of Vice President of Curriculum, CHSSA. Teaching awards include Award of Excellence from the Roseville High School District and Teachers Who Make A Difference, sponsored by the Placer County Office of Education. When discussing her tips in forensics, Ms. Prichard notes, *"It is really important to help students cultivate a sense of perspective in what they do. When the tournaments are over, some will return with a prize and more than half, without. I try very hard to help the students remove the trophy from the goal of self-improvement. A trophy is not a symbol of self-worth. We try to use our losses as opportunities for growth. When we return from a tournament, we always have dinner together."*



DIANA KRAUSS, ARIZONA

Diana Krauss has been coaching for the past 21 years. Beginning her seventh year as District Chair of Arizona, Diana is still keeping this district alive and well by continuing to get as many students as possible involved in NFL. This two diamond coach of Phoenix Central High School in Phoenix, Arizona uses a quotation from Matz as her favorite forensic tip, "What the mind can perceive, the body can achieve." The District Chair's interests outside of forensics are exercising, hiking, traveling, decorating homes and doing creative projects, including knitting. *(Photo not available)*

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TOO MANY DOGS AND NOT ENOUGH BONES

BUILDING THE BEST DISTRICT TOURNAMENT

By Rev. B. A. Gregg

PART THREE: BUILDING A TOURNAMENT YOU WANT TO ATTEND

In the previous article, we discussed the impediments to the District Tournament. There is not a District in the nation that can look at its final analysis of the tournament and not say that they could see more schools and more entries than actually come. As laid out previously, the District Tournament can best be described as too many dogs and not enough bones – arcane rules, limited awards, stiff competition. As District Chairs and members of District Committees, we need to examine how we can build a better District Tournament. This article does not even presume to plumb the depths of this issue. Some of the solutions are transportable, some adaptable, and some may not apply. In this article, we want to explore how to structure the tournament to actually be appealing to coaches and students.

Tenet Three: Building the Tournament You Want to Attend.

When planning a tournament, a District Committee should employ what Keats called negative capability – negating one's self and one's understanding an issue from the eyes of another. Most members of a District Committee have seen their students qualify at Districts for Nationals. Many of the members of the District Committee have seen their students do quite well at Nationals. But, inarguably, the members of the District Committee are not the customers we want to reach for the District tournament; they will attend Districts no matter what and will put up with whatever schedule no matter how grueling and will keep on coming back the next year. Rather, the customers we want to reach for the District tournament are the ever-growing number of new coaches, the coaches of smaller programs, the coaches who have never attended a District tournament previously and are not likely to attend another one unless they have a positive experience. With this customer base in mind, we need to focus on building a Tournament You Want to Attend.

So, for the experienced coaches, let's put

ourselves, mentally, back in our first year of coaching. Back when we had to walk to tournaments in the snow, uphill, both ways. Back when we got two guaranteed rounds and were thankful when the ballot only said, "Try soccer." Back before we actually knew the rules or, in many cases, when we didn't know how to stretch them. What would appeal to the novice coach? First, we must provide fair judging. Every debater who loses a round or every speechie who gets placed last always blames the judge. This is natural; however, as the District Committee, we must ensure that we place the best possible judging pool in every round. Second, we must provide a realistic schedule to allow double-entry. Too often we have all seen students who single-entered because they were a shoe-in for a certain event, only to have a bad day, a bad panel, a good opponent, and drop. Double-entry is a necessary insurance policy for the national qualifier. Finally, we must provide a tournament environment that rewards students through competition for just coming to the tournament. To travel six hours to a tournament and then drop after only three hours of competition makes that next six hours of travel back home feel like sixty for the coach. There will always be discouragement and disappointment at every tournament; but for the national qualifier, we need to make every effort to soften the blow through allowing students to compete.

Fair Judging

Competitive speaking and debating is, at best, a subjective sport. There are no regular lines marked on a field, there are no instant-replays, there are few spectators except for other students to actually reconstruct what went on in a round. Therefore, the most crucial part of any tournament is scheduling a judge who can take charge of a room, adjudicate fairly, and justify these decisions. With Solomon, Confucious, and Oliver Wendell Holmes not being available this Saturday, we make do with fallible, irascible, and subjective coaches, parents, college students, and volunteers. With this in

mind, the District Committee should plan out their judge pools, well, judiciously.

Judges, including speech judges, need to fill out their paradigm fully to determine if they have a conflict of interests. Have they coached students from other schools? Have they worked with other schools? Have they graduated from other schools? In a time of high teacher mobility and college students making extra money through coaching individual students, these questions need to be asked by the tournament officials and need to be answered by the judge paradigm frankly and openly. Then the judge chair needs to go through the full list with several other members of the committee, make some phone calls, and determine if a questionable judge is truly objective and has no conflict of interests. The online registration or hard-copy preregistration for the national qualifier must have some note for each judge on lock-outs or conflicts of interests. Waiting until judges get onsite to fill out their card increases the likelihood of judges simply forgetting and judge chairs simply overlooking an essential conflict.

Our District does not employ judge strikes, believing that not everyone can get the Robert Blake jury. However, we balance this through careful screening of all judges to determine that judges truly are clean when they enter a room. I wish we could say that we are batting a thousand in this area, but I can think of two instances in the last several years where a college judge got into a panel for a round to judge the student they actually had worked with the night before the tournament.

One of the best ways to ensure clean judges we have found is using the California Plan for speech. By empaneling three judges in preliminaries and semifinals, we can help to obviate judge bias in the same way the judge card obviates judge conflict. Additionally, because the California Plan offers a set number of judges, we can empanel judges for all rounds

a week in advance. Through an excel spreadsheet that keeps track of how many sections we have, how many judges are empaneled, and what schools have competitors in each event, we are able to make sure that judges are scheduled to judge certain rounds that will not only expedite posting the round, but we will know exactly what rooms and judge panels are going to happen before the tournament starts. The rest depends on how the cards fall and then a judge can be swapped from one panel to another to avoid judge lock-outs. When placing judges, we can never look at the caliber of the judge, but only the algorithm of can this judge, given the number of entries his or her school has in each event, judge a round.

The California Plan is not without its drawbacks. Namely, the California Plan is a front-loaded judge vacuum that sucks up judges in the first two rounds. To deal with this judge drain, we have double-flighted events to get the most out of the judge pool. Placing the interps in one flight (DI, HI, Duo) and the expositories in another (FX, DX, OO), we can make the most of the judge pool. Of course, we could just demand a higher judge quota from each school. But when we do that, we increase the impediments to schools in attending the tournament – in not only finding judges, but housing them, transporting them, and paying them – we also dilute the quality of the judge pool. Flighting events takes a 90 minute round and turns it into a three-hour round, but allows for the highest number of qualified judges in the round.

In debate, for the last number of years, we have placed three judges in all rounds of Public Forum. As Public Forum is designed to be a round judged by, well, the public, having community and lay judges are essential. The only trouble is, for an event that is the most accessible to the general public, the ballot and format are the most complex. Therefore, we work to balance out each Public Forum round with a community judge, a coach, and a debate judge. Through a systematic assigning of judge codes that tell us, at a glance, the distinctions of each judge (e.g. college judges, community or speech judges, and debate judges) as well as the experience level of each judge that we gain through the paradigm card, we can equalize all sections of Public Forum debate to make sure that no one section is getting the best judges and no one section is getting the worst. As our

District uses a hybrid system of cards, Excel spreadsheets, and various programs to translate the cards into postings, we have found Rich Edwards's TRPC very useful to shadow the cards. We can, at a glance, determine clean judges and make sure that we are balancing out the sections. Also, having spent hours on blind draws that were never perfect, using TRPC to draw the presets of rounds 1 and 2 is well worth the extra key-strokes.

Double-entry

Every tournament we attend up to the national qualifier supports double-entry. Some college tournaments, such as George Mason, actually allow for sextuple-entry. The NFL only allows double-entry in speech and debate, and even triple-entry if you factor in Congress. However, when we build a tournament that we would want to attend, given the fact that every tournament in the season and virtually every invitational allows for double-entry, we need to seriously consider double-entry at the national qualifier.

When scheduling a tournament we would want to attend, we must carefully design the schedule so that it is friendly to double-entry not only increases the number of entries in each event, but also gives students more chances to qualify for nationals. As the California Plan lends itself to flighting, when scheduling how debate fits into the grand scheme, each District Committee must figure out how the lay of the land each year. Namely, if we allow double-entry, we need to ask if our LD debaters are more likely to do extemp, oratory, impromptu, or are the CX debaters? This number varies every year and some frank discussion needs to be held to allow all students the best opportunity to qualify.

In figuring out how to schedule Congress, we need to view Congress as an integral part of the district tournament. In the past, we have scheduled a six-hour block of Congress at the start of the district tournament. This schedule has not encouraged schools who do not compete in Congress to register for Congress. Rather, if we were to scheduling sessions of Congress judiciously throughout the tournament, breaking up the speech and debate events with a 90- minute session of Congress about four times in the tournament, we allow a proper time for speaking, also allow Tab time to catch up, audit results, and post the next

round, and encourage schools to cross-enter into the congress districts and the speech/debate districts. Since Congress functions under a completely different quota system than the district speech and debate tournament (which many coaches do not know), this scheduling allows students an additional opportunity to qualify for Nationals.

Consolation Events

As stated above, through use of the California Plan, we keep students competing for three or four guaranteed rounds, and eliminate the constant heartbreak of students checking the postings for the next round and not seeing their codes. However, as debate does not have a California Plan (what an idea for some bright coach to suggest!), we still have students in debate dropping out after the second round and sitting around as the tournament drags on. Working in Tab, we often forget how slow time seems to travel outside the doors to the Library. In order to build a tournament that we would want to attend, think how we would feel if our students are eliminated early and are sitting around. If we were a judge, we would want to hit the road as soon as possible. We can discourage early check-out through judge bonds, but this is more a stick than a carrot. And no one ever goes to Wal-Mart because they have to.

You do not want what so often happens – coaches see their students knocked out early and still end up judging round after round while their students are dejected, bored, and discovering new ways to pass the time. At one of the first District tournaments we hosted at Randolph-Macon, students discovered how much fun it was to roll down the huge hill in the front of our campus. Well, they were Policy debaters so that might go a distance to explain things. After a while, as the saying goes, everyone was having fun until someone got hurt, cracked their head on a rock at the end of the tournament, and the coach had to leave a round he was judging to rush the student to the hospital.

With this incident in view, the next year we experimented with consolation impromptu at Debate Districts and saw tremendous numbers of occupied and happy students. After this, we worked out a Consolation debate tournament into which students went as soon as they dropped from the Qualifier pool. Some

by Rev. B. A. Gregg

students chose not to compete; but many did and gained valuable experience. In 2005/06, a student who dropped early from the debate qualifier went on to win the consolation tournament, went to camp, and came back to take second in the state in 2006/07. For debate students, consolation rounds are very important, as there seems no end to how many rounds of debate you will actually see.

In taking Supplementals to the District speech tournament, because we had flights, we wanted to give students the opportunity to practice for Supplementals at the national level – offering commentary, prose, and poetry in the off-flights. This did keep students

competing and allowed us to place normally dirty- or locked-out judges in rounds, but distracted students from the national-qualifying events. In the last year, we refocused Supplementals, adding Impromptu, as Consolation events in speech once students dropped in preliminaries. Since the gap between the start of semifinals and the end of finals in a flighted tournament was around six hours, we were able to get in four rounds of Consolation events for a number of students. In the end, everyone came out feeling as though they had a great tournament – the students, the coaches, and the parents when a student who dropped from debate early came home with a medal.

In successfully answering the question

of how to build a national qualifier tournament that a novice coach would want to attend, the result is that we build a tournament that appeals to all coaches. Happy coaches who leave a tournament are the dedicated coaches who will return the next year and will help build the buzz that we will cover in the next article.

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



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THE USE OF NOTES IN EXTEMP SPEAKING

BY **TONAS COSENZA**

In my 10 years of coaching experience, few things truly surprise me. While I may feign surprise when a certain speech or interpretation of literature failed to make it into finals, deep down I knew that there were fundamental flaws in the speech or interpretation which eventually lead to its demise. Yet, as a coach whose favorite event (as both a competitor and now a coach) is Extemporaneous Speaking, I must admit to more than one surprise this past season. Unfortunately, these surprises have not been pleasant in any way, but instead are indicative of a problem that needs to be corrected in the event.

The question that I must pose to my Extemp speakers is "to be or not to be" on a note card. Until this season, I would never have felt the need to ask this question, but given the current circumstance, the answer to that question could determine whether you win a conference or state championship, or not.

While the conventional wisdom in Extemporaneous Speaking has been that you must become an expert at the memorized speech as soon as possible, I have found that at least in my state, judging variations on this fundamental element of the event are dumbfounded and confused at their results at the highest-stakes competitions during the whole

year. These competitors have faced diametrically opposed judging standards from one round to the next. One judge will give preference to the memorized speech, while the next judge actually seems to use the memorization against the exact same speaker. Complicating matters is the fact that the judging pool for these high-stakes contests stays largely the same every year, meaning that the problem persists.

From conversations that I have had with other coaches, this contrast in judging standards seems to come down to one central theme – the suspicion of memorized speeches and the accuracy of the source citations within.

This is not the first time that this issue has come to me within Extemporaneous Speaking. As a collegiate competitor in the event, I saw two of my coaches – Christina Foust and Ric Shafer – take a progressive step towards addressing the accuracy of source citations when they required all Extemp speakers to use notes in their speeches at our tournament. Sadly, this experiment lasted only for one year and the rules returned to normal, with notes being optional.

But let's be honest with ourselves, leaving notes or a note card optional allows for such a disparity in judging. We are telling our speakers that they must be memorized at almost every

contest, regardless of the outcome of the speech. If it means that you just fabricate a source on the fly, then that's what you must do. When I was in high school, other competitors confessed to me that they would carry pocket calendars with them at tournaments so that they could know what dates corresponded to Mondays, so that if they needed to fabricate a source, they could easily cite it as a Time, Newsweek, or U.S. News and World Report article (all of which had Monday dates for citation purposes.) Using newspaper sources makes it even easier to fabricate a source – but make sure that you don't "cite" a source as saying that something has happened by that date, when the event couldn't have occurred by then. I've seen that happen in several college-level Extemp rounds.

Perhaps we have reached a point where it would be better to require that all Extemp speakers use notes in some form. Honestly, does having one hand free, as opposed to two hands free, really make that much of a difference in delivery? In our state, Poetry interpreters and presenters in Oral Interpretation of Drama are required to use and/or possess their scripts throughout their presentations. In college, all interpreters of literature are required to use their script books. What makes Extemp so different

that we must coach our students to either subject themselves to arbitrary judging or to lie if need be?

I would advocate that allowing for a “notes optional” element to Extemp speaking is hurting the event. Either we require everyone to use notes in some fashion, or we require memorization for all. If the former is chosen, at least we can eliminate some of the source fabrication that is happening today (I stop short of saying that we would eliminate it all because there will always be someone who cheats out of convenience or sloth). If the latter is chosen, at least we can eliminate some of the arbitrary decisions being made by

judges that either have no trust in the memorized Extemp speaker, or are so entrenched in out-dated expectations of the event that they cannot appreciate the extra effort put forth by a memorized speaker.

Another important consideration is that both the NFL and the NCFL require that students in Extemp speaking deliver their speeches from memory only. By allowing invitational contests, conference contests, and state contests to leave the use of notes as an option, what service is being done to the competitors in the event? A lack of consistency can only hurt the competition.

Either way, I believe a change

in the rules regarding the use of notes is needed. Either all Extemp contests should require the use of notes or all should require memorized speeches. (Tomas Cosenza is the head coach of the SkyHawk Forensics Team at V.J. and Angela Skutt Catholic High School in Omaha, Nebraska. He has coached at both the high school and collegiate levels and has coached NFL and NCFL national qualifiers in Extemporaneous Speaking. As a competitor, he was a 4-time national qualifier for the American Forensic Association national tournament, including multiple out-rounds, and was a finalist for AFA All-American honors in 2003.)

Featured Cartoon of the Month



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

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VOLUME I

CX 101 Developing the Negative Position in Policy Debate Cross Examination

Instructor: Diana Prentice Carlin, University of Kansas

Addresses several key points in The Negative Position - reasons for use, ways to construct, how to use in a round, risks involved. Length: 53:00

CX 102 Constructing Affirmative Positions

Instructor: Greg Varley, Lakeland HS, NY

Winning suggestions for novice debaters in the basics of affirmative case construction by exploring these two issues: evaluation of the resolution and building a successful affirmative case. Length: 45:00

CX 103 A. Speaker Duties: The Conventions of Debate

Instructor: Bill Davis, Blue Valley HS, KS

For novice debaters - outlines the responsibilities of each speaker from 1AC to 2NR and the only three rules of debate.

B. Stock Issues in Policy Debate

Instructor: Glenda Ferguson, Heritage Hall School, OK

For novice debaters - gives background and applications of significance, inherency, solvency, and topicality. (Both topics on one tape) Length: 61:00

CX 104 Cross Examination - Theory and Techniques

Instructor: Dr. George Ziegelmüller, Wayne State University, MI

An in-depth study of the finer points of cross examination: asking factual questions, using directed questions of clarification, using questions based on tests of evidence, reasoning and preparing stock questions. Length: 48:00

CX 105 Advocacy - How to Improve Your Communication in the Context of Debate

Instructor: Dr. George Ziegelmüller, Wayne State University, MI

Recommendations for improving your speaking style. Length: 56:00

CX 106 "Unger and Company," Chapter 1

Moderator: Dr. James Unger, Georgetown University, Washington, D.C.

Top collegiate debate coaches "debate about debate" in a McLaughlin group format. Topics include Experts in Debate, Topicality, Judging, and Impact Evaluation. Length: 60:00

LD 101 Debating Affirmative in Lincoln Douglas Debate

Instructor: Pat Bailey, Homewood HS, AL

Marilee Dukes, Vestavia Hills HS, AL

Topics include designing affirmative strategy - considering the type of resolution, introductions and conclusions, establishing a value premise, rules for justifications and duties of 1AR and 2AR. Length: 56:00

LD 102 Debating Negative in Lincoln Douglas Debate

Instructor: Pat Bailey, Homewood HS, AL

Marilee Dukes, Vestavia Hills HS, AL

Topics include organizing the negative constructive, strategies and rules governing the negative rebuttal. Length: 58:00

LD 103 Cross Examination in Lincoln Douglas Debate

Instructor: Aaron Timmons, Newman-Smith HS, TX

Tips in conducting successful cross examination with student demonstrations and critique. Length: 48:00

LD 104 What are Values? And Applying Value Standards to Lincoln Douglas Debate

Instructor: Dale McCall, Wellington HS, FL

Detailed examination of value standards as they apply to LD Debate. Length: 52:00

INT 101 An Overview of Interpretation and the Qualities of an Effective Selection

Instructor: Ron Krikac, Bradley University, IL

Issues explored are definitions of interpretation and discussion of the characteristics of a winning national cutting. Length: 49:00

INT 102 Script Analysis

Instructor: Ron Krikac, Bradley University, IL

Script analysis including reading aloud, finding details, determining specific relationships and creating a sub-text. Many helpful suggestions and illustrations. Length: 35:00

OO 101 Coaching Original Oratory: A Roundtable Discussion 1

Moderator: Donovan Cummings, Edison HS, CA

Five outstanding coaches discuss various oratory strategies: appropriate topics, use of humor, involvement of the coach, reliance on personal experience. Length: 49:45

OO 102 Coaching Original Oratory: A Roundtable Discussion 2

Moderator: Donovan Cummings, Edison HS, CA

Five outstanding coaches discuss delivery techniques and strategies: importance of delivery, coaching delivery and gestures, improvement of diction. Length: 35:00

OO 103 Oratory Overview

Instructor: L.D. Naeglin, San Antonio, TX

Examines elements in winning orations that listeners and judges want to hear and see. Based on empirical data, an excellent look at judge analysis. Length: 1 hour 25 min

OO 104 Orator Introductions and Conclusions

Instructor: L.D. Naeglin, San Antonio, TX

A continuation of OO 103. By understanding judge and listener analysis, speakers can use information to create winning intros and conclusions. Length: 59:25

OO 105 Oratory Content

Instructor: L.D. Naeglin, San Antonio, TX

From examples of national competition, tips on how to support ideas successfully in oratory with humor, personal example, analogy, etc. Length: 56:20

EXT 101 Issues in Extemp: A Roundtable Discussion 1

Moderator: Randy McCutcheon, Albuquerque Academy, NM

Outstanding extemp coaches discuss getting students involved in extemp, organizing an extemp file, using note cards and applying successful practice techniques. Length: 43:00

EXT 102 Issues in Extemp: A Roundtable Discussion 2

Moderator: Randy McCutcheon, Albuquerque Academy, NM

Continuation of EXT 101. Topics covered include organizing the speech body, use of sources, humor, and use of canned or generic introductions. Length: 48:00

EXT 103 Championship Extemp: Part 1 - US Extemp

Moderator: Randy McCutcheon, Albuquerque Academy, NM

A critique of two US Extemp national finalists by a roundtable of outstanding extemp coaches. Length: 41:00

EXT 104 Championship Extemp: Part 2 - Foreign Extemp

Moderator: Randy McCutcheon, Albuquerque Academy, NM

A critique of two foreign extemp national finalists by a roundtable of outstanding extemp coaches. Length: 41:00

VOLUME II

CX 107 "Unger and Company," Chapter 2

Moderator: James J. Unger, The American University

The Unger-led panel of distinguished collegiate debate coaches clash over the following areas: Inherency, Structure, Generics, Counterplans, and Real World Arguments. Length: 59:00

CX 108 "Unger and Company," Chapter 3

Moderator: James J. Unger, The American University

This third chapter of "Unger and Company" contains several differing opinions about Presentation, Intrinsicness, Institutes, and Direction. Length: 58:00

CX 109 Introduction to Debate Analysis: Affirmative

Instructor: James Capeland, Executive Secretary, NFL

A clear and precise introduction to affirmative case and plan writing for novice debaters. Length 1 hour 12 min.

Volume II (Continued from prior page)

CX 110 Paradigms

Instructor: Dr. David Zarefsky, Northwestern University
Renowned debate coach and theorist David Zarefsky presents his ideas on paradigms in argumentation. This lecture is required viewing for all serious debaters. Length: 54:10

CX 111 Demonstration in Debate and Analysis

Instructor: Greg Varley, Lakeland HS, NY
A detailed explanation of the step in a policy debate, from opening to closing. Using the final round debate from the 1992 NFL Nationals in Fargo, Coach Varley has produced a "winning" tape for novices and experienced debaters. Length: 2 hours

CX 112 Flowing a Debate

Instructor: Greg Varley, Lakeland HS, NY
Students view strategies for proper flowing of a debate in this talk by prominent coach Greg Varley. Length: 35:25

CX 113 Recruiting Roundtable

Instructor: Greg Varley, Lakeland HS, NY
Three outstanding coaches with different programs offer ideas for recruiting new members. Includes a great film that can be used as a recruiting tool. Length: 53:10

LD 105 How to Prepare for Your LD Rounds

Instructor: Dale McCall, Wellington HS, FL
A comprehensive discussion of preparations students need to undertake to compete confidently in LD. Length: 35:00

LD 106 Value Analysis in LD Debate

Instructor: Diana Prentice, University of Kansas
An examination of the value analysis by an outstanding debate coach. Length: 35:00

LD 107 LD Debate: The Moderate Style

Instructor: Pam Cady, Apple Valley HS, MN
Provides invaluable advice on developing a moderate debate style. Two student debaters demonstrate. Length: 53:00

LD 108 Rebuttal Preparations

Instructor: Carol Biel, Chesterton HS, IN
Coach Biel moderates a group discussion with outstanding young high school debaters. Length: 55:00

INT 103 Interpretation of Poetry and Prose

Instructor: Ruby Krider, Prof. Emeritus, Murray State KY
Professor Krider offers a colorful and insightful exploration of the role of the interpreter of prose and poetry. Her lecture is divided into three parts: Catch that Image, Chat Chat Chat, and Make Us Believe You. Length: 85:00

INT 104 Critique of Interpretation

Moderator: Ron Krikac, Bradley University, IL
Three esteemed coaches analyse and critique performances in humorous and dramatic using examples drawn from national final rounds. Length: 59:25

INT 105 Introduction to Poetry Interpretation

Instructor: Barbara Funke, Chesterton HS, IN
Coach Funke shows how to choose a poem and how to establish commitments as a performer. Length: 56:20

INT 106 Characterization in Interpretation

*Instructors Pam Cady, Apple Valley HS, MN
Joe Wycoff, Chesterton HS, IN*
Cady teaches vocal characterization while Wycoff engages in a discussion on physicalization. Students who competed at the 1993 Nationals are used throughout the presentation. Length: 54:00

INT 107 Breaking the Ice

Instructor: Rosella Blunk, Sioux Falls, IA
How does one go about putting students at ease in a performance environment? Coach Blunk and her students offer fun and easy activities. Length: 34:25

GEN 101 Ethics in Competition

Instructor: Joe Wycoff, Chesterton HS, IN
Hall of Fame Coach Joe Wycoff speaks about ethics in forensic competition and other related topics in this entertaining and candid presentation. Length: 40:00

EXT 105 First Experiences

Moderator: L.D. Naeglin, San Antonio, TX
Former high school extemp speakers discuss how they got started and share advice they found invaluable. Length: 42:30

EXT 106 Expert Extemp: Advanced Techniques

Moderator: LD Naeglin, San Antonio, TX
Panelists detail skills and techniques they've learned. Length: 44:30

EXT 107 Expert Extemp: Speech and Critique

Moderator: LD Naeglin, San Antonio, TX
The panelists listen to an extemp speech delivered by Jeremy Mallory of Swarthmore College and provide an in-depth critique of his presentation. Length: 42:30

EXT 108 Advanced Extempore Speaking

Instructor: James M. Copeland, Executive Secretary, NFL
Covers the Basics of research, file building and outlining as well as advanced concepts: the rule of the 4 sevens, topic selection and attention factors. Length: 85:00

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THE PLAGUE OF VAGUE INTRODUCTIONS AND
HOW THEY'RE HAMPERING QUALITY ORAL INTERP

BY STEPHANIE PATTERSON

It has never been considered glamorous. Its inception is often delayed, an afterthought relegated to van rides and 'the night before'. Few students are genuinely excited to construct one and even fewer audience members leave rounds breathlessly exalting its brilliance exclaiming, "Yeah, it was funny, but what about that first person's introduction? It was awesome!" Despite being an expectation and requirement for all oral interpretation events, the introduction is often met with reluctance, frustration and annoyance by both competitors and judges alike. While it is the only time in the performance in which the student is able to directly address the audience and judge, the introduction is approached in much the same way as a troll beneath the bridge: an obstacle to overcome on the way to the 'good part.' Ranging from simple plot synopses and vague rhetorical questions to non-topical jokes and wandering puns on titles mediocre introductions, have become expectations in the events as opposed to the examples students learn not to follow. These trends in introductions in the interp events have resulted in a "Why can't I just say the title and author and let the performance speak for itself?" mentality that not only deprives students of the critical and analytical element of oral interp, but undermines the rhetorical and education contribution of the events to the forensics community as a whole.

This is not to suggest that students and coaches across the nation sit hunched over desks and laugh maniacally over random rambling introductions. Nor

is anyone to blame for de-prioritizing introductions when juggling the process of finding, cutting and coaching literature for multiple students and events. In the evolution of interp competition, factors such as the novelty of literature, internalized emotional climaxes and intricate blocking sequences are what audience members leave rounds discussing. Is it any wonder that when given the opportunity, introductions will err on the side of appealing to the lowest common denominator through puns and rambling punch lines? Who hasn't left

a round puzzled over introductions that are the equivalent of, "We've all made tough choices in life. Sophie particularly. Sophie's Choice, by William Styron?"

In short, we are left to deal with what will be affectionately known as: zombie introductions. Zombie introductions come in two very distinct and identifiable types: mumblers and scarecrows. Mumblers can be identified by their characteristic glazed over empty gaze and unenthusiastically monotonous delivery style. You hear words coming out of their mouths, yet oddly enough both their faces and voices are devoid of any expression. Conversely, there are the scarecrows. Don't be fooled by their lively or animated delivery

styles, this is their strategy to make judges and audiences defenseless with their oversimplified generalizations, cliched observations, or strained efforts to make obvious and/or obscure jokes lead into their title and authors. In short, the scarecrows are without thoughts of their own, and are simply killing twenty seconds before they can "get back to performing."

While zombie introductions may leave us





scratching our heads or scribbling notes on a ballot, there are implications of these speeding bullets of intellectual brevity. In their analysis of poorly constructed introductions, Liana B. Koeppel and Mark T. Morman (1991) identify the five problems that impact a performance as a result (p. 142 - 143):

1. **Orientation** - The audience lacks a clear idea as to the setting, plot, characters and themes that are crucial to the understanding of the performance. Without a clear and direct introduction, audience members and judges do not know what to listen for and the scene seems to ramble without focus.
2. **Motivation** - A clearly stated thesis provides motivation for the audience to listen and become active participants in the performance of the scene. Valerie Swarts (1988) contends that "by identifying the significance and appeal of the literature, the interpreter is able to translate analytical observations into performance choices" (p. 35). Introductions that fail to give the audience motivation for engaging in the performance will leave the speaker at the mercy of the room's attention span.
3. **Judging** - In a highly subjective activity, judges rely heavily upon introductions to gage whether students accomplish the goal they set out to achieve. If the introduction lacks critiques regarding the characters, experiences or lessons learned through the events of the literature, judges are left with only their 'gut reactions' to the performance with which to judge the round.
4. **Analysis** - By masking the introduction with puns and jokes, competitors send a clear signal that they have done little analysis regarding their selection. "This is reflected in a lack of understanding about the scene, its depth, or even its purpose" (Koeppel & Morman, 1991, p. 143). In her quantitative study of literary analysis for oral interpretation performances in collegiate forensics, Renea B. Gernant found that few students researched their selections outside of performance sessions or were able to identify



the steps of oral interpretation, stating, "While one can argue that not being able to identify [the steps in preparing an oral interpretation] doesn't mean [students] didn't take them, this does raise concern that students haven't thought through the goals of oral interpretation nor have they carefully considered why and what they are doing in their interpretations" (1991, p. 46).

5. **Justification** - Finally, vague introductions withhold any insight into the student's justification for performing the literature or defense for their interpretation of the literature. Literature that is highly familiar, seemingly lacking literary merit or based on well-tread themes would benefit highly from an introduction that explains a unique interpretation that justifies revisiting through performance. In short, "a claim must be established that delineates the focus of the interpreter's analysis of the literature and justifies the literature to be presented" (Swarts, 1988, p. 36-37).

Not only do underdeveloped introductions negatively impact individual students, but they also create dangerous implications for oral interpretation in the forensics community. Forensics is built upon the idea that through the study of rhetoric and argumentation individuals can find the answers and enlightenment they seek. The rhetorical foundation of many events, from Oratory to Extemp and even Lincoln-Douglas Debate is clearly established. Judges enter most public address, limited prep or debate rounds fully prepared to

analyze the arguments that students put forth. In doing so, we as judges and coaches believe that we are building strong and intellectually agile students that are able to pick apart logical fallacies and flaws in argumentation as they continue toward their path of enlightenment. After all, when writing an oratory, students are forced to think through the arguments and claims they are putting forth. Extemporaneous speaking requires more than a superficial knowledge of current events as extempers should be able to analyze and properly answer the questions at hand. In every facet of debate, logic, argumentation and a defense of claims is expected.

When it comes to oral interpretation, however, the expectations for enlightenment take a back seat to



entertainment and aesthetics. Interpretation rounds aren't anticipated as intellectually challenging affairs, but rather, emotional ones. After all, interp isn't about thinking and making arguments but about finding great material and pushing the envelope through performance choices, right? As if instructors or oral interp didn't already have the daunting task of explaining the "differences between interp and acting" to new students and educators, now the question arises as to why interp belongs in forensics. If the only expectations of the interp student are to internalize their character(s) and learn to control their gestures, why not spare everyone involved the heartache of learning "character pops" and direct them to the theater department? "Because," cries the interp coach, "it's about literature!" Whereas theatrical performances are given states, costumes, directors and casts of individuals to force audiences to suspend their disbelief, oral interpretation depends not only on the audience being cognizant of the performance but also of the literary origins of the text being presented. While the murky line between "interp" and "acting" has been hotly contested (and rarely resolved to everyone's contentment), one of the most valuable educational tools that separate oral interp from acting is the emphasis on the *student's interpretation of the literature*. Gernant contends that "Oral interpretation can be a valuable device in which students learn to select, analyze, and defend literature as well as present believable and understandable personal interpretations of an author's work" (1991 p. 41). Authors Koeppel and Morman (1991) make excellent points in illustrating both the "rhetorical function of literature" as well as the "rhetorical function of oral interpretation":

...like other forms of argument, facets such as claim, reasons and evidence can be found in literature...Literature is viewed not only in terms of the pleasure one can gain from reading, but also the ideas that are put forth...If indeed, the ideas are the most important aspect of the work, then the responsibility of the performer is to emphasize the ideas rather than the other "artistic" aspects of the performance. (p. 143-144).

Koeppel and Morman continue their contention regarding the rhetorical function of oral interpretation by arguing:

It is the responsibility of the performer to make critical choices to determine the best way to communicate the message. The performance of the literature is the means by which the message is conveyed. The message is not inherent in the literature itself, but rather the result of the critical choices the performer has made (p. 145-146).

In short, because literature maintains a rhetorical and argumentative function, it is the responsibility of the performer to not only determine the argument(s) a selected piece presents but also communicate those arguments to judges and the audience through both performance techniques and an articulated introduction.

Zombie introductions will continue to run rampant through the halls of forensics tournaments as long as the practice of writing an introduction is put off until the last minute and given little to no thought whatsoever. Granted, the introduction only takes a fraction of the performance time to complete, but its contribution to the entire performance and the activity is immeasurable. Often, as students continue performing they will find new depths to their characters and have the unspeakable pleasure of rewriting the introduction to reflect this discovery! By identifying the rhetoric and justifying the selection, introductions can bring unparalleled benefits to oral interpretation through education, competition and heightened appreciation of literature.

(**Stephanie Patterson** is a graduate of the Performance Studies/Interpretation of Literature graduate studies program at Eastern Michigan University and an assistant coach with the Western Kentucky University Forensics Team. She also assists with publications for SpeechGeek.com.)

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- Gernant, R. (1991). Oral interpretation: What are students learning? *National Forensic Journal*, 9, 41-49.
- Koeppel, L. B. & Morman, M. T. (1991). Oral interpretation events and argument: Forensic discourse or aesthetic entertainment? *National Forensic Journal*, 9, 141-154.
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EIGHTH DIAMOND COACH



*Richard Young
Buhler HS, KS
November 11, 2006
25,667 points*

Mr. Young currently coaches at Buhler High School in Kansas where he has been coaching Debate and Speech since 2003. Prior to coaching at Buhler, Richard has served several schools in the state of Kansas including Topeka West, Highland Park, Great Bend, Stockton, Hutchinson, and Little River. Richard's NFL accomplishments include receiving the NFL Service Key award three times, elected to the NFL Hall of Fame in 1992, and he and his debate squad were recognized as one of the top five in the nation. In "Training Students for Leadership", he has coached over 150 individual speech students to national tournaments with national finalists in Extemporaneous Speaking, Lincoln Douglas Debate award, Policy Debate and two national champions in Student Congress and maintains a proud record of coaching more debate teams to the national tournament than any coach in the state of Kansas. Mr. Young was instrumental in the idea and design of the NFL Coach's ring and presented the NFL 750-1000 point degree and pin, which passed at the Minnesota Convention. Richard started the Debate Coaches' Invitational Tournament in Kansas, and the Novice State Tournament in Kansas along with coaching ten KSHSAA Debate Champion teams and played an influential role in getting the number to KSHSAA tournaments increased from five to eight in Kansas. Richard was elected to the Kansas Teachers Hall of Fame in 2002, Kansas Debate Coaches Hall of Fame in 2003, West Kansas NFL District Hall of Fame in 1995 and in 2006 to the Kansas Speech Communication Association Hall of Fame. He also was recognized as outstanding Speech Teacher in Kansas, in 1972 and 1988 and was awarded the KV Master Teacher Award in 1989 and 1998. Among his many accomplishments, Richard Young has served in several leadership roles with the KSHSAA as liaison and co-spokesperson. He has also authored two texts, Debate Coaches' Guide and Practical High School Debate.

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- **Rostrum Magazine**

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- **Applying for NJFL Student Membership**

Forward the names of new members listed on a student application form. Forward to the NJFL office along with a \$5.00 membership fee per student. (This is a one-time fee)

- **Semester Membership Report**

Record student points earned on the Semester Membership Report. Forward to the NJFL Office. All recorded points, and membership information is maintained at the National Junior Forensic League Office.

- **Points Recorded**

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- **Recognition**

A hand calligraphed certificate is prepared and mailed to the school for each new NJFL member upon completion of the recording of the points. All the materials are mailed back to the school along with degree certificates.

- **For Information contact:** Diane Rasmussen at nflsales@nflonline.org or call (920) 748-6206



Gregory J. Cullen
Alhambra HS, CA
January 9, 2007
19,189 points

California Hall of Fame Coach Gregory J. Cullen coached speech and debate for thirty-five years at Alhambra High School in California before retiring in 2005. During his career he served on the East LA Committee for twenty-four years, nineteen of which he headed the committee as its chairman. In addition, Mr. Cullen served as both the Vice President and Treasurer for the SCDL. Among his many accolades are the Distinguished Service Key and plaque and numerous District Chair awards (four gold and two silver). Under his leadership, the Alhambra High School NFL chapter received the Leading Chapter Award five times. When Mr. Cullen is not coaching forensics, he enjoys collecting coins, currency, stamps, steins, Christmas houses and figurines, tropical fish, orchids, electric trains, watches, and baseball memorabilia.

SEVENTH DIAMOND COACHES

Don Crabtree
Park Hill HS, MO
May 27, 2007
30,855 points



NFL Hall of Fame Coach Don Crabtree has coached forensics at Park Hill High School in Missouri for thirty-seven years. During this time he has distinguished himself through service to the forensic community, earning a number of awards including ten Distinguished Service plaques, the Ralph Carey Distinguished Career Service Award, the Missouri State High School Activities Association Award for Distinguished Service, and the National Federation Award for Career Service. Mr. Crabtree has been named both the Park Hill School District Teacher of the Year and the Missouri Speech Teacher of the Year. Currently, he serves as the Vice President of the NFL Executive Council. The host of the 1983 and 1994 National Tournaments, Mr. Crabtree is gearing up to co-host the 2010 NFL National Tournament.



Georgia Brady
Blue Springs South HS, MO
February 1, 2006
20,554 points

Georgia S. Brady, 6 diamond coach, has been actively coaching debate and forensics for 31 years. Georgia currently teaches at Blue Springs South High School (MO). Georgia served as District Chair for the Show—Me District for six years and has been a district committee member since 1988. In 1996 Georgia was awarded the Distinguished Service Key Award. Other awards include: Kansas City Suburban Conference Debate Coach of the Year five times, Outstanding Speech Teacher in Missouri, the Horace Mann Outstanding Teacher Award, and Mock Trial Coach of the Year. Georgia has attended 26 national tournaments, qualifying over 80 students in every event including Congress. Georgia served as the local judge chair for the 1983 Nationals held in Kansas City, and was a member of the steering committee for the 1994 Nationals. She has worked in the national tab room for the last four years. Georgia's students have twice been named NFL All-Americans and several have advanced to final rounds of competition as well as winning state championships in policy debate and oratory. Her students have won the District Sweepstakes Award three times since their chapter was formed at South and the school's chapter has consistently boasted over 300 members and degrees.

SIXTH DIAMOND COACHES

Lydia Esslinger
Syosset HS, NY
December 3, 2006
17,086 points



As Forensic Director at Long Island, New York's Syosset High School, Lydia Esslinger has coached every speech and debate event and qualified over ninety students to NFL nationals. Her students have advanced to semis and finals in all speech categories and Student Congress. She has been the president of the Long Island Forensic Association, the regional director for the New York State Forensic League and member of the New York City NFL District committee for more than twenty years and on the NFL's LD Topic Committee for several terms. As a consultant with the Soros Foundation, she helped introduce American style debate to eastern Europe and conducted workshops in many European countries. Notable graduates include Tony Award winner for Wicked Idina Menzel, and U.S. Secretary of Labor, Elaine Chao.



Sr. Mary Patricia Plumb
Academy of the Holy Names, FL
October 29, 2006
18,282 points

Sister Mary Patricia Plumb, S.N.J.M., has been involved in education for fifty-one years as a teacher and administrator in both grade school and high school. Sister has a B.S. in Education from Barry University, in Miami, Florida, and an M.S. in Curriculum and Supervision from the University of South Florida. She has taught in Florida for most of her professional career, but also worked in New York for two years. As NFL Coach at the Academy of the Holy Names, Tampa, Sister has qualified students to the NFL National Tournament for nineteen years. Her students have competed at Nationals in multiple events: Lincoln/Douglas Debate, Policy Debate, Public Forum Debate, Student Congress, Original Oratory, Extemp and Dramatic Interpretation. She had a student make it to Finals in Dramatic Interpretation and has had students in the late break rounds in Lincoln/Douglas Debate and Public Forum Debate. Sister has over 18,000 coaching points. She was inducted into the NFL Hall of Fame with the 2006 Class and received her Fifth Diamond last school year. Sister graduated from the Academy of the Holy Names, Tampa and was a student member of NFL in the Florida District when the entire state was a single district. She competed in several events, particularly in Policy Debate. This last October, Sister was able to visit NFL headquarters in Ripon, WI, for the first time. It was a thrill to see those high school points! She and Eloise Blair were honored to have J. Scott Wunn give them a personalized tour and to have time to catch up with NFL staff members who are dear friends. Sister is a member of the Sisters of the Holy Names of Jesus and Mary. She celebrated her Golden Jubilee of Religious Profession last school year. She is a member of the US/Ontario Province of the order and active on Peace and Justice committees.

FIFTH DIAMOND COACHES

Steve Wood
Blue Valley North HS, KS
December 3, 2006
23,406 points

Steve Wood has coached speech and debate for 27 years. He started coaching at Parsons HS, KS in 1981. In 1984 he moved to Emporia HS, KS and was there for two years before moving to Lawrence HS, KS where he coached until 2005. He coached at both Lawrence HS and Lawrence Free State HS after it opened in 1997. He is currently the debate coach at Blue Valley North HS, KS. He has served at District Chair and on the District Committee in both the Flint Hills and Three Trails NFL District. He has had numerous students qualify for Nationals over the years. He has served as President of the Kansas Speech Communication Association. He spent many years organizing the Kansas Debate Coaches Invitational Tournament. Many of his former debaters have gone on to be successful at the collegiate level, including a former student who was the twice NDT champion at Northwestern University. Perhaps his greatest achievement is that after many years he finally persuaded the former Cathy McNamara, SM South HS, KS to marry him.





Sandra Maguire

Miramonte HS, CA

March 6, 2007

25,127 points

Sandra was born in Berkeley, California, and her favorite class in high school was public speaking. After graduating from the University of California at Berkeley, she earned a General Secondary Degree in Education and began teaching in history and public speaking. Sandra never had the opportunity to teach public speaking until she was hired at Miramonte High School in Orinda, California in 1979. She started with one non-competitive speech class and currently teaches five classes of competitive speech. Competitively, her team is currently involved in Individual Events, Public Forum debate and Student Congress. They have qualified students to the State Championships since 1982 and to the National Championships since 1985 every year. Their most successful competitive event is Student Congress, where they have had seven state champions including the champion this year and six winning presiding officers. At Nationals, they have also won the Karl Mundt trophy twice and continually qualify students as the top nine finalists in the Senate and House. They are active in service club competitions, and two years ago Miramonte had the national winner in the American Legion Speech Contest. Sandra has also served as Congress Director in her league and served on the state council of the California High School Speech Association. She also served on the congress committee and is a member of California's Hall of Fame for speech coaches. In her free time she enjoys time with family, three children and seven grandchildren, and friends. She also loves travel, good restaurants, walking, art galleries, theatre, and reading - she makes sure that she lives a well-balanced life.

FIFTH DIAMOND COACHES

Michael E. Starks

Cheyenne East HS, WY

March 19, 2007

14,430 points

Michael began coaching at Newcastle, WY in 1975 and moved to Cheyenne East in 1992. East now has a program which consistently joins the 300 club. He has had State Champion squads at both schools and Cheyenne East has won the State Championship seven of the past eight years. The teams have had individual State Champions in every event except Public Forum. Michael has been elected State President four times and served for eight years. He began the State's New Coaches Workshop at their Fall Conference. He has been the State's representative on the National Debate Topic Selection Committee since 1990. Michael served as a member of the Wyoming District Committee until the Hole in the Wall District was formed, of which time he became the chair of the new district and served in that position until 2005. His teams have won the Leading Chapter Award four times, the District Tournament Trophy four times, and the District Tournament plaque twelve times. He has qualified over 130 students to Nationals with finalists in Poetry, Prose and National Extemp. He has worked in Tab Rooms at Nationals for many years. His team won the Speech and Debate School of Excellence in 2002 as well as the Speech School of Excellence Award. He was admitted into the NFL Hall of Fame in 2006. Michael lives in Cheyenne with his wife Paula and they have two children and two grandchildren.





Gay Brasher

Leland HS, CA

April 3 2007

20,569 points

Gay P. Brasher began coaching speech and debate in 1966 at Carencro High School. Within two years, she was named Louisiana Speech Teacher of the Year and chosen as President-elect of the Louisiana Speech Association. She has a B.A. in Speech Education and a Masters degree in Secondary Schools Education from the University of Southwestern Louisiana. Gay also achieved a Degree of Highest Distinction in her four years of collegiate speech and debate competition. This experience has not only helped her in Louisiana, but carried on to California when she moved to San Jose in 1970. Here, on her own initiative, she started forensics programs concurrently at all six San Jose Unified High Schools and continued to simultaneously direct these programs for a decade. In 1998, she was named San Jose Unified Schools District's Teacher of the Year. Gay currently coaches at Leland High School which was the nation's largest chapter in 2000 and 2004. Leland was awarded the Leading Chapter Award in 1991, 1998, and 2003. The Leland program has also been recognized with the Speech Communications Association K-12 Model Program Award. Gay served on the California High School Speech Association Council from 1985 to 2002, including her four terms as president of the California Coast Forensic League. She has consistently been a member of numerous committees. She retired from full time teaching in June of 2002 and is currently hired part time as the Director of Forensics at Leland. In addition, Gay volunteers more than forty-five hours a week with the Leland Speech and Debate team. She also volunteers at an urban middle school by teaching speech in eight Language Arts classes. The school is now designated as a communications magnet. In addition, she volunteers at another local high school teaching speech one day a week in its IB Program.

FIFTH DIAMOND COACHES

Pam Cady Wycoff began her Speech and Debate career 28 years ago at Mankato Loyola High School, a small school with 200 students. She now has been at Apple Valley High School for the last 18 years, where she continues to coach and serve as the Director of Forensics. Pam has qualified students to the National Tournament every year - with 42 speakers advancing to the NFL Final Round. Of those students, Pam has personally coached 30 NFL National Finalists, with fourteen finishing as Runners-up and five being named National Champions. This includes the '05 and '06 National Champions in Original Oratory. Three Apple Valley Speakers have been named Top Individual Performers ('01, '02, and '06) at the National Tournament - and, in total, nine have been named All-American. Between 1990 and 1995, her teams won five National Team Sweepstakes Awards, and since the inception of the "Team of Excellence" awards, Apple Valley has been recognized seven times. In 1998, Apple Valley won the Bruno E. Jacob Award. In addition to coaching, Pam always tries to "give back" to the organization that she believes has given her so much. Since the early years of Lincoln Douglas Debate, Pam has been actively involved in the development and the promotion of the activity. She has served on the NFL's LD Debate Topic Selection Committee for eight years and most recently was the Council Liaison to the Public Forum and LD Event Committees. Believing in the importance of coach education, Pam was a coordinator and presenter for the Bradley Foundations NFL Instructional Video Project. She has served on the District Committee for 18 years, was the Hospitality Chair for the 1997 Nationals in Minnesota, and was elected to the National Executive Council in 2005. Her consistent service was noted when she was awarded the Distinguished Service Key in 1989, the Service Plaque in 1995, and the Service Plaque 2nd Distinction in 2003. Pam was inducted into the Minnesota State High School League Hall of Fame in 2004, and the NFL Hall of Fame in 2007.

Pam C. Wycoff

Apple Valley HS, MN

April 7, 2007

19,112 points



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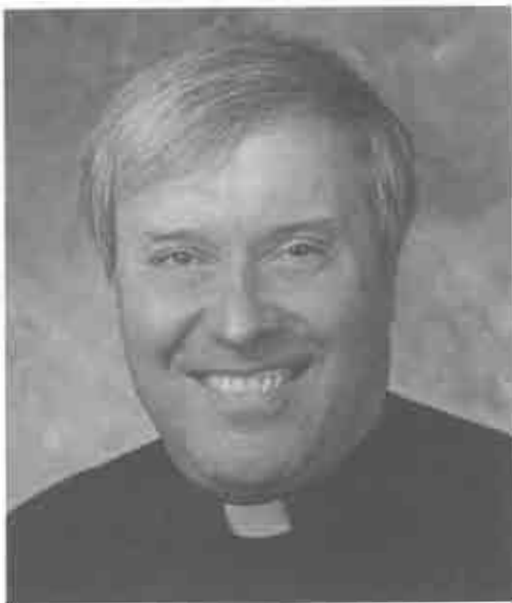
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Rev. Raymond Hahn
Cathedral Prep School, PA
October 26, 2006
10,081 points

Beth Goldman
Taravella HS, FL
December 3, 2006
15,872 points



FOURTH DIAMOND COACHES



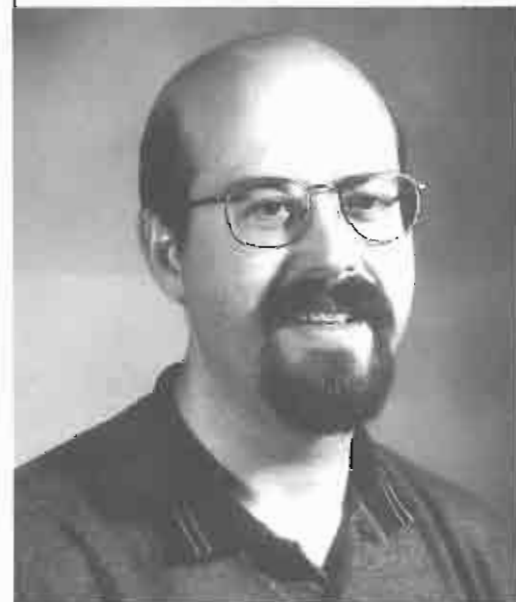
Stan Magee
Alexander Smith Academy, TX
March 20, 2007
10,625 points

David McKenzie
Plymouth HS, IN
April 7, 2007
11,661 points





Ron Grimsley
Mitchell HS, SD
December 11, 2006
8,711 points



Tom Cabbage
Great Falls Russell HS, MT
January 4, 2007
7,080 points

THIRD DIAMOND COACHES



Jimmy L. Smith
Princeton HS, TX
January 28, 2007
6,529 points



Josette Surratt
Teurling Catholic HS, LA
February 20, 2007
7,229 points



Gabriel R. Santo
Rocky River HS, OH
March 4, 2007
6,000 points

James W. Rye
The Montgomery Academy, AL
April 1, 2007
7,886 points



THIRD DIAMOND COACHES



Truman Humbert
Carolina HS, SC
April 30, 2007
6,456 points

*The test of a good
 coach is that their
 legacy will carry on
 successfully.*



LeNina M. Wimmer
Clearfield HS, VT
 January 24, 2006
 4,379 points

Joseph Russo
Cathedral Prep. Seminary, NY
 September 14, 2006
 4,202 points



Eric A. Simone
Boardman HS, OH
 November 15, 2006
 10,740 points



SECOND DIAMOND COACHES



Holly Hathaway
Connersville HS, IN
 December 3, 2006
 3,647 points

Steve Medoff
Pennsbury HS, PA
 December 3, 2006
 4,291 points



Kirsten Flamand
Buchholz HS, FL
 December 3, 2006
 4,690 points



Tim Hughes
Belton HS, MO
December 8, 2006
5,233 points



Jane Nelson
Plymouth HS, IN
January 23, 2007
3,154 points



Joan M. Macri
Lewiston HS, ME
December 15, 2006
3,089 points



SECOND DIAMOND COACHES

Russell Rach
Bellaire HS, TX
February 6, 2007
6,398 points



Jennifer Denslow
Oologah HS, OK
February 12, 2007
3,009 points



Catherine Luhr
Mount Mercy Academy, NY
February 10, 2007
3,004 points





Patricia A. Cheney
Oak Park HS, IL
and
River HS, IL
February 16, 2007
3,535 points

Nancy West
Gig Harbor HS, WA
February 18, 2007
3,025 points



Steven R. DuBois
St. Thomas Aquinas HS, KS
March 11, 2007
4,029 points



SECOND DIAMOND COACHES



Nancy E. Wedgeworth
Parkview HS, MO
March 17, 2007
11,149 points

Donna M. Riffe
Wheat Ridge HS, CO
March 20, 2007
5,065 points



Vincent F. Meis
Wahlert HS, IA
April 15, 2007
3,020 points



Kathleen Miller
Shawnee Mission West, KS
April 27, 2007
3,003 points



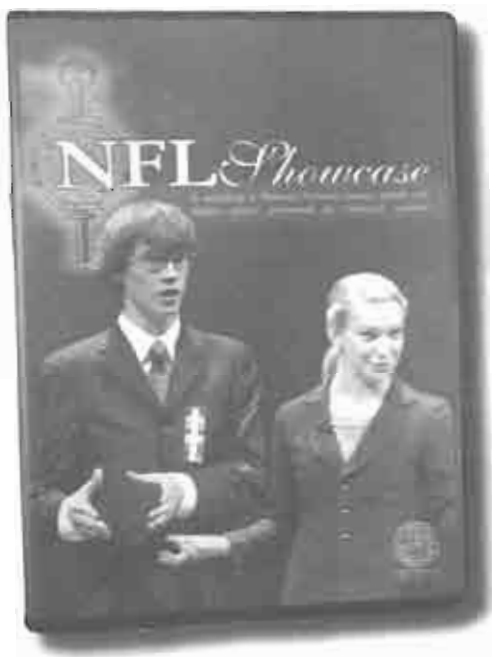
Missy Stertzbach
Bronx HS of Science, NY
April 30, 2007
3,000 points



Patricia G. Rich
Capital HS, ID
April 30, 2007
3,014 points



SECOND DIAMOND COACHES



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Ernesto Querido
Pinecrest School, FL
and
Christopher Columbus, FL
December 26, 2005
1,680 points

Jessica Fedje
Roseville Area HS, MN
April 11, 2006
1,503 points



Linda Martucci
Half Hollow Hills
HS East, NY
May 24, 2006
2,431 points

Jason Wysong
Trinity Preparatory
School, FL
June 27, 2006
1,754 points



FIRST DIAMOND COACHES



Kurt McDonald
Kent Denver School, CO
September 12, 2006
1,855 points

Tara Tate
Glenbrook South HS, IL
October 1, 2006
3,276 points



Beverly Fink
Manhattan HS, KS
October 16, 2007
1,500 points

Ben Osborne
Vestavia Hills HS, AL
October 25, 2006
2,666 points





Kirk Wilson
Putnam City HS, OK
November 6, 2006
1,604 points

Debbie Waddell
Cypress Falls HS, TX
November 12, 2006
1,547 points



Robert Goycoolea
Mesa Ridge HS, CO
November 14, 2006
1,500 points

Alli Martin
Alta HS, UT
December 3, 2006
2,159 points



FIRST DIAMOND COACHES



Mary Hoard
Natrona County HS, WY
December 11, 2006
1,537 points

Judith Miller
Wooster HS, OH
December 11, 2006
1,505 points



Dennis D. Kane
Marquette HS, MO
December 14, 2006
2,765 points

Raphael Scott Waldrop
Hattiesburg HS, MS
December 17, 2006
2,845 points





Gina D. Johnson
Central HS, SD
December 18, 2006
2,055 points

James Maxwell
Bozeman HS, MT
December 19, 2006
1,582 points



Melinda Schulz
Skyview HS, ID
December 20 2006
1,508 points



George Clemens
Lake Highland Prep, FL
December 20, 2006
5,057 points



FIRST DIAMOND COACHES



Mary Alice Konz
Kearney Sr. HS, NE
December 22, 2006
1,522 points

William Caugherty
McDowell HS, PA
December 27, 2006
1,524 points



June Read
El Dorado HS, CA
June 27, 2006
1,754 points



Jason C. Sykes
Grapevine HS, TX
January 13, 2007
1,524 points





Holly Humes Custer
Wooster HS, OH
January 17, 2007
1,505 points

Brian L. Gunter
Lone Grove HS, OK
January 29, 2007
2,725 points



Elizabeth Dalton
Bishop Heelan HS, IA
January 30, 2007
1,712 points

Candace J. Cain
Burwell Jr.-Sr. HS, NE
February 5, 2007
1,606 points



FIRST DIAMOND COACHES



Marla Hinrichs
Sheridan HS, WY
February 5, 2007
1,511 points

Ken Paden
Central HS - St. Joseph, MO
February 6, 2007
7,171 points



Allen Stewart
Alief Taylor HS, TX
February 13, 2007
4,431 points

Larry Swanson
Olathe North HS, KS
February 19, 2007
1,734 points





Nicholas Owen
Salina High Central HS, KS
February 25, 2007
3,735 points

Kevin Martin
Thornton Township HS, IL
February 26, 2007
1,596 points



Teresa L. Gehring
Concordia Lutheran HS, IN
March 3 2007
1,516 points

Bill R. Colson
Morgan Park HS, IL
March 4, 2007
1,561 points



Peter Bond
Randolph HS, NJ
March 13, 2007
1,505 points



Sandy Spears
Gilmer HS, TX
March 20, 2007
1,533 points

FIRST DIAMOND COACHES



Emily Farwell
Buffalo HS, WY
March 11, 2007
1,518 points



Terry A. McSweeney
Kennedy HS, CA
March 18, 2007
1,899 points





Deanne Christensen
The Woodlands
College Park, TX
March 21, 2007
1,505 points

Michael Larson
Lennox HS, SD
March 28, 2007
1,504 points



Carolyn Thomas
Cooper HS, TX
March 29, 2007
1,815 points

John Bernabei, Deceased
North Hollywood HS, CA
March 29, 2007
1,633 points



FIRST DIAMOND COACHES



Rev. B. A. Gregg
Randolph Macon Academy
April 2, 2007
3,940 points

Stephanie Slay
Oak Grove HS, MS
April 15, 2007
1,530 points



Peter Paik
University School, OH
April 19, 2007
1,508 points



Kay Tolson
Meadville R-IV
School, MO
April 18, 2007
1,509 points



Conley Hall
Southside HS, AR
May 5, 2007
1,514 points



Jennifer Christen
Marian HS, NE
April 29, 2007
1,760 points



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◆ DIAMOND KEY COACHES

POINTS ON RECORD OCTOBER 16, 2007

Donus D. Roberts		
Watertown HS, SD	30,038	

Richard Young		
Buhler HS, KS	26,294	
Ron Underwood		
Fred C Beyer HS, CA	42,113	

David Johnson		
Bellaire HS, TX	20,564	
Donald Crabtree		
Park Hill HS, MO	30,855	
Gregory J. Cullen		
Alhambra HS, CA	19,189	
Richard B. Sodikow		
Bronx High Sch of Science, NY	19,200	
Roger Brannan		
Manhattan HS, KS	20,944	

Carl F Grecco		
Truman HS, PA	19,202	
Dale McCall		
Wellington HS, FL	16,270	
Frank Sferra		
Mullen HS, CO	18,115	
George Zchnle		
Chaminade HS, NY	20,965	
Harold M. McQueen		
Ben Davis HS, IN	17,235	
Lydia Esslinger		
Syosset HS, NY	17,492	
Randy Pierce		
Pattonville HS, MO	22,534	
Rene Sterner, FSC		
Delone Catholic HS, PA	17,548	
William S. Hicks		
Brebeuf Jesuit Prep Sch, IN	17,992	

Bill Davis		
Blue Valley North HS, KS	14,592	
Bill Jordan		
Glendale HS, MO	16,052	
Cheryl V. Ryne		
Friendswood HS, TX	13,144	
Daniel Tyree		
Plymouth HS, IN	13,162	
Darrel Harbaugh		
Field Kindley Mem HS, KS	15,164	
Diane Mastro-Nard		
Cardinal Mooney HS, OH	16,434	
Donald Ramsey		
Rockhurst HS, MO	13,778	
Donald L. Smith		
East HS, UT	14,732	

Donald N. Belanger		
Airline HS, LA	14,164	
Douglas Tschetter		
Milbank HS, SD	17,972	
Gary G. Harmon		
Salina High Central, KS	15,737	
Gay Brasher		
Leland HS, CA	20,853	
James Menchinger		
Portage Northern HS, MI	14,599	
Jan Heiteen		
Downers Grove South HS, IL	14,091	
Janet M Robb		
McKeesport Area HS, PA	14,184	
John N. Revezzo		
Niles McKinley HS, OH	13,366	
Judy Kroll		
Brookings HS, SD	16,971	
Lee D Alto		
Grand Rapids HS, MN	14,911	
Lincoln Record		
Northrop HS, IN	13,043	
Lois Gorne		
Federal Way HS, WA	15,494	
Lowell Sharp		
Golden HS, CO	13,483	
Mark Harris		
Raytown HS, MO	19,549	
Mary Patricia Plum		
Acad. of the Holy Names, FL	18,323	
Michael E. Starks		
Cheyenne East HS, WY	14,574	
Pam C. Wycoff		
Apple Valley HS, MN	19,160	
Pamela K. McComas		
Topeka HS, KS	22,017	
Paul Gieringer		
Marshall HS, MO	17,984	
Randall McCutcheon		
James Logan HS, CA	14,101	
Robert D. Nordyke		
Campus HS, KS	14,055	
Sandra Maguire		
Miramonte HS, CA	25,621	
Shirley Keller-Firchstone		
Homestead HS, CA	13,089	
Skip Altig		
North Platte HS, NE	15,535	
Steve Wood		
Blue Valley North HS, KS	23,709	
Steven Davis		
Adrey Kell HS, NC	13,475	
Teresa E. Sparkman		
Kickapoo HS, MO	19,624	
Timothy C. Averill		
Manchester Essex Reg HS, MA	14,128	
William W. Tate, Jr.		
Montgomery Bell Acad., TN	13,685	

Allen Janovec		
Norfolk HS, NE	10,421	
Anthony K. Cavet		
Catholic Memorial HS, MA	10,489	
Beth Goldman		
Taravella HS, FL	16,385	
Bob Bilyeu		
Central HS - Springfield, MO	11,406	
Carlyn C. Lindley		
Acad. of The Holy Names, FL	10,879	
Catherinc Smith		
Olathe South HS, KS	10,608	
Charles H. Nicholas		
Bob Jones Academy, SC	10,012	
Chuek Ballingall		
Damien HS, CA	11,911	
Cynthia A. Burgett		
Washburn Rural HS, KS	14,019	
David McKenzic		
Plymouth HS, IN	11,927	
David M. Montera		
Centennial HS, CO	11,029	
Deana Butcher		
Kickapoo HS, MO	12,806	
Douglas R. Springer		
New Trier Township HS, IL	12,381	
Elizabeth L. Ballard		
Norman HS, OK	11,792	
Eric DiMichele		
Regis HS, NY	32,369	
Gail Naylor		
Silver Lake HS, KS	11,842	
Glenn M Nelson		
Hutchinson HS, KS	13,725	
Gregg C. Hartney		
Jenks HS, OK	11,836	
Harry B. Davis		
Hunter HS, UT	11,488	
Helen Engstrom		
Munster HS, IN	12,648	
Jack D. Tuckness		
Central HS - Springfield, MO	18,083	
James Cavallo		
Chesterton HS, IN	11,910	
James Harville		
Bellarmine College Prep, CA	12,000	
Jay Stubbs		
Bellaire HS, TX	16,004	
John S. Turner, Jr.		
Elma HS, WA	10,383	
Julie Sbeinman		
Stuyvesant HS, NY	13,852	
Kandi King		
Winston Churchill HS, TX	12,140	
Kenny Barfield		
Mars Hill Bible School, AL	12,509	
Kim R. Maass		
Sioux Falls Lincoln HS, SD	17,159	

◆ DIAMOND KEY COACHES

POINTS ON RECORD OCTOBER 16, 2007

Larry B. Stuber	
Valparaiso HS, IN	10,220
Linda Oddo	
New Trier Township HS, IL	10,667
Linda S. Box	
Ladue Horton Watkins HS, MO	11,427
Lois Pierson	
Valley Center HS, KS	11,493
Marilee Dukes	
Vestavia Hills HS, AL	11,331
Mark Etherton	
Rowan County Sr HS, KY	10,201
Mark V. Kapfer	
Blue Valley West HS, KS	13,416
Michael Patterson	
Guymon HS, OK	10,679
Michael W. Burton	
Eastside Catholic HS, WA	14,458

Noel Trujillo	
Los Alamos HS, NM	10,000
Paulette M. Manville	
Shawnee Mission East HS, KS	14,349
Pauline J. Carochi	
Canon City HS, CO	11,196
Peggy Dersch	
Parkway West HS, MO	11,688
Raymond Hahn	
Cathedral Prep School, PA	10,135
Rebecca Pierce	
Parkway South HS, MO	10,625
Ron Jackson	
North Kansas City HS, MO	13,304
Ronald Steinhorst	
New London HS, WI	12,067
Sandra E. Bird	
Lowell HS, CA	11,051

Stan Lewis	
Blue Valley Northwest HS, KS	10,619
Stan Magee	
Alexander Smith Academy, TX	10,629
Stanford L. Chandler	
Archbishop Riordan HS, CA	11,483
Vickie Fellers	
Wichita East HS, KS	16,405
W. E. Schuetz	
Gregory Portland HS, TX	10,447
Wayne Avery	
Kapaun Mount Carmel HS, KS	12,449
Wayne Gessford	
Westview HS, OR	10,109

DIAMOND KEY COACH REPORT

The complete diamond report of all active coaches' level and diamond point information available on the NFL website at www.nflonline.org, "Resources".

Chris'

Curriculum Guide



It's time again for another installment of the Curriculum Guide. I certainly hope all of you have enjoyed reading about and using my suggestions in your classroom. Remember, if ever you have a special request for an assignment tailored to a specific unit of instruction, just ask. I will be happy to create an activity that fits with your specific needs. This month I would like to offer everyone two wonderful teaching ideas. The first activity this month is the Fallacy Finder and the second is a basic Toulmin Analysis for Interp. I hope these ideas are not only interesting but also helpful. Let me know what you think!

Fallacy Finder

Several years ago while I was taking a logic course as part of my undergraduate degree, my professor introduced me to an activity that I have since incorporated into my teaching each semester. Fallacy Finder serves as a wonderful wrap up to a unit on logical fallacies. It offers students the opportunity to locate and identify logical fallacies in print media, new broadcasts, and television advertising. This activity can easily be modified to be slightly easier or harder to fit the skill level of your particular class.

Rationale:

A keen understanding of logical fallacies is an important skill for speakers and listeners alike. As a speaker, superior knowledge of logical fallacies is necessary in order to adequately evaluate the quality of evidence used to support claims and so that one can avoid making fallacies in her or his own arguments. Listeners must be able to recognize logical fallacies in order to accurately evaluate the claims presented in a speech and respond accordingly. The skills associated with recognizing and responding to logical fallacies are important not only in the classroom where we prepare, present and listen to speeches, but also beyond the classroom where on a daily basis we encounter political campaigns, corporate advertising, and numerous other attempts at persuasion.

Objective:

- To train students in the detection of logical fallacies in our daily lives.
- To evaluate each student in his or her understanding of the various types of logical fallacies.

Preparation:

In its original format this assignment requires no preparation, but as an instructor you may opt to structure this as an in-class activity instead of an out of class assignment. If this is the case, you simply need to gather an array of newspapers, magazine articles, political speech manuscripts, etc. I recommend having at least two or three sources available for each student in the class. At this point, whether you assign this as an in-class activity or take home work, the activity will be the same.

The Assignment:

- Students should be required to locate at least five different logical fallacies found in print media, news broadcasts, press conferences, political speeches, or advertisements.
- When possible the student should submit a copy of the article or ad containing the fallacy. In cases where a hard copy of the source is not available students should accurately transcribe the segment of the new broadcast, press conference, speech, or advertisement that contains the fallacy.
- Once the student has found the fallacies, he or she should write a brief paragraph explaining which fallacy is represented.
- Finally, the student should attempt to reconstruct each argument avoiding the fallacy present in the original.

A Toulmin Analysis for Interp Selections

Do not be deceived by the title of this activity. While I call it an analysis for interp, it would work just as well in a theatre class. This activity relies on Stephen Toulmin's six elements of a persuasive argument to help students better understand the message an author is attempting to convey through a particular piece of literature. For a complete discription of this model please read Stephen Toulmin's *Uses of Argument*, or if you are in a hurry, a great deal of information is available online in easy to digest formats.

Rationale:

Students are often asked to assess the argument of a particular piece of literature or are pressed for an understanding of the author's true message. Yet, we often fail to provide them with any real tool for completing these tasks. Sure, our reading comprehension skills can take us a long way towards the goal of understanding literary arguments, but by applying the Toulmin model of argumentation a student will develop an even greater understanding of how various parts of a prose, poem, or play function as part of the whole. By fostering a more intimate knowledge of and appreciation for the messages contained in literature, an interper or actor will be better able to present such messages to an audience in a genuine and sincere way.

Objective:

- To offer students a means by which to complete the common task of evaluating literary arguments.
- To better enable student actors and interpers to understand the messages present in their performances.
- To increase the fidelity with which students present messages and arguments contained in their performance selections.

Preparation:

Preparation for this assignment requires only that you provide students with basic understanding of Stephen Toulmin's six elements of argumentation — claim, data (grounds), warrant, backing (support), qualifier, and rebuttal. If you find yourself short on time, try limiting the activity to just the first three elements of the Toulmin model — claim, data, and warrant. Once students are familiar with this model they need only to select a piece of literature to analyze.

The Assignment:

Once students understand the elements of the Toulmin model, this activity becomes fairly easy to explain. Again, feel free to limit this activity to just the first three elements of the model or include all six. Another modification that can be made is to have students work in small groups.

- Have each student or group select a poem, short story, chapter in a novel, or one act of a play.
- All students should closely read and take notes on their selection.
- Analysis should begin with the identification of the claim advanced by the author.
- Following identification of the claim, each student or group should then locate and identify the other elements of the Toulmin model.
- Whenever possible direct quotations from the literary selection should be used in the identification process. This will not always be possible, however, and students will often have to synthesize ideas of the literature into their own words.
- After all parts of the model have been identified, each student or group should answer the following two questions. Did the author effectively convey the claim he or she sought to advance? Why?

For more information on these assignments please contact Chris Joffrion at: cjoffrion@nflonline.org

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2008



YOUTH FORUM EVENTS

NDCA Coaches Corner

By Kenda Cunningham

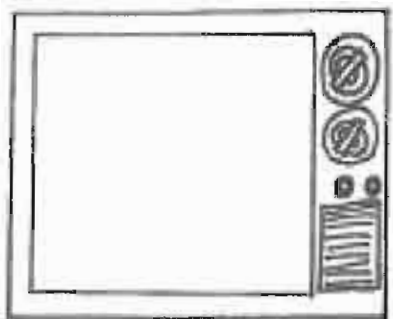
Dear Coaches,

This past summer, I worked as a trainer for the International Debate Education Association (IDEA) at their annual IDEA Youth Forum in the Czech Republic. As a coach, I—and several of the other IDEA Trainers who are also coaches from the U.S.—learned of great opportunities for coaches and debaters to participate in IDEA's international annual events. The opportunity for intercultural exchange at these events is rare and valuable. This year, IDEA's events drew participants from over thirty countries, including PAKISTAN, CHINA, RWANDA, ISRAEL, And Uganda. For 2008, IDEA's international events include the annual Youth Forum, IDEA Debate and Citizen Journalism Institute, and IDEA International Tournament of Champions. To learn more about any of these events, you can visit IDEA's website at www.idebate.org.

- **IDEA Youth Forum:** The Youth Forum (YF) will be held in Bulgaria July 23-August 5, 2008. YF attracts over 250 international participants from diverse cultural, social, and educational backgrounds and is IDEA's premier event. YF includes two tournaments and two weeks of debate instruction taught by international trainers. The YF accounts for unique mixture of educational experience and is an excellent event to foster young individuals to become cooperative and competent future leaders! For more information, contact Forum Director Veronika Vlckova at vvlckova@idebate.org.
- **IDEA Debate and Citizen Journalism Institute:** This annual institute is held in Duino, Italy at the United World College of the Adriatic. For 2008, Institute dates are June 29-July 19. The Duino Institute offers college credit for participants to take advanced debate, debate coaching, and citizen journalism instruction taught by noteworthy coaches and professors. Institute participants come from over twenty countries and a variety of backgrounds. To learn more about the institute, visit IDEA's website. If you have questions about this event, contact Director Arminda Lathrop at alathrop@idebate.org.
- **IDEA International Tournament of Champions:** IDEA ITOC for Parliamentary Debate will take place at Willamette University in Salem, OR May 15-18. The tournament includes a workshop for participants on May 15th and a two-day debate tournament May 16th-17th. IDEA ITOC has drawn participants from Kazakhstan, China, and Korea; it is a friendly, yet competitive tournament which always proves to be a unique cultural experience for debaters and coaches alike. For more information, visit IDEA's website or contact Arminda Lathrop.

I hope to see you at the IDEA Youth Forum in Bulgaria in 2008!

Kenda Cunningham
Former Director of Debate,
Georgetown University
Carrollton School of the Sacred Heart



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Article Guidelines

1. Submissions need to have current significance to the high school forensic community, including coaches, competitors, and judges.
2. Submissions must be free from religious or political bias or favoritism toward a certain region or school.
3. Submissions may not be inflammatory, libelous, or discriminatory toward any group based on race, gender, nationality, status, or sexual orientation.
4. Submissions should be written in English and free from grammatical errors or misspellings.
5. Submissions should provide APA or MLA citations for references. Please consult the most recent edition of the MLA or APA guidebook for guidelines.
6. Submissions must be at least 800 words in length and should include a proper title. Subtitles are also acceptable.
7. Submissions must not have been submitted previously or simultaneously to other publications, except when approved by the NFL Executive Director.
8. Submissions may be returned for revision or correction before they are published. In such circumstances, it is the responsibility of the author to return the corrected piece in a timely manner.
9. Submissions will not be returned to the author, except for revision. Upon publication, submissions become the property of the National Forensic League.
10. Authors will not be paid for their submissions.



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Encouraging Life Learning in Leadership

In accordance with the vision of coach education, the NFL is proud to present the Billman Book Club. Each issue, NFL employees Tyler & Jenny Billman will review a professional book in Rostrum. Perhaps the reviews will pique your interest and you will be motivated to check the book out in its entirety. If this isn't the case, you can still get a crash course in Leadership training, simply by opening the Rostrum.

December's
Book of the Month:

The Fred Factor
by Mark Sanborn



Going above and beyond every day: Passion can turn the ordinary into extraordinary

by Tyler & Jenny
Billman

Forensic coaches are often some of the most over-extended people around, teaching section after section of AP English, directing the fall play, managing fundraisers for the speech and debate team, and trying to keep their energy up. Some days, these individuals might even feel as if a black cloud hung over them. For the overworked coach, it is not difficult to answer the how and what questions about work, but the "why" questions seem to be a mystery. Why do you do the things you do on a daily basis? Mark Sanborn, author of *The Fred Factor* (2004), believes that passion behind the work can explain "why" we do what we do, day after day.

The *Fred Factor*, a bite-sized 112 page leadership book argues that a person can — and should — find passion through his or her work. Sanborn examines Fred, a real-life postal carrier who delivered exceptional service to the customers on his route. Whether it involved holding customers' mail when they were out of town, moving their trash can after the garbage was collected, or even lending a caring ear to people who needed to talk, Fred consistently did more than he was expected to do. In fact, Sanborn points out that Fred took what seemed to be an ordinary task and transformed it into an extraordinary opportunity for service.

Fred's thoughtful mail delivery demonstrates that every task is meaningful. Sanborn argues that while some jobs will always be more glamorous than others, notoriety of a job does not correlate with success. Instead, the personal fulfillment found through exceptional performance in everyday activities brings personal fulfillment. Sanborn contends that "where others might see delivering mail as monotonous

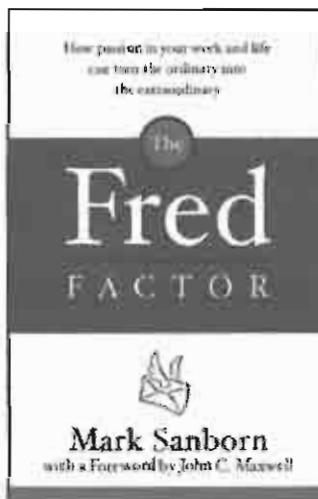
drudgery, Fred sees an opportunity to make a difference in the lives of those he serves." This personal fulfillment, in turn, makes a person more effective in whatever he or she does. Simply put, a happy leader is a good leader.

The implications of this lesson for any forensic coach are intuitive. Let's face it: forensic coaches at any school invest countless hours into each student, and this work often goes unseen. Sanborn would say that we find fulfillment by serving others, rather than the conditions of our job. Rather than wear us down, tireless service should strengthen us and make us proud. Of course, this requires us to understand that every act of service is significant.

Sanborn goes on to state that the best leaders build a team of people like Fred. Even though "Fred" is actually the non-fictional character who delivered mail to Sanborn for many years, the author turned the name "Fred" into a mnemonic device to help readers remember how to build their team and become a more passionate leader.

F – FIND. Sanborn argues that the more "Fred's" you attract to your organization or team, the more successful you will be. Seek students who genuinely enjoy speech and who are willing to demonstrate authentic commitment, not just the students that have a flare for the dramatic or that argue in class. The same goes for assistant coaches; find people who want to make a difference, not just pad their income with a coaching stipend.

R – REWARD. Rewarding others can slip our minds when we get busy, but it is imperative in trying to establish a Fred-like team. "Make sure all of your team members know that they are making an important contribution or have the ability to do so. Tell your team members what kind of a difference they are making. Be specific" (p. 84). When your stu-



dents succeed, cheer for them. When they aren't successful, cheer for their effort anyway.

E – EDUCATE. Educating your team members involves more than simply teaching them how to perform. Sanborn admonishes, "If people are taught only ordinary subjects and skills, they'll only know how to be ordinary. Every organization in the world today should be teaching...how to be extraordinary" (p. 86). Facilitating additional service projects, conducting team functions, and encouraging team members to educate others are all crucial aspects of educating NFL members. There are also a number of co-curricular activities offered through the NFL, which may help you broaden the experience of your squad.

D – DEMONSTRATE. This is the hardest of all the Fred-like qualities to master. However, you can inspire your students more by your example than anything else. To train a new generation of "Freds," you have to be a Fred yourself.

The process of becoming a Fred may seem ambiguous, but Sanborn provides four main principles to becoming more "Fred-like." He does this with the caveat that consistent application is the key to mastering the qualities of a "Fred."

Everyone can make a difference.

Even though the adage may seem trite, Sanborn notes that "an individual can still make a difference" (p. 8). Sanborn believes that this can be achieved by simply setting a higher standard for yourself than achieving the status quo. To speech coaches, this means that we are not achieving our potential if we simply go to a few tournaments because we must. Instead, we should think about the impact forensics had on our life, and the way we want it to affect our students! Use your forensics past to motivate you for the future. Think of why you first joined forensics and draw on it to inspire the students you currently coach. While your principal or the school board may be fine with an adequate performance, expect more of yourself for the sake of the students you teach and coach.

Success is built on relationships.

No business has ever been made successful without the success of relationships. Do you feel like you're all alone? Don't! Find a mentor, a forensics friend that can help you get through the tough days. These relationships can make a huge impact on the way you go about your daily routine, the way you relate to your students, and the way your forensics program performs.

You must continually create value for others, and it doesn't have to cost a penny.

Sanborn writes:

"Do you ever complain that you don't have enough money? The necessary training? The right opportunities? In other words, do you believe that you lack resources to perform at a higher level? Then

consider Fred. What resources did he have at his disposal [as a mail carrier]? A drab blue uniform and a bag full of mail. That's it! Yet he walked up and down streets with his heart and head stirred by possibilities. His imagination enabled him to create value for his customers..." (p. 12).

This particular section of the book speaks true to forensics coaches, very few of whom have an opulent budget. The Fred Factor demonstrates that the value of our actions has nothing to do with money. We all can provide value-added service with or without resources. Sanborn notes that imagination is far more important than resources in achieving success.

You can re-invent yourself regularly.

How can we bring originality to ourselves daily?

You've read the books, watched the videos, and listened to the rounds. You are still fatigued and unmotivated. When your life is at low-tide and you just want to go home at the end of the day – what do you do? Sanborn contends that we each have to look into ourselves and take notice of the "why" aspect of our jobs. Explain to yourself why you are doing the things you are doing and examine the amount of impact you are making. If you are stuck with these questions, it might be useful to do some self-reflection and self inventories of where you are in your career and life. Sanborn explains that "Each day is a brand new day and you can change each day based on what you are willing to put into your job to make everything 'new' again" (p. 63).

We can't all be comfortable. We can't all be lucky. But we can all be "Fred." The strength of the Fred Factor is the way it demonstrates that everyone can make a difference in the lives of others through exceptional service. The most important kind of success is easily within our reach if we make the commitment to attain it.

Resource: Sanborn, M. (2004). *The Fred Factor*. New York: Doubleday Publishing.



Tyler & Jenny Billman have coached and competed on the high school and collegiate levels of forensics for the past 11 years. Tyler is the Coordinator of NFL Programs & Coach Education and Jenny is the Coordinator of Public Relations & Marketing. They live in Ripon, WI.

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

NFL DISTRICT STANDINGS

(as of November 1, 2007)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	200	Blue Valley North HS	460
2	+10	New York City	180	Bronx High School of Science	471
3	-1	East Los Angeles (CA)	145	Gabrielino HS	556
3	--	East Kansas	145	Shawnee Mission East HS	395
5	+2	San Fran Bay (CA)	141	James Logan HS	574
6	--	Kansas Flint-Hills	135	Manhattan HS	291
7	-3	Central Minnesota	133	Eastview HS	408
8	+12	Northwest Indiana	132	Munster HS	342
9	+27	Tarheel East (NC)	131	Pinecrest HS	212
10	-3	Sunflower (KS)	129	Maize HS	234
10	-5	Calif. Coast (CA)	129	Leland HS	539
12	-2	Northern South Dakota	128	Watertown HS	282
13	+6	Florida Manatee	127	Nova HS	417
13	--	Southern Minnesota	127	Eagan HS	391
15	-5	Illini (IL)	126	Downers Grove South HS	259
16	-7	Show Me (MO)	120	Belton HS	341
17	1	West Kansas	119	Salina High Central	233
18	-2	Nebraska	118	Millard North HS	249
19	-6	Heart Of America (MO)	114	Liberty Sr HS	463
20	-5	Ozark (MO)	112	Central HS - Springfield	456
21	+10	South Texas	106	Bellaire HS	684
22	+28	Michigan	101	Portage Northern HS	188
23	-2	Rushmore (SD)	100	Sioux Falls Lincoln HS	239
23	-7	Northern Ohio	100	Boardman HS	203
25	+14	Carver-Truman (MO)	99	Neosho HS	270
26	+12	Golden Desert (NV)	98	Green Valley HS	228
27	+20	New Jersey	97	Ridge HS	211
28	-5	Northern Illinois	94	Glenbrook South HS	287
29	+35	Chesapeake (MD)	92	Walt Whitman HS	140
29	+12	Rocky Mountain-South (CO)	92	Denver East HS	185
31	-9	Eastern Ohio	91	Perry HS	227
31	-4	Arizona	91	Desert Vista HS	335
31	+20	Southern California	91	Claremont HS	260
31	+5	Florida Panther	91	Lake Highland Preparatory	256
31	-4	Nebraska South	91	Lincoln East HS	276
31	-4	New England (MA & NH)	91	Manchester Essex Regional HS	267
37	+9	Sierra (CA)	89	Sanger HS	361
38	+11	Southern Wisconsin	84	James Madison Memorial HS	155
39	+5	Idaho Mountain River	83	Hillcrest HS	233
39	+2	South Kansas	83	Fort Scott HS	223
39	+1	Northern Lights (MN)	83	Moorhead Senior HS	153
39	-16	Utah-Wasatch	83	Sky View HS	222
43	-16	Inland Empire (WA)	81	Gonzaga Prep HS	120
43	+8	Colorado	81	Cherry Creek HS	311
45	-4	Pittsburgh (PA)	80	North Allegheny Sr. HS	213
46	-11	Hole In The Wall (WY)	79	Cheyenne East HS	167
47	-21	Sundance (UT)	78	Bingham HS	166
47	-22	Montana	78	Bozeman HS	176
49	+11	Central Texas	77	Ronald Reagan HS	217
49	-15	Eastern Missouri	77	Pattonville HS	209
51	-18	North East Indiana	76	Chesterton HS	377
52	-20	Great Salt Lake (UT)	75	Skyline HS	166
53	-2	North Dakota Roughrider	74	Fargo South HS	136

NFL DISTRICT STANDINGS

(as of November 1, 2007)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
54	-6	Deep South (AL)	73	The Montgomery Academy	251
55	+6	Lone Star (TX)	72	Grapevine HS	252
55	-1	Hoosier Crossroads (IN)	72	Kokomo HS	148
55	--	North Oregon	72	Westview HS	140
58	-13	Northern Wisconsin	71	Appleton East HS	256
59	+17	Heart Of Texas	68	Del Valle HS	207
59	-15	Idaho Gem of the Mountain	68	Eagle HS	182
61	+3	Rocky Mountain-North (CO)	67	Rocky Mountain HS	124
61	+12	Carolina West (NC)	67	Myers Park HS	290
61	+9	West Oklahoma	67	Norman North HS	187
61	+3	Tennessee	67	Montgomery Bell Academy	149
65	-1	West Iowa	66	Dowling Catholic HS	191
65	+5	East Texas	66	Northland Christian School	150
67	+9	North Coast (OH)	65	Gilmour Academy	201
67	-10	Hoosier Heartland (IN)	65	Ben Davis HS	153
69	+10	North Texas Longhorns	63	Colleyville Heritage HS	170
69	+4	West Los Angeles (CA)	63	Loyola HS	132
71	-8	New York State	62	Scarsdale HS	171
71	-14	Wind River (WY)	62	Worland HS	134
73	+18	Mississippi	61	Oak Grove HS	158
74	-17	Colorado Grande	60	Canon City HS	124
74	+10	Florida Sunshine	60	Niceville HS	144
74	-4	Valley Forge (PA)	60	Danville Area HS	122
77	-22	Western Ohio	59	Centerville HS	90
78	+2	Louisiana	58	Lafayette HS	136
78	+10	UIL (TX)	58	Lindale HS	142
80	+11	Big Valley (CA)	57	Lodi HS	120
80	+6	Space City (TX)	57	Alief Elsik HS	120
82	-13	Georgia Northern Mountain	56	Henry W Grady HS	152
82	-2	New Mexico	56	Albuquerque Academy	132
82	+14	Georgia Southern Peach	56	Fayette County HS	135
85	+9	South Oregon	55	Willamette HS	88
86	-10	East Iowa	54	West HS - Iowa City	135
87	-23	Greater Illinois	53	Belleville West HS	102
87	+4	South Florida	53	Michael Krop HS	110
89	+16	Pacific Islands	52	Harvest Christian Academy	52
89	-5	West Virginia	52	Wheeling Park HS	78
91	+10	Gulf Coast (TX)	50	Gregory Portland HS	196
92	-5	Tall Cotton (TX)	48	Seminole HS	90
92	-31	South Carolina	48	Mauldin HS	184
92	-4	Western Washington	48	Gig Harbor HS	189
95	+3	LBJ	47	Princeton HS	176
95	-20	Kentucky	47	Rowan County Sr HS	135
95	-15	Sagebrush (NV)	47	Reno HS	109
98	-8	East Oklahoma	44	Jenks HS	126
98	+4	Capitol Valley (CA)	44	Granite Bay HS	87
98	-4	Virginia	44	Randolph Macon Academy	182
101	-21	Puget Sound (WA)	43	Kamiak HS	108
102	-2	West Texas	41	Cathedral HS	77
102	-6	Pennsylvania	41	Bellwood-Antis HS	118
104	--	Iroquois (NY)	38	The Family Foundation School	91
105	-6	Hawaii	34	Kamehameha Schools	90
106	-3	Maine	31	Poland Regional HS	48

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Gulf Coast HS	FL	Fort Dorchester HS	SC
Miramar HS	FL	Harrisburg HS	SD
Palmer Trinity School	FL	Creek Wood HS	TN
The Bolles School	FL	Kenwood HS	TN
Le Jardin Academy	HI	Whites Creek HS	TN
Belvidere HS	IL	Canyon HS	TX
CheongShim Int'l Academy	Korea	Chireno HS	TX
Oldham County HS	KY	Harlingen HS	TX
Rising Dove Christian School Academy	KY	Jacksonville HS	TX
Walter L. Cohen Sr. HS	LA	New Diana HS	TX
Owings Mills HS	MD	Rains HS	TX
Park Christian HS	MN	Rogers HS	TX
St. Anthony Village HS	MN	The Emery/Weiner School	TX
Fort Zumwalt South HS	MO	Syracuse HS	UT
Richmond HS	MO	Carroll County HS	VA
East Mountain HS	NM	Colonial Forge HS	VA
Mount Saint Mary Academy	NY	Manassas Park HS	VA
North Babylon HS	NY	Patrick Henry HS	VA
Youngstown Christian	OH	Ramana Academy	VA
		The Potomac School	VA
		Wilson Memorial HS	VA
		Shorecrest HS	WA
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		East HS - Madison	WI
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