

ROSTRUM

December 2008 Volume 88 Issue 4



= NFL



2008 Circle of Champion Coaches

10 NEW BOOKS COMING FROM CDE in 2009

THIS MONTH



THE (NEW) REALLY BIG THEORY BLOCK BOOK comes out in its second edition with a free second volume. When you order *THE REALLY BIG THEORY BLOCK BOOK* you automatically get a free second book on CD with app. 300 **Additional pages of theory blocks**. And yet there is NO price increase. The pair is yours for only \$51. Approximately 550-600 pages.

IN JANUARY



The **SECOND** edition of **ECONOMICS FOR EXTEMP AND DEBATE**. A surprising Best seller this in-depth work is already unique in the world of speech and debate. For the second edition Prof. Bennett has added *three new chapters* and updated the auxiliary material for earlier chapters. Now you get much more on inflation, recession, the full and diverse range of quality-of-life indices and all those other tools that have been a key part of producing 18 N.F.L. National Champions. 300 plus pages, well indexed.

Available on paper for \$38 or CD for just \$32 this is a must for serious competitors.

IN FEBRUARY



3 new research method books. You get (1) a tremendous in-depth internet research book, (2) a book that teaches you all those Google tools you did not know even existed (and how wonderful they are to help you find exactly what you need for a new brink, impact, criteria or extemp analysis), (3) a book just for coaches and teachers to give you the worksheets, tests, and special tools you need to do a great job with your students. Just \$20 each or \$55 for the set.

IN MARCH



A new *TEACHER'S PACKAGE* and *LESSON PLANS* for flowing. Designed to accompany the 5th edition of Techniques of Flowsheeting you get the 43 page kit *free* if you Order 10 or more copies, \$20 if you want to buy it alone. Includes detailed day by day Lesson Plans, quizzes, drills, homework, reading, symbol sheets, worksheet, more.

IN JUNE



Over 20 years in the making **Advanced Extemp, VOLUME TWO** covers introduction strategy and theory, then gives you hundreds of wonderful *introductions* organized by topic and theme. Then you find a large *vocabulary* section gathered over the years as the best verbal tools for nationally successful extemporaneous speaking. And then a third section with *worksheets and learning experiences* that make it clear why CDE alumni have dominated nationals for the last 25 years; these are marvelous tools perfected by the nations very best coaches. \$39 on paper or CD.

IN JULY

The 3 negative handbooks and the affirmative cases book on the policy topic that set the stage for the whole school year. Paper, CD or e-mail.

Order or Visit CDE at www.cdedebate.com E-mail your order to Bennett@cdedebate.com
Phone toll free to 1-866-247-3178 Fax 575-751-9788 Mail CDE at P.O. Box 1890 Taos NM 87571
Purchase orders, MasterCard and VISA cheerfully accepted.



Summer, 2009

University of Texas National Institute in Forensics

We invite you to join us for the **16th Annual UT National Institute in Forensics**, and to come and see why UTNIF continues to be one of the largest and most accomplished summer forensics programs in the country.

www.utspeech.net

www.utdebatecamp.com

UTNIF—Bringing some of the best national college coaches right to you!

Just some of our projected coaches for 2009:

Brian McBride *University of Southern California (CX)*
Nate Gorelick *Harvard University (CX)*
Jairus Grove *Johns Hopkins University (CX)*
Sean Tiffie *University of Texas at Austin (CX)*
Blake Johnson *University of Oklahoma (CX)*
Teddy Albinak *University of Southern California (CX)*
Joel Rollins *University of Texas at Austin (CX)*
Nance Riffe *University of Alabama (EXT)*
Jessy Ohl *University of Alabama (EXT)*
Bryan Gray *University of Alabama (EXT)*
Bryan McCann *University of Texas at Austin (EXT)*
Vic Silva *Arizona State University (EXT)*
Merry Regan *University of Texas at Austin (EXT)*

Jason Warren *George Mason University (EXT)*
Jill Collum *Harvard Law School (EXT)*
Randy Cox *University of Texas at Austin (OO, INT, EXT)*
Kristyn Meyer *University of Texas at Austin (OO)*
Nicole Martin *Arizona State University (INT)*
Ben Robin *Western Kentucky University (INT)*
Katelyn Wood *University of Texas at Austin (INT)*
August Benassi *Moorpark College (INT)*
Casey Garcia *Mount San Antonio College (INT)*
Frank Rivera *Western Kentucky University (INT)*
Caetlin Mangan *University of Texas at Austin (INT)*
Mike Storr *Bradley University (INT)*
Stacy Thomas *The Hockaday School (Director of LD)*

UTNIF 2009 program dates:

Session	Arrival	Departure
Individual Events <i>(Extemp, Oratory, Interp)</i>	June 24, 2009	July 8, 2009
Individual Events + Extension	June 24, 2009	July 12, 2009
CX Debate Session 1 (Marathon & Experienced)	June 22, 2009	July 12, 2009
CX Debate Session 2 (Marathon & Experienced)	July 14, 2009	August 3, 2009
CX Debate Supersession/Survivors	June 22, 2009	August 3, 2009
UTNIF CX Novice	July 18, 2009	July 28, 2009
Lincoln-Douglas Debate	July 14, 2009	July 28, 2009
Lincoln-Douglas Debate + Extension	July 14, 2009	August 2, 2009

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

Phone: 512-471-1957
Fax: 512-232-1481
Email: mrcox@mail.utexas.edu



COMMUNICATING OVER THE GENERATION GAP

BY MIKE WILHELM
CORPORATE BRANDING & ADVERTISING
LINCOLN FINANCIAL GROUP

Have you ever been arguing with one of your parents, and it seems like you are speaking two different languages? What you're arguing about doesn't even matter after a while. Your mom is telling you that she knows better because she has more experience. You respond, exasperated, "but, Mom, you just don't get it ..."

You might both be right (don't tell your mom I said that.)

All of us are shaped by our personal experiences. This isn't just where you grew up or how many siblings you had or whether you've been cut from a team. In a bigger sense, our generation makes us who we are. Just as our parents had experiences that shaped them, like wars and recessions and soaring oil prices ... well, we have those too.

Our lives, however, are tremendously different, largely because of technology. Our infinite volume of available information and unlimited ability to communicate are easy to take for granted. Let's not forget, however, that the Internet only started to become widely available in the mid- to late-1990s. Facebook was founded five years ago. Was text messaging popular even five years ago? Can you imagine living without it?

As a person who was an adolescent when the information revolution took place, I am part of the youngest generation that can still remember the dark days when we had our friends' home phone numbers, only seven digits long, memorized, and needed to go to the library if we needed something new to read. What we have now, without a doubt, is absolutely incredible. It has dramatically changed the way we live our lives.

Let's make sure, of course, that our technology isn't changing our lives for the worse. If we never put down our gadgets we are missing a really big world out there. I can blast through articles and blogs on the Internet with the best of them, but I still take time to read most days because you get something out of a book that you just can't get online. Pick up a newspaper occasionally and go through it, each section, cover to cover.

Also, pay attention to the way you write, whether it's a paper, an e-mail, or especially a college or SAT essay. It might make sense to us to use shorthand and write in incomplete sentences, but the people who are reading it, i.e. adults, will be wondering why you checked your brain at the door. When you are in college and in the working world, the need to communicate clearly and effectively will become even more important. As comfortable as it is to be casual in your communications, it just won't fly, so try not to develop bad habits.

Whether we like it or not, the world will still expect us to present ourselves in a very proper way. There is certainly nothing wrong with talking and communicating with our friends and peers in a laid-back way. Make sure, however, that when the time is at hand you are prepared to communicate in the manner that, well, your mom expects.

Remember, what was your mom's personal experience with learning how to write? She didn't have a MySpace page or a blog. She probably had a typewriter. There's no "backspace" key. She got it right the first time. Maybe our parents do know something after all.

National Forensic League

William Woods Tate, Jr., President
Montgomery Bell Academy
4001 Harding Road
Nashville, TN 37205
Phone: 615-269-3959
TATEB@MONTGOMERYBELL.COM

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

Bro. Rene Sterner FSC
La Salle College High School
8605 Cheltenham Avenue
Wyndmoor, PA 19038
Phone: 215-233-3030
sternerlasalle@yahoo.com

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

Glenda Ferguson
Coppell High School
185 W. Parkway Boulevard
Coppell, TX 75019
Phone: 214-496-6100
gferguson@coppellisd.com

Kandi King
San Antonio-Churchill HS
12049 Blanco Road
San Antonio, TX 78216
Phone: 210-442-0800, Ext. 352
kking003@neisd.net

Pam Cady Wycoff
Apple Valley High School
14450 Hayes Road
Apple Valley, MN 55124-6796
Phone: 952-431-8200
PAM.WYCOFF@DISTRICT196.ORG

Tommie Lindsey, Jr.
James Logan High School
1800 H Street
Union City, CA 94587
Phone: 510-471-2520 Ext. 4408
TOMMIE_LINDSEY@NHUSD.k12.CA.US

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

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

From the Editor

J. Scott Wunn



Dear NFL,

The December issue of *Rostrum* highlights the outstanding accomplishments of the National Forensic League's professional coaches and educators. This month's cover pictures coaches whose talented young students were honored with 2008 national championships. Inside this issue, we recognize our diamond coaches. The NFL Coach Diamond Program is the only recognition of its kind which honors a forensics coach for both longevity and student accomplishment. The coaches listed in this month's issue have met a milestone in their careers that only comes with hard work and dedication to co-curricular speech and debate activities.

The NFL's obligation to its over 9,000 active coaches and educators does not stop at recognition. The NFL, as the nation's largest honor society for secondary speech and debate activities, is also the most comprehensive and substantial professional development organization for high school forensic educators and coaches. The NFL has at the core of its mission and goals a commitment to provide an environment of resources and programs that builds, trains, and sustains its outstanding core of NFL professionals.

On pages 7-10 of this month's issue, I am proud to introduce the new and improved "NFL Professional Development Program." A structured system of training and development, accreditation, and recognition will create much needed sustainability and identity for NFL forensic professionals.

Again, congratulations coaches!

Sincerely,

J. Scott Wunn
NFL Executive Director

Rostrum

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P.O. Box 38
Ripon, Wisconsin 54971-0038
Phone (920) 748-6206
Fax (920) 748-9478

J. Scott Wunn, Editor and Publisher
Jennifer Billman, Assistant Editor

Sandy Krueger, Publications Director
Andrea Neitzel, Publications

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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

2008-09 Policy Debate Resolution:

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

December 2009 Public Forum Debate Resolution:

Resolved: That, on balance, social networking Web sites have a positive impact on the United States.

January/February 2009 Lincoln Financial Group NFL L/D Debate Resolution:

Resolved: The United States ought to submit to the jurisdiction of an international court designed to prosecute crimes against humanity.



Final Ballot for 2009-2010 NFL Policy Debate Topic & Resolution Selection

Please vote for only one topic.

The area that receives the most votes will be the 2009-10 debate topic and resolution.

HEALTH CARE

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

POVERTY

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

Coach Name: _____

Coach Signature: _____

School Name _____

City/State _____

Please return ballots to the NFL no later than January 5, 2009.

YOUR VOTE IS IMPORTANT!

Topic Release Information

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

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

L/D Topic Release Dates:

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

Public Forum Topic Release Dates:

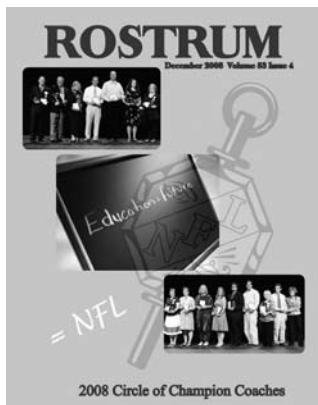
August 15	--	September Topic
September 1	--	October Topic
October 1	--	November Topic
November 1	--	December Topic
December 1	--	January Topic
December 15	--	February Topic
February 1	--	March Topic
March 1	--	April Topic
May 1	--	National Tournament Topic

Policy Debate Topic for New Year

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

ROSTRUM

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For Program information and online registration visit our website at:

www.iowadebate.com

Empowering Educators:

NFL's Commitment to Professional Development

by J. Scott Wunn, Executive Director

In fall of 2006, the NFL Board of Directors established “growth of professional development” as one of its core strategic goals for the League. This refocusing of strategies was due in large part to the opinions expressed at the 2006 Summer Leadership Conference. NFL leaders from all over the country argued that coach and teacher education, development, and retention, as well as curriculum development were essential needs. Many at the conference indicated that as the oldest and most far reaching organization for secondary communication education, the National Forensic League must take the reins of professional development for coaches and educators. The consensus was that the NFL's commitment to its mission, its respect within the academic community, and resources available to such an established organization made it the primary candidate for such a responsibility.

With more than 9,000 professional coach members, the NFL has the strongest membership of any high school professional membership organization in the country, which presents a unique opportunity. However, the NFL can only fulfill its mission if its professionals feel a sense of community and identity, and are provided the appropriate resources for success.

Giving NFL Professionals an Identity

All active coaches are automatically lifetime professional members of the League. However, to reaffirm that active coaches are members of a professional organization, the NFL is now providing concrete substantiation to this end. Early in 2009, all active coaches will receive a card certifying their professional membership. In addition, all brand new coaches will receive a specialized professional membership certificate recognizing them as a coach member of the League. These specialized coach certificates with appropriate degree stickers will be made available to all current coaches as well by request. In addition, the NFL has created specialized business cards for use by NFL professionals. Although professional membership cards, business cards, and certificates do not make one a professional, they provide immediate evidence of professional participation in the academic discipline of forensic education. All coach members should be easily recognized as a professional member of the nation's most respected high school forensics education organization.

Providing NFL Professionals Training and Development

Online Professional Development (NFL/OPD) Courses

In partnership with the Minnesota State University, Mankato, the NFL arranged for inexpensive online course offerings (modules) in several areas of forensics education. Each module is worth one continuing education unit (CEU) and set combinations of 4 modules are worth 3 graduate level credits. Modules are designed to require 10 hours of online contact time to earn credit. Graduate credits and CEUs in forensics not only provide an incredible resource for training coaches, but can be used toward teacher accreditation and recertification requirements in most states. Modules include the following:

Currently Available (Fall 2008)

- Basics of Interpretation
- Basics of Parliamentary Procedure
- Basics of Extemporaneous Speaking
- Ethics and Competitive Forensics
- Team Development and Management
- Introduction to NFL and HS Forensics
- Introduction to Policy Debate
- Introduction to LD Debate
- Introduction to Original Oratory

Available Beginning Early 2009

Advanced Extemporaneous Speech
Advanced Oratory and Theories of Persuasion
Basic Research Skills for
Debate Advanced Techniques in Interpretation
Advanced Research Skills for Debate
Focus on Duo Interpretation
Focus on Dramatic Interpretation
Focus on Humorous Interpretation
LD Debate and Debate Theory
Introduction to Public Forum Debate
Preparing Students for Student Congress
Policy Debate and Debate Theory

Note: Coaches can register for and take courses during their own timeframe. For more information, visit **www.nflonline.org/CoachingResources/ProfessionalDevelopment**.

Summer Coach Workshop Scholarships

One of the most beneficial and exhilarating educational experiences for a professional forensics coach can be participation in a summer coach workshop. Desiring to bring this educational experience to as many coach professionals as possible, the League has partnered with several summer workshop programs to provide more than 80 scholarships to teachers and coaches annually. All NFL member coaches are eligible to apply for these full and partial scholarships. Priority is given to new coaches and coaches who are new to a particular event.

Mentoring Program

The NFL offers a mentoring program to help assist new coaches as they “learn the ropes.” All new coaches are contacted directly by Member Programs and Coach Education Coordinator, Adam Jacobi. Coaches who wish to receive

mentoring assistance are then matched with a coach in their district who has expressed interest to the League in being a mentor. The NFL actively follows up with both mentors and mentees to assure that the mentoring relationship is effective and enjoyable to both sides.

Accessible Online Educational Resources

The NFL operates two incredible Web sites that provide a variety of tools for member coaches and students.

NFL Web site

NFLOnline.org is a portal for League news, forms and manuals, as well as other interactive and e-commerce features. Coaches enter points, and students and alumni can view their own records, as well as standings for chapters and districts across the country. The NFL’s free educational video library loan program is housed here, as well as an extensive online store with more than one hundred instructional publications (for a heavily discounted rate below normal retail price), videos, audio, apparel and other gifts/mementos.

ForensicsOnline.net

One of the strongest benefits of forensics has always been the community of students, coaches, alumni, judges and parents. The Internet has fostered unprecedented communication, and as an organization dedicated to that purpose, the NFL recognizes the importance of community interaction through “Web 2.0” social networking. Taking the community by storm this fall, this longtime community site offers these expanded features:

- ❖ Discussion forum and blogging platform
- ❖ Coach-controlled national, all-events interactive

tournament calendar

- ❖ Social networking profiles celebrating friendships and forensic participation
- ❖ Exhaustive resource directory of lesson plans, team-building strategies, sample press releases, free online textbooks, and links to a variety of other Web sites

The NFL’s team of staff bloggers is constantly bringing important issues to the community for discussion. No other secondary school content area or activity has as active and comprehensive a site for both educators and students to gain insight and engage each other on important issues.

Professional Customer Service Staff

National Office Staff is available throughout the year to provide insight and guidance to forensic professionals. The online help desk and email allow coaches to get immediate and accurate answers to chapter/program management and teaching questions. Many of the NFL staff have coached and taught high school forensics and can offer helpful advice and guidance when needed.

NFL Faculty Seminar Program

The NFL, in partnership with established professionals in staff development and forensic education, has established a K-12 faculty seminar program. The seminars are designed to provide communication related training to secondary school educators across curricular disciplines. The goal is to expose all educators to the importance and benefits of infused communication studies in the classroom. At first, the program will focus on five core in-service training opportunities:

- ❖ Information Literacy
- ❖ Using Debate Across Curricula

- ❖ Using Public Speaking Across Curricula
- ❖ Technology Literacy
- ❖ Small Group Discussion Across Curricula

These seminars are available to NFL schools at a discounted rate and are designed to comply with K-12 in-service instruction needs. Interested advisors or administrators should contact the National Office for more information.

Giving NFL Professionals Accreditation

As part of the NFL's Board goals to expand recognition of professionals for their expertise in forensic coaching and teaching, the National Office announces its own accreditation system. Active coaches may earn one of four accreditations.

NFL Accreditations

Professional Forensics Educator:

An NFL member coach must meet the following criteria:

- *A minimum of 3 years as a full or part-time high school or middle level educator.
- *A minimum of 2,000 NFL coaching points, 1 coach diamond, or 7 years as an NFL member coach
- *Earn at least 4 CEUs/3 graduate hours through NFL/OPD modules **OR** show evidence of at least 6 undergraduate hours in speech, debate, or theater related courses.

Advanced Professional Forensics Educator:

An NFL member coach must meet the following criteria:

- *Must hold Professional Forensic Educator accreditation
- *A minimum of 5 years as a full or part-time high school or middle level educator
- *A minimum of 10,000 NFL

coaching points, 2 coach diamonds, or 10 years as an NFL member coach

- *At least 8 CEUs/6 graduate hours through NFL/OPD modules, OR earn at least 4 CEUs/3 graduate credit units through NFL/OPD modules and show evidence of at least 15 hours of undergraduate credit or 20 CEUs or 8 hours of graduate level credit in speech, debate, or theatre related courses from another accredited college or university.

Professional Forensics Coach:

An NFL member coach must meet the following criteria:

- *A minimum of 7 years of coaching, 1 coach diamond, or 3,000 NFL coaching points.

Or

- *Successfully earn 8 CEUs/6 graduate level credits through NFL/OPD modules OR earn 4 CEUs/3 graduate level credits through NFL/OPD modules.

Advanced Professional Forensics Coach:

An NFL member coach must meet the following criteria:

- *Must hold Professional Forensic Coach accreditation
- *A minimum of 15 years of coaching, 2 coach diamonds, or 6,000 NFL coaching points.

Or

- *Successfully earn 8 CEUs/6 graduate level credits through NFL/OPD modules **OR** earn 4 CEUs/3 graduate level credits through NFL/OPD modules and show evidence of at least 15 hours of undergraduate credit or 20 CEUs.
- *Coach a minimum of 10 years, 1 coach diamond, **OR** 3,000 NFL coaching points.

Applying for Accreditation

NFL coaches who already meet the requirements for one or more of the above accreditations should simply submit proof of such qualification along with the appropriate application (found on the NFL Web site) and fee. Once accreditation is approved, an accreditation certificate will be sent in a timely manner. Duplicate wood framed certificates are available for an additional fee.

Nationally Published List of Accreditations

Each fall, the *Rostrum* will feature a list of accredited coaches, with updated lists posted on the NFL website. Over time, other partner organizations will endorse and publish this list of accreditations.

Recognition to School Administration

Upon earning any of the four accreditations, the NFL's Executive Director will mail a formal letter to the member's principal and superintendent of schools recognizing that accomplishment.

Recognizing Achievement

One key component of developing as a professional is receiving appropriate recognition for career milestones and accomplishments. The NFL recognizes outstanding individuals for their achievements in coaching through several avenues:

- ❖ Coach Service Citations are given to professionals for superlative service to the League.
- ❖ Donus D. Roberts Quad Ruby Award is given to all coaches who attain their first 1,000 NFL coaching points.
- ❖ Coach Diamonds recognize professionals for longevity in coaching and competitive success.

- ❖ Club Awards are awarded to coaches and their schools for achieving challenging levels of student membership and degree strength.
- ❖ GMU Circle of Champion Coaches recognizes the current coaches of national champions.
- ❖ James M. Copeland National Coach of the Year Award is given to an outstanding forensics coach who has shown exemplary leadership in forensics.
- ❖ National Educator of the Year Award (new in 2009) will be given to one nominee based on superlative achievements in the forensics classroom.

- ❖ Ted W. Belch Award is given to the coach of the current Policy Debate National Champion Team.
- ❖ NFL Alumni Lifetime Service Award is given to an NFL member who has demonstrated outstanding lifetime commitment to serving the National Forensic League.

Additionally, news releases and formal letters to school administrators for the aforementioned awards publicize these momentous accomplishments.



Fostering Growth and Success

The National Forensic League is committed to supporting the professional growth and success of its coaches and educators. All coaches, from all parts of the country, from all sizes of schools, involved in all areas of forensics, can reap several benefits as a professional member of the League. Please take advantage of your membership and utilize your opportunities to learn and develop, earn accreditation for your abilities, and achieve recognition for your forensic accomplishments.

ATTENTION COACHES, JUDGES AND POLICY DEBATERS

THE JULIA BURKE FOUNDATION IS SEEKING NOMINATIONS FOR THE 2009 JULIA BURKE AWARD

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

If so, we invite you to nominate one individual no later than MARCH 15 for the 2009 TOC Julia Burke Award. Any policy debater who is eligible or expected to be eligible to compete in the Tournament of Champions may be nominated for the award. Nominations should include the name and school of the nominee, the reasons for the nomination (preferably including examples and anecdotes) and the identity of the person submitting the nomination. Nominations may be submitted at www.JuliaBurkeFoundation.com or by emailing TOC-nomination@JuliaBurkeFoundation.com.

NFL: Honor Society, Competition Circuit, *and now...* Professional Development for Coach Educators

- ☑ Are you a *busy* coach?
- ☑ Do you *rarely* have time to take advantage of **professional development**?
- ☑ Would you like to *improve* your **coaching skills** and **knowledge**?
- ☑ Can you *benefit* from **earning CEUs** and/or **graduate credit**?



If you answered “**yes**” to any of these questions, then you will be interested in a new program offered by Minnesota State University, Mankato in partnership with the National Forensic League. This is the tip of the iceberg for a number of **professional development initiatives** the NFL is rolling out as part of its commitment to supporting educators in their efforts to *give youth a voice*.

For more information, visit **www.mnsu.edu/nfl**

Learn online, anytime.

As the oldest and largest national debate and speech organization, we have provided coaches with years of helpful articles in the *Rostrum* magazine, while providing an assortment of instructional audio, video, online and print materials to supplement teaching and learning. With that tradition as a foundation, we’re taking coach education efforts to a new level!

The online modules through this program are self-directed tutorials, each of which takes about ten (10) hours to complete (one CEU apiece). For an additional fee, Minnesota State University will grant a graduate credit per thematic cluster of four modules.

Novice and advanced modules are offered, to appeal to a coach/educator at any level of experience. Examples of modules offered include:

- Basic Team Management and Administration
- Basics of Interpretation
- Basics of Parliamentary Procedure
- Ethics and Competitive Forensics
- Introduction to Policy Debate
- Introduction to the NFL - History, Constitution, Mission



Contact Kathleen Steiner or more information: kathleen.steiner@mnsu.edu / 507-389-2213.



The
Stanley
Foundation

FREE Online Resources

ANALYSIS RESOURCES

The United Nations and the Responsibility to Protect

The 2005 World Summit's adoption of the responsibility to protect was an historic step in the evolution of human rights and humanitarian law. Much attention is focused on one aspect—forceful intervention—that creates political firestorms. However, responsibility to protect is richer, deeper, and more varied than forceful intervention. Edward C. Luck, senior vice president and director of studies at the International Peace Institute and special adviser to the UN secretary-general at the assistant secretary-general level, addresses the conceptual underpinnings of the responsibility to protect, the political importance of it, and the steps that need to be taken to make it operational. August 2008 analysis brief.

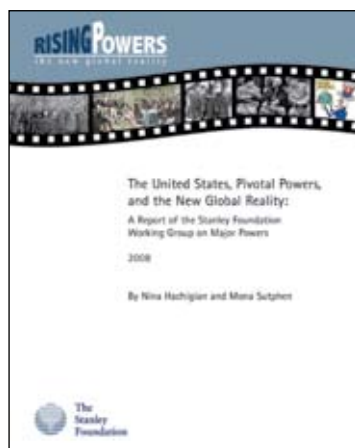
Scary Things That Don't Exist:

Separating Myth From Reality in Future WMD

In the future anything is possible, but not all things are equally possible. This may be the most important thing to remember when it comes to thinking about future weapons of mass destruction (WMD). There are areas where the US government's assessment of future WMD threats—and possible countermeasures—has fallen short. Technology writer Sharon Weinberger examines how the US military's investment in science and technology reflects its thinking about future threats. June 2008 analysis brief.

The United States, Pivotal Powers, and the New Global Reality

The primacy in world affairs that the United States has enjoyed since the end of the Cold War is diminishing. China, India, Russia,



the European Union, and Japan, among others, have been gaining strength relative to the United States. How should the United States respond? That question was addressed by a Stanley Foundation Task Force on Major Powers that began work in the fall of 2006. Cochairs Nina Hachigian and Mona Sutphen, authors of *The Next American Century*, recommend ways the US can thrive in a changing world. May 2008 project report.

The Rise and Impact of Iran's Neocons

Iran is a country in which factional politics continue to reign. Its complex elite structure is divided between three distinct political camps: conservative, reformist, and neoconservative. Anoush Ehteshami examines the practical realities of the rise of Iranian “neocons” under President Ahmadinejad; the domestic and foreign effects of this rise; and likely future social, economic, and foreign policy trends. He argues for balanced, long-term US engagement of Iran on its enduring geopolitical interests, the latter of which are shared between factions. April 2008 analysis brief.

Implementation: A New Approach to Multinational Coordination in Afghanistan

Afghanistan is faltering as the Taliban continues an insurgency and the government of President Hamid Karzai struggles to deliver services. Around the world there are calls for new efforts at policy coordination among the donor countries who are aiding Afghanistan. However, former US Ambassador to Afghanistan Ronald Neumann writes that there should be less emphasis on policy coordination and more on implementation in the delivery of services to the Afghan people. In this brief he shows how greater emphasis on implementing existing strategy will produce better results. Further, he extracts lessons from the Afghanistan experience that could apply elsewhere. April 2008 analysis brief.

Additional reports and a wealth of other information are available at reports.stanleyfoundation.org.

WEB RESOURCES

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PUBLIC FORUM:

The Importance of Background Research and How the Stanley Foundation Can Help

By

Nathan Elliott

All too often when faced with a new topic, debaters do not spend enough time looking into the context of a resolution. Instead, the focus is solely on what arguments can be made. This problem can be especially prevalent in Public Forum debate, in which new topics arise every month.

Truly great debaters are not distinguished from their colleagues by their eloquence, but by their preparation and flexibility. At a high level, dealing with unexpected developments becomes critically important. Not only does solid background research decrease the chance of being caught unprepared, but it also gives debaters tools to turn surprises into advantages.

Indeed, having an opponent make new, unexpected arguments can often be a blessing in disguise. More often than not, such new arguments have not been fully considered and rely more on novelty than cogency. When a debater has solid background knowledge, these new or unexpected arguments can be ripped to shreds without much effort. They can even exploit novelty arguments in interesting ways to turn them back on their makers. Debaters' solid fundamental knowledge can allow them to turn the tables on their opponents, rather than being caught flat-footed.

Knowledge is also a great way to score points in crossfire. This is unscripted time, and a great way to showcase extra preparation. Teams who rely on prewritten arguments will be on their own here, just begging to be taken advantage of. This is the one opportunity debaters

“Quality resources are often hard to come by, especially for smaller schools that lack the means to purchase resources. First-rate, open-access materials can make all the difference.”

have to talk directly to each other, so it should be used strategically.

But where can you find solid background information? Quality resources are often hard to come by, especially for smaller schools who lack the means to purchase resources. Quality, open-access materials can make all the difference. The Stanley Foundation is an excellent source for a wide variety of FREE online resources.

The Stanley Foundation offers

quality analysis on a wide variety of issues ranging from US leadership in the world to the role of the UN to issues of international concern such as nuclear nonproliferation and Middle East security. For anyone new to a subject, exploring the resources offered by the foundation will give a thorough and thoughtful background.

Also, check out the foundation's new *Rising Powers* special Web section for in-depth overviews of major world issues and players at www.risingpowers.org. Copious links, concise definitions, non-print media, and cogent analysis are just a few of the things showcased.

It never hurts to be able to cite scholarly analysis in a debate. The quality of the source should matter in a debate round—a quotation or card from a newspaper staff writer or online blog does not carry nearly as much weight as a policy brief from a leading expert in the field or a concurring report from several international government officials (both of which are offered by the Stanley Foundation). Though there is no right answer in a debate, some answers are more right than others because they are more credible. Backing up in-round analysis with the findings of renowned experts really helps, especially in a format like that of Public Forum debate



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(though Policy Debate could use with more discrimination between sources as well, in the author's opinion).

For international issues, there are any number of think tank-like sources of information. Part of what makes the Stanley Foundation an invaluable resource is its location. Operating out of Muscatine, Iowa gives the foundation a unique perspective removed from the political trends of Washington, DC. The Stanley Foundation is a private, nonpartisan organization that focuses on bringing fresh voices and original ideas to debates on global and regional problems. Their vision is a secure yet just peace through world citizenship and effective global governance. They promote public understanding, constructive dialogue, and cooperative action on critical international issues. For

debate purposes, just think of what unexpected arguments could be garnered from such a source!

Check out the advertisement on pages 12-13 in this issue of *Rostrum* or visit the Stanley Foundation online at **www.stanleyfoundation.org** for more information. It will be worth your time.

(**Nathan Elliott** is a corresponding member of the Stanley Foundation and a full time student at Bowdoin College in Maine. He debated four years for Edina High School (MN), attending one NFL National Debate Tournament each in Policy Debate, Public Forum, and Student Congress, graduating with an NFL degree of Outstanding Distinction. He and his partner also won the 2005 Minnesota State Policy Debate Tournament.)

“Check out the foundation's new Rising Powers special Web section for in-depth overviews of major world issues and players at www.risingpowers.org. ”

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MONDAY MORNINGS WITH PETER

by
Rev. B. A. Gregg

Part Three: The Philosophy of the Widget

As a young pastor, I met with the 90+ year-old head of the church board, Peter, every Monday in the basement of the church. Peter would set forth his typewritten papers of his notes for the meeting and would then start going down the list. I learned a lot from these Monday mornings with Peter, so much more than about pastoring, and so much more about running an organization.

One December morning, as we were looking through the lists of church board members and all the officers needed to run the church (we had, actually, more offices than members at that time), I would suggest one person or another for a position that needed filling. Peter finally turned to me and said, "He who is persuaded against his will, is of the same opinion still."

There is a lot to be said in that statement. Long before I started raking in the big bucks and having lots of time off as a pastor and then a debate coach (please read wry irony here), I was an idealistic and utterly unemployable college student. In between selling plasma (just a hint, drink lots of orange juice) and hocking various vintage 80's LPs (not much money as it was still 1986), I took an obligatory stint as a telemarketer.

Not only did telemarketing offer you the rare incentive of disturbing

people during dinner or when they were asleep, it gave you a perspective on selling people goods and services they either did not want, could not afford, or plainly detested only because you made them stop watching the Miami Vice marathon.

"The mid-week league demands less time commitment than weekends; which is important for the beginning coaches who are not yet weekend warriors, important for parents whose kids just want to try out debate and speech, and offers far less budget issues for transportation or opening schools on Saturdays."

There were two types of telemarketing at the time – cold-calling and upgrade offers. Cold-calling was just that – ice-cold reception and introduction of a new product or service. Upgrade offers were contacting existing customers and encouraging them to upgrade their services. Needless to say, unless you were fond of rejection and loved getting low sales, every telemarketer wanted the upgrade calls.

In this article on marketing the NFL locally, we will discuss the Philosophy of the Widget. A "widget" is the business term for a certain

product a certain company wants to make. The local District has a huge leeway to create its own local "widget" to meet the needs of coaches in your area. However, most Districts are under the impression that they are static and unchanging and only exist to run the District Tournament. There is nothing in the rules that says a District can't run as many non-qualifying tournaments, in as many configurations as they choose. We need to, before we can talk about the logistics of the Midweek League, embrace the philosophy that, yes, we can create widgets that are unique and meet the needs of the coaches in your area.

Sure, every District Tournament offers the best competition your state has to offer. But the NFL needs to live beyond the District and National Tournaments. Nationally, we have online entry of student points and national standing. We also have huge resources for coaches. But the local NFL District needs to develop its own widgets that bring in the bodies and the bucks. Here is where we develop the Midweek League.

Every Chair has done his or her fair share of "cold calls" to coaches. Sometimes calling them on the phone, sometimes an email, sometimes a brochure at a local competition. Cold calls are important for marketing the NFL. But cold calls yield

minimal returns. Think back on your experience with telemarketers offering new products and services. What actually yields greater returns is the upgrade call. We need to couch the Midweek League as the upgrade call to help coaches improve their existing programs. And, once they are in the Midweek League, we need to give them another upgrade call to get them to attend the District Tournament. This is the local widget that meets the needs of coaches and has proven to be the leading avenue of growth in our District.

In looking at the general coach, whether it be Local Dominator X, the Middle of the Roader, or the Deer in the Headlights Newbie, we have to ask what type of tournament does nearly everyone need? What level of commitment and competition is every coach looking for? Not the never-ending Battle of Titans that is the District Tournament. Nor, for that matter, a Saturday tournament that stretches from waking up at 5:00 a.m. after a full week of school to attend a Saturday tournament that doesn't get that coach back until midnight. No, rather, every coach wants a competition venue that asks minimal commitment and provides maximum rewards. The mid-week league demands less time commitment than weekend; which is important for the beginning coaches who are not yet weekend warriors, important for parents whose kids just want to try out debate and speech, and offers far less budget issues for transportation or opening schools on Saturdays. Additionally, these mid-week leagues offer an opportunity for competition with a low learning-curve, an environment after school that has, necessarily, less stress, and provides a wider variety in the field of competition of students and skill levels. Therefore, in this article

on marketing the NFL, I ask you to consider developing mid-week satellite leagues.

Developing a Mid-Week League

Each NFL District can set up as many local, mid-week leagues as it wants. Remember that what virtually every coach wants is competition in a low-commitment environment. An after-school tournament of 10-15 schools allows that. The Local Dominator will want his or her novices an opportunity for competition that will get them out there. The Middle of the Roader will want the opportunity for his or her program to pull in some experience and trophies. And the Deer in the Headlight Coach will welcome a tournament that does not strap on yet another Saturday to an already-filled schedule.

The real key on converting the sandbox league to the majors is tying the membership at the local level to the school's membership at the national level. In short, when a school pays dues to join the local league, they also join the NFL. Membership in these mid-week leagues should handle NFL dues, as well as provide a small amount of money for the District to run the mid-weeks. In Virginia, we have a joint membership form that allows coaches to fill out only one form, send the local form and the national application and their check to our District Treasurer. He then cuts a check for a number of schools and sends all their papers in to Ripon. One check is a lot easier to get than two and one application form means that you sign up lots of schools for NFL in your District.

Your NFL tax-exempt ID account serves as the treasury for the new mid-week league. Start sending out e-mails and talking it up. Have meetings with interested

coaches. Pull in local college teams to present on the various events at September workshops. Find a day that won't conflict with church services (Wednesdays are killers for rural areas) or large athletic schedules. Once you have five anchor schools, set up the tournament calendar with rotating hosting.

The mid-week league really functions under the Wal-Mart approach toward increasing NFL treasury. Sure, you can charge a school \$100 for District dues that only allows them to compete at the National Qualifier and see about seven schools willing to pay. But, if you charge 60 schools \$150 for membership that allows them to compete for free at the local level from September to January, then you are talking the financial support needed to accomplish the goals of the District.

Money never needs to be an issue for a District as long as we have in mind expansion of the District through the mid-week leagues. In Virginia, we started out with \$600 in the treasury. The District tournament was small and the trophies were modest. We had no website and no budget for publications. But, then again, what can you hope to do with a league that only functions for one tournament? The real key to growing the budget must be in offering the Widget of the Midweek League throughout the District. Starting with the Northern Virginia Forensics League, we have expanded to the Shenandoah Valley Forensics League, the SouthWest Virginia Forensics League, and the Central Virginia Forensics League. So far, in the last four years, we have had over 60 schools added to the NFL – most of them through the expansion of the Midweek Leagues throughout the state. With a goal of creating mid-

week competition once a month for schools only an hour's drive, we plan on developing five more mid-week leagues in the District. The multiplier effect then starts kicking in for memberships and funding. We have seen schools join a Midweek league, start to accrue NFL memberships, and then eventually attend the National Qualifier for the first time. Just last year, we had over a third of the schools at the National Qualifier attend Districts for the first time.

Clearly, for us and for many Districts, the Midweek League offers us a valuable widget to attract new members. Many Districts already have midweek or Saturday leagues functioning in them. These local leagues can easily be brought into NFL. Of course, there will

be opposition. As one leader of a local league in another state asked me, "What has NFL ever done for us?" I would have to respond that, though bringing the schools of the local league into the national one, we increase the stature of the local league and create opportunities locally more and more. Through opening NFL membership to local leagues, we have seen a 200% increase in the last five years. We have seen the number of schools attending the District Tournament increase from 17 five years ago, with only one new school in attendance, to 30 this last year with fully a third being new to the District Tournament. In answer to the question posed by that league leader years ago, We are the NFL. Most of our coaches will never see Ripon and

many will never go to Nationals. We, on the local level, are all of the NFL that many of our fellow coaches will see. When we work his growth can be seen in every District, I believe, if we create avenues for co-opting the mid-week leagues, these sandbox leagues if you will, into the NFL. And, in this fashion, we all win.

(**Rev. B.A. Gregg** is the District Chair for Virginia -- the nation's largest NFL District -- and the Director of Forensics at Randolph-Macon Academy. He has received his 10th NFL Service Plaque and was the Best New Chair in 2006. In three years as District Chair, he has added over 60 new schools to the NFL and has sponsored 10 Affiliates moving to Chapter.)



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The Virginia District Celebrates Its Outstanding and Dedicated District Chair, Rev. B. A. Gregg



Rev. B. A. Gregg (Bruce) has energized forensics in the Commonwealth of Virginia.

Coming to Randolph Macon Academy (RMA) from Nebraska in 1998, Bruce has been an outstanding Latinist, Hellenist and Director of Forensics. He began by building the program at RMA, and then turned to Northern Virginia through local leagues and finally reached out to national tournaments and programs.

Bruce has received many honors, including NFL Diamond Coach recognition in 2007, eight NFL Service Plaques, the 2006 NFL Virginia District Harold Keller

in contact with Bruce soon notices: Bruce is a leader who glories in students succeeding.

Bruce has grown the NFL Virginia District from 15 schools in 2005 to 48 with applications for an additional 11 schools pending. Using Project 2000, the NFL District Tournament has grown from 1 or 2 qualifiers to Nationals to three in June



08. He took the Northern Virginia Forensics League, which began in the 1980s as a small Northern

Virginia group of schools meeting after school on one Wednesday a month, to its current form, which consists of four separate leagues throughout the Commonwealth that each hold a monthly tournament. Through these leagues, 100-225 students are encouraged to participate in speech, Student Congress, and

all three debate events. That is real growth!

Bruce loves to recognize people for their hard work and outstanding contributions. He has created sweepstakes for big and small school

programs, new coaches, new teams, and long serving coaches and adults. He has developed scholarships for undergraduates to improve teams and scholarships for graduating seniors to thank them for their service.

He brought the Virginia District into the 21st century with electronic registration for the tournaments, posts of the actual bills and resolutions for Student Congress sessions, an easy electronic path for joining the NFL, registering for league tournaments and much more. He currently maintains a dozen Web sites, each done with an eye to getting information to as many coaches and students as possible.

Does our District chair sound busy? You betcha he is, but NEVER too busy to answer an email, return a call for help, or reach out to a principal, coach or Rotarian group to start a new program or help fund a flagging one, enroll new student members or encourage current ones.

The NFL Virginia District wants to thank our own chair Bruce Gregg



Coach of the Year Award, and numerous recognitions from extemp tournaments, foundations and teacher organizations. But he possesses one characteristic in particular that every coach, judge and adult who comes



proudly, loudly, and publicly. His success has come from making each of us feel successful. His skill is encouraging each of us to work even harder for our young people.

Which camp's students started the year winning or placing?

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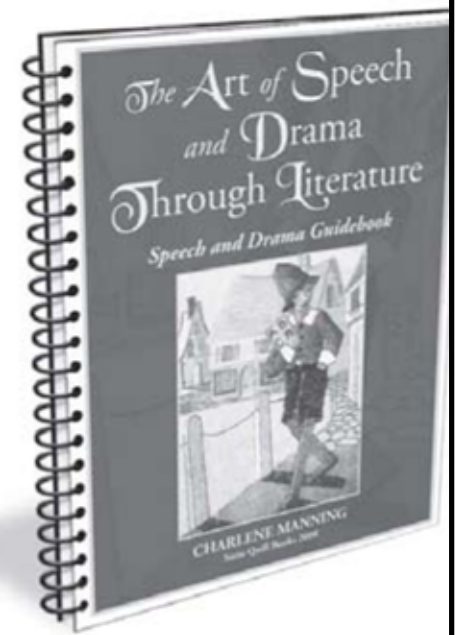
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MEET TAMARA SERWER CALDAS, 2008 KELLER PUBLIC SERVICE LEADERSHIP AWARD WINNER

From high school speech and debate to becoming the “[most] powerful voice for the impoverished citizens of Atlanta,” Tamara Serwer Caldas has made a difference in countless lives. She has tirelessly fought for the rights of prisoners and low-income citizens, and at the 2008 NFL Tournament in Las Vegas, Nevada, she was honored with the Harold Keller Public Service Leadership Award. Caldas credits her time in speech and debate at Clark High School in San Antonio as a vital part of her personal and professional success.

“Speech and debate taught me how important it is to thoroughly research and understand both sides of an argument and even how to articulate the side that I may not personally agree with,” said Caldas. “These are extraordinarily important skills both in terms of being able to present a thoughtful and persuasive position in professional contexts, but also in terms of allowing for respectful and intelligent disagreement and compromise. It also taught me the power in being comfortable with my own voice and my own words. If you know that when you stand up in front of a courtroom, a legislative body or any large group of people, your voice will be strong and sure, you have the power to make things happen.”

In 1988, Caldas received her



**NFL Board Member Kandi King
congratulates Tamara Serwer Caldas**

diploma from Clark High School in San Antonio and enrolled in Princeton University. Four years later, she earned a bachelor’s degree in English with honors. She worked with the New York Lawyers for the Public Interest for a year before beginning a dual degree program at the University of Texas leading to a Master of Public Affairs and Doctor of Jurisprudence.

After graduating from the dual degree program, Caldas was a law clerk for the Honorable Judge Martha Craig Daughtrey of the U.S. Court of Appeals for the Sixth Circuit in Nashville and then joined the Southern Center for Human Rights in Atlanta as a civil litigator. At the Southern Center, she worked for almost six years advocating for the human and constitutional rights of people incarcerated in prisons and jails in Alabama and Georgia through state and federal litigation

and legislative work. This work helped bring necessary health care to HIV-positive prisoners, more humane treatment of severely mentally ill prisoners, and less violent conditions for many of the most vulnerable incarcerated populations.

“[Tamara] brought lawsuits concerning practices and conditions in jails and in other prisons which were successful in protecting the human

rights of prisoners in those facilities,” said Stephen Bright, president of the Southern Center for Human Rights. “Prisoners are the poorest and most powerless people in our society. The willingness of Ms. Caldas to devote part of her life to protecting their human rights and her success in doing so demonstrated both leadership and dedication to the public interest.”

Caldas currently serves as managing attorney for the Atlanta Volunteer Lawyers Foundation. She is responsible for facilitating volunteer representation of low-income residents of Atlanta in cases involving consumer, housing, family law, and other legal matters for which individuals would otherwise not be able to afford legal assistance. Caldas engages in legislative advocacy for policies that affect low-income consumers and represents clients in local courts and administrative hearings regarding the full range



of issues affecting low-income individuals.

“Tamara is a driving force behind this office’s, and the legal community’s, pro bono aspirations,” said Martin Ellin, executive director of the Atlanta Volunteer Lawyers Foundation. “It is hard to imagine a more significant contribution that any one attorney could make to the community of those of Atlanta’s poor in need of civil legal help than that which Tamara has and continues to accomplish. There is no better or more powerful voice for the impoverished citizens of Atlanta than Tamara Caldas...”

Alongside her work, she is the founder of the Housing Advocacy & Resource Center in Atlanta. In this court-based program, Caldas works to ensure that the Center provides consultation and representation in

eviction proceedings for tenants. She also coordinates the Center’s taskforce to consider how the court can be more involved in enforcing the Atlanta Housing Code to preserve habitable housing for low-income people in the community.

Her former high school coach, Kandi King, sums up Tamara Serwer Caldas’ public service leadership best. “Even as a student at Clark High School where I was coaching, Tamara fought for the underdog and a harder worker I could never find!” said King. “Above all else was her sense of ethics and a total commitment to the betterment of others.”

Kayla Clayborne
Stennis Center for Public Service
662-325-8409
www.stennis.gov
Kayla@stennis.gov

Do you have a former Student Congress participant that has made significant contributions to public service leadership? Nominate him/her for the 2009 Harold Keller Public Service Leadership Award to be given at the National Forensic League's 2009 National Tournament in Birmingham, Alabama.

To qualify for the award, the student must be a former National Student Congress participant and a significant contributor to his or her community, state, or nation through public service leadership. Selection is based on demonstrated leadership ability, commitment to public service, and potential for an ongoing leadership role in the nominee's community and beyond.

All nominations and materials must be received by January 26, 2009, to be considered for the award. Applications can be downloaded under the tournament section on the National Forensic League website. www.nflonline.org/DistrictInformation/AwardNominationApplication.

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Going Green: NFL's Sustainability Report 2008

Under the NFL Code of Honor, we have an obligation to act with integrity, humility, respect, leadership, and service. This obligation applies not only to our interactions with one another, but also to myriad situations in and beyond the forensic community. Because the ideals established in the NFL Code of Honor apply also to our relationship with our environment, NFL has enacted a number of internal policies to promote ecological stewardship. Some may call it going green – we call it being ethical and responsible members of a flattening world.

Saving paper

10% of the world's population – including Western Europe and North America – is responsible for half of the world's paper consumption. Not surprisingly, one of the largest ways an organization can positively impact the environment is by revisiting its paper use. NFL is committed to reducing its paper use through calculated consumption, concerted re-use, and mandatory recycling.

In this vein, a number of office forms and publications have been streamlined, converted to electronic formats, or eliminated. The affiliate packet materials, which explain the benefits of the NFL to prospective members, have been considerably reduced in size from a full folder of materials to a more succinct 8-page brochure. Extraneous pieces of paper including envelopes and outdated forms were also removed from new member resources, which go to first time coaches and programs. Many day-to-day forms have been converted into digital formats and are now available online – most notably, forms for point entry. Tens of thousands of sheets of paper have been conserved by this push to condense our paper output and utilize more electronic forms and resources.

Of course, some paper use is necessary; for this reason, NFL is taking steps to ensure that necessary paper consumption is efficient. This fall, the National Office approved a new policy regarding its copier use, designed to decrease the amount of unnecessary copying and promote the strategic use of white space. Whenever possible, staff members implement double-sided copying to half the amount of paper needed for a job. Additionally, many in the office reuse one-sided paper for in-house printing or scrap paper. Some one-sided paper is cut into smaller sizes and repackaged as note pads for the staff.

NFL is planning still other reforms to reduce its paper use. Effective in January, NFL is adopting a two-*Rostrum* policy for its member schools (down from the current four-*Rostrum* policy). Under this policy, each school would receive two issues of each *Rostrum*.



Reductions in *Rostrums* will immediately cut our paper consumption for *Rostrum* by half, translating into approximately 72 trees saved per year. This change will also eliminate the need for 1200 gallons of crude oil annually - enough to power a mid-sized car on five cross-country trips from Boston to Los Angeles.

NFL is also investigating the addition of downloadable resources into its Publications Clearinghouse. These resources would be available online and would reduce the need for printing, stocking, or shipping. Besides the substantial environmental advantages, downloadable resources also tend to cost less for readers.

Reducing Waste

Paper waste accounts for between 35-50% of municipal waste. Not surprisingly, the paper-saving measures noted above help immensely in reducing the NFL's solid waste output. NFL also has a mandatory recycling policy for paper waste, which reduces its paper waste to virtually zero. Besides office paper (used on both sides, of course), unwanted cardboard boxes, newsprint, and periodicals are also subject to the mandatory recycling.

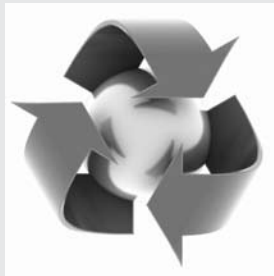
Recycling paper has clear and immediate ecological impacts. Manufacturers require half as much recycled paper pulp as wood to produce paper. Recycled paper also uses 40% less energy than paper made from wood. In fact, recycling a ton of paper conserves enough power to heat and cool the average North American home for six months.

Besides paper recycling, NFL also reduces its waste through staff member recycling. Aluminum cans, plastic bottles, and other recyclables are sorted by staff and recycled at home. These changes further contribute to waste reduction at the

National Office, keeping trash out of landfills and conserving finite resources for future generations.

Conserving Energy

Generating electricity is a messy job: in fact, about 49% of America's power comes from coal, more than any other single source. Coal-fired power plants generate toxic gasses (which become atmospheric pollution) and coal combustion waste (i.e., hazardous solid waste). Conserving power can help reduce the ecological impact of power production. Toward this end, NFL uses energy-efficient light bulbs, which illuminate the office with far less power use. The office staff augments the power of energy efficient compact fluorescent bulbs by turning out the lights in empty rooms. At night, the office goes dark with the exception of a few security



lights. At the close of business, staff members switch off their computers, printers, and other electronic devices at the power strip, ensuring that standby power does not continue to draw electricity. Such steps may seem trivial, but add up quickly: the US Department of Energy explains that standby power can account for as much as 20% of energy consumption.

Besides conserving electricity, staff members also take steps to reduce gasoline usage. Whether it is walking to work or to lunch, as some do, or carpooling to tournaments and other NFL events, the reduced driving time helps mitigate our dependence on foreign

oil, which is problematic in itself. Technology also makes this process easier: employees, partners, and members often use video or phone conferencing to communicate, avoiding gas output for travel.

Thinking green in other ways

NFL is committed to going green in other ways, as well. First, NFL produces its publications through a printer with Chain of Custody certification. This accreditation ensures that paper used to bring you the *Rostrum*, Alumni magazine, and other publications is grown and harvested responsibly. The national office also makes copious use of plants, both indoors and outdoors, which naturally absorb pollution. During the spring and summer months, water from the office dehumidifier is used to water the plants in and around the Ripon office. This simple step saves water, itself a finite resource, as well as electricity – in fact, one of most cities' biggest uses of electricity is processing water.

As technologies improve and gain support in the forensic community, NFL plans to continue to take steps to ensure that we are good stewards of our resources in all their forms. Being informed citizens and global conservators requires creativity and commitment, but we are committed to getting the job done. However, using resources effectively also requires the support of the community we serve. Please join us in our quest to “go green” and preserve an environment in which future generations of leaders can find their voices safely and responsibly.

(Jennifer Billman is the Coordinator of Public Relations and Marketing for the National Forensic League.)

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Set	2007	2007	2007	2007	2007	2007	
Set	2006	2006	2006	2006	2006	2006	
Set	2005	2005	2005	2005	2005	2005	2006 - 2007 - 2008 in CD Format Only
Set	2004	2004	2004	2004	2004	2004	

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	1994	1994	1994	1994	1994	
	1995	1995	1995	1995	1995	
	1996	1996	1996	1996	1996	
	1997	1997	1997	1997	1997	
	1998	1998	1998	1998	1998	
	1999	1999	1999	1999	1999	
	2000	2000	2000	2000	2000	
	2001	2001	2001	2001	2001	
	2002	2002	2002	2002	2002	
	2003	2003	2003	2003	2003	
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NFL Alum Shares Lifetime of Experience



Jenny in 1944 as a Red Cross nurse aide.

By Edward G. Taylor

Jenny Rose Bennett earned NFL membership in 1938. When she graduated high school in 1941 she had 131 points, experience in Debate and Oratory, and acceptance to the Journalism School at the University of Missouri. More than seventy years later, Bennett (now Jenny Wood) visited the Oakville Speech and Debate Team to share her memories, reflect on the National elections, and encourage high school students in forensics.

Of her own involvement, she said, "I was fortunate that I attended a school that had an active speech and debate program and a chapter of the National Forensic League. I remember the symbol of the key. It symbolizes that public speaking ability is a key accomplishment.

"As a seventh-grade student I had a math teacher who was assigned to be the Forensic coach. When I entered high school she was still our sponsor and coach. With her encouragement I wrote orations about our US Constitution and this led to competing in the American Legion contest.

"In the several years I competed I won numerous medals and advanced to the next level, but I didn't make it to state.

ROSTRUM

"I also was involved in debate and our club would go to colleges around the area, where contests were held. This gave us an opportunity to see the colleges we might want to attend. Topics we debated were: that all states should adopt the unicameral legislative system; that the Dionne quintuplets should be returned to the care of their parents; that the US should make no entangling alliances."

She finished with this exhortation: "There will be many opportunities for you to use your ability to encourage, support, describe some plan, some action, about which you feel sincerely you can help change and improve. The experiences you are getting now will be of great help."

Jenny spoke from experience, but had to be pressed for details.

In 1954 she and her husband had a special needs child. Their other two children had multiple summer activities, but at the time there was nothing for "exceptional children" in rural Missouri. Jenny was instrumental in gathering other families with special needs children

and starting "Camp Rainbow for Exceptional Children" in 1962.

In 2006 Jenny wrote *Camp Rainbow Memories*, a history of the camp. In the foreword, her daughter, Nancy Wood Minchillo, writes "Imagine the challenges of such an endeavor during the early 1960s. Engaging the right people to gain support for the idea, organizing the support, raising the money to buy supplies, food, finding a location for the summer camp and then coordinating volunteers, including a camp director, nurses, chaplains, cooks, music directors, life guards and then scheduling the activities. . . .

"There was no Internet, no e-mail, and no Web site to process applications, or register medication."

Over seven hundred people have assisted at Camp Rainbow since 1962. There is no record of how many "exceptional children" have had their lives improved because of the camp. One thing is certain: it all started with the vision, determination, and communication skills of an NFL member.



Jenny with the Oakville Speech and Debate Team.



**International Debate Education Association/
National Junior Forensic League**



**IDEA/NJFL National
Middle School Speech and Debate Tournament
June 26-28, 2009**



Dear coaches and sponsors,

On behalf of the Saint Mary's Hall Speech and Debate Program we cordially invite you to the IDEA/NJFL National Middle School Speech and Debate Tournament to be held at Saint Mary's Hall, June 26-28, 2009 in beautiful San Antonio, Texas.

Founded in 1879, Saint Mary's Hall is a college preparatory school rich in tradition and committed to academic excellence. Designed by famous southwest architect O'Neill Ford in 1968, Saint Mary's Hall's current home is a 60-acre campus in Northeast San Antonio, which includes a 500-seat theater with state-of-the-art lighting and sound equipment, a 1,000-seat outdoor amphitheater, and a cozy dining hall. In addition, we have several other large performance spaces that will be available for final rounds, including the newly renovated 120-seat Remmert Theater, Black Box Theater, and Band Hall. When you arrive on our campus this June, I believe you will agree that Saint Mary's Hall has the perfect facilities to host an exemplary National Tournament.

Additionally, the campus is very conveniently located for traveling squads. Saint Mary's Hall is located just a few short miles from San Antonio International Airport, with numerous hotels, restaurants, and entertainment centers in immediate proximity to our campus.

We look forward to seeing you and your students in June!

Bob Windham
Head of School

Sam Hamilton
Head of Middle School

Bethany Prestigiacomo
Director of Fine Arts

Eric Geyer
Speech and Debate

For more information on the 2009 National Tournament, go to www.nflonline.org/AboutNFL/NJFL.

CONSIDER STARTING AN NJFL PROGRAM IN YOUR AREA

The steps are easy!

The program is designed to fit your needs and level of understanding. This program is for 6th thru 8th grade students.

- **Applying for NJFL School Membership**

Print and complete a school application card. Principal's signature required on the form. Forward the completed form along with a \$35.00 (annual membership fee) check or purchase order payable to NJFL.

- **Confirmation**

Once the NJFL office processes the completed application with payment, the school will receive a letter of confirmation. A packet of supplies will be forwarded to the school. These supplies are needed to record student points and order additional forms that are used throughout the school year.

- **Rostrum Magazine**

The school is added to the NJFL mailing list to receive the monthly magazine the *Rostrum*.

- **Tracking Student Points**

There are student credit point sheets to keep track of points earned.

- 2 points for every type of speech that is memorized.
- 1 point is received for all the other types of speaking like book reports, morning announcements, school assembly type programs, etc.

Types of events covered are:

- Speeches given in class,
- Speech and debate tournaments attended
- Church readings, etc.

Note: 10% of NJFL points (maximum 15 points) may be transferred toward NFL membership when students enter High School



- **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**

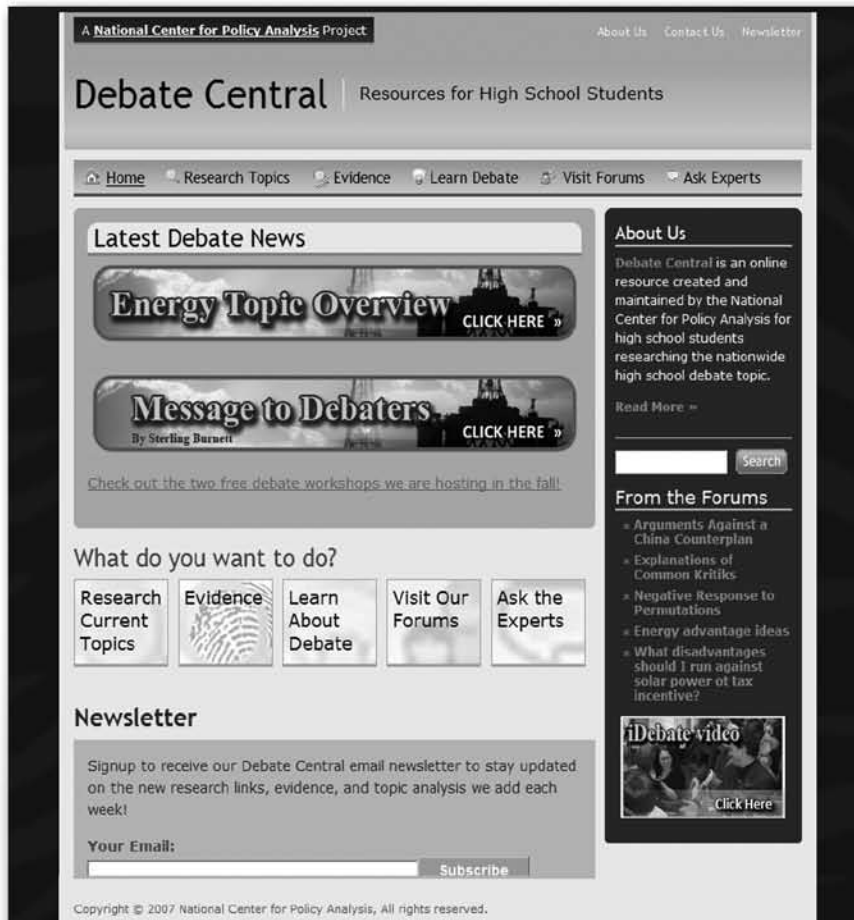
When the NJFL office receives the new member information and points earned from the school, points earned are recorded for each student and coaching points are recorded (coaches receive 1/10th of student points earned).

- **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

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SEVENTH DIAMOND COACH



Ron Carr
Riverview HS, FL
January 11, 2008
22,497 points

Ron Carr began teaching and coaching at Riverview High School in Sarasota, Florida in 1968, re-establishing Sarasota-Riverview High School's Charter in 1969. He replaced Ralph Carey as Florida District Chair in 1985 before helping found the Florida Sunshine District in 1986 and serving as its Chair from 1986 to 2002. He was instrumental in re-apportioning Florida into three districts in 1991. Ron also served as a national tournament official for 17 years. His leadership has been recognized with the NFL Chair of the Year Award and the NFL Gold Chair Award. In 2001, Mr. Carr was elected to the NFL Hall of Fame.

Under Mr. Carr's direction, Riverview High School received Tau Kappa Alpha Leading Chapter Awards in 1974, 1980, 1981, 1992, 1998; seven District Plaques, and District Trophies in 1979, 1988, 1994, 1996 and 1999. Riverview was also the district's largest chapter 16 times and led the district in new members 16 times, receiving the 1999 National Tournament School of Excellence Award. After retiring in June 2003, he continues to help coach students at Pine View School and Riverview High School and judge at the Florida Blue Key National Invitational Tournament at the University of Florida. He currently serves as President of the Partners in Education Community Advisory Board which works with over 10,700 K-12 school volunteers.

SIXTH DIAMOND COACH

John Tredway has worked as an assistant speech and debate coach for the past two years at Sarasota Riverview High School (FL), continuing a coaching career spanning 36 years as director of a nonprofit organization called USA Youth Debates. Believing that students can learn languages in a practical way while debating foreign policy issues with students from other countries, Tredway has taken students on trips to Cuba (January & December 2000) and France (2004 & 2009). The upcoming debates with France in June of next year will take students to Caen for the 65th D-Day ceremonies and also include foreign policy debates in three French cities.

Tredway coached from 1972-2002 at Ashland High School, Oregon. His teams won ten "large school" state sweepstakes from 1990-2002 and were consistently among the top NFL programs in active participation (200 and 300 Club) despite a school enrollment of only about 1000 students. Tredway coached students to NFL Nationals in all events, with students in LD and Policy Debate advancing to late stages of elimination rounds in Golden, Colorado (1989) and Portland, Oregon (2000). While at Ashland, Tredway began a debate program with Cuba which received an "Innovator in Education" award from Oregon State University.

Tredway's former students include a broadcaster for NBC News, Ann Curry, vice-presidential candidate and Native American activist Winona LaDuke, actor Wade McCollom, writer and actor Angela Uherbelau and several others with careers in law, politics, education, business, and technology. Tredway believes the process of speech and debate is the best preparation for careers as part of NFL's mission, "Training Youth for Leadership."

John S. Tredway
Riverview HS, FL
February 23, 2008
16,454 points



Jack D. Tuckness
Central HS-Springfield, MO
February 19, 2008
19,808 points



Jack became a member of NFL in 1971 as the first coach of Kickapoo High School. During his thirteen years at Kickapoo, he took 27 students to the National Tournament, with students advancing to semifinals of Extemp and finals of Congress.

He left teaching in 1984, but returned to the field in 1998 and currently coaches at Central High School in Springfield, Missouri. While at Central, their NFL chapter has grown from 14 students to being the 8th largest in the nation last year.

During his tenure at Central, 57 Central students have qualified for the National Tournament. Many of these students have reached quarterfinal rounds with two teams reaching semifinals of Public Forum and Policy Debate. Five Central students have become NFL All-Americans.

FIFTH DIAMOND COACHES



Wayne Avery
Kapaun Mount Carmel HS, KS
April 8, 2008
13,021 points

Wayne Avery first developed his interest in competitive speech in the Wichita Public Schools and continued competing at Wichita State University. After completing a double major in Speech and English, he was awarded a graduate assistantship and began teaching while completing a Masters degree. He has coached debate and speech for almost four decades. He taught for 21 years at Wichita Southeast and coached the national champion debate speaker in 1990. He has had three other speaker finalists, including one at the 2008 nationals. Two of his teams placed in the top 12 at nationals. He has also had state champions in debate and many forensics events. He has qualified over 40 students to NFL nationals. He has returned to coaching recently at Kapaun Mount Carmel High School, where he has qualified students in Debate, Extemporaneous Speaking, Humorous and Dramatic Interpretation, and Congress. He also qualified students for NCFL nationals.

Wayne also recently completed the 2nd edition of a forensics text entitled Mastering Competitive Individual Events with co-author Linda Webb. Wayne has placed in the Kansas Writer's Association poetry competition and is also well-known for his musical talent as guitar player and singer/songwriter and still performs publicly. He lives in Wichita with his wife Nancy, an elementary science teacher. After 37 years of teaching, he is still enthusiastic about teaching debate and forensics to America's future leaders.

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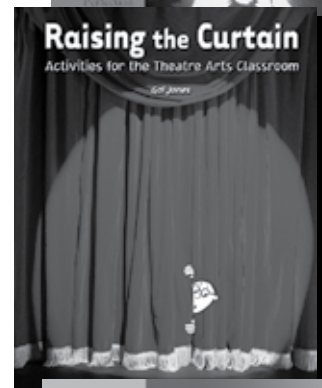
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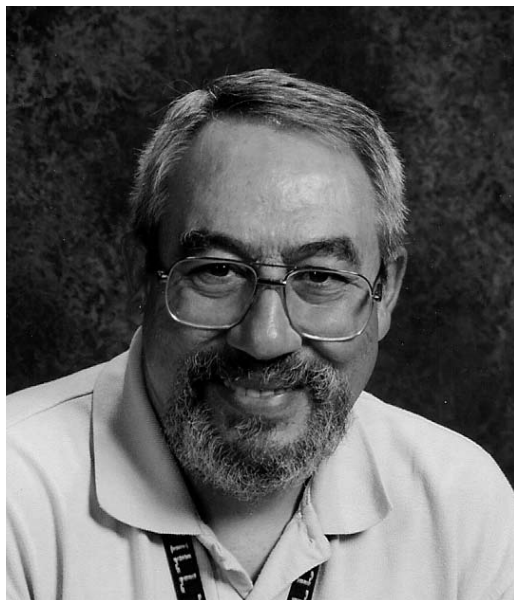
All 17 plays in this anthology are adaptations of well-known short stories, novels, or myths, such as *Frankenstein*, *Animal Farm*, *The Veldt*, and many more. Each can be performed in a classroom or used to provide students with a deeper, richer understanding of the original text. The flexible design allows the plays to be used before reading, after reading, or as a substitute for the original literary format.

A Teacher Guide provides plot summaries, teaching suggestions, tips for a performance, media resources, Internet sites, and quizzes.

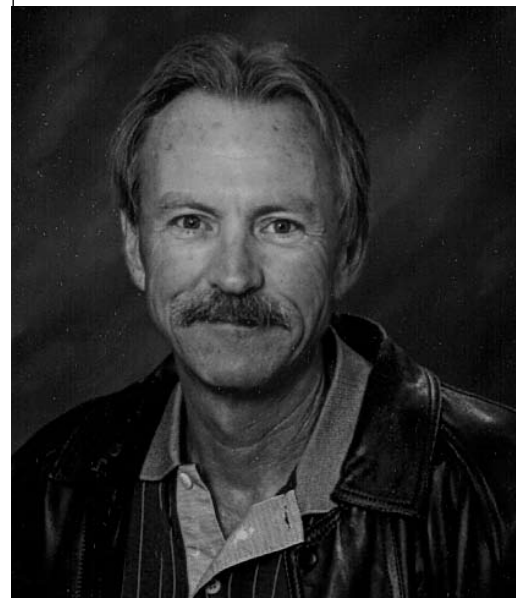


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Stan McGrady
Timberline HS &
Boise HS, ID
January 14, 2008
13,969 points

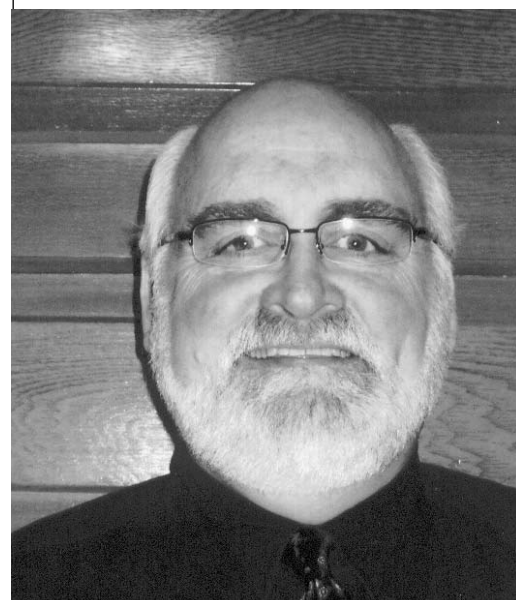


Noel Trujillo
Los Alamos HS, NM
July 3, 2007
10,000 points

FOURTH DIAMOND COACHES



Stan Austin
Wheaton North HS
February 17, 2008
10,015 points



David L. Watkins
Neosho HS, MO
February 16, 2008
23,010 points



Gayle Hyde
Fargo South HS, ND
February 17, 2008
10,000 points



Hugh Ringer
Mercer HS, PA
March 2, 2008
10,033 points

FOURTH DIAMOND COACHES



Susan McLain
Glencoe HS, OR
March 8, 2008
10,127 points



Peggy Benedict
Cherry Creek HS
March 10, 2008
12,702 points



Michael D. Amstutz
Vermillion HS, OH
May 22, 2007
6,379 points



Martha A. Benham
Cherry Creek HS, CO
December 7, 2007
8,295 points

THIRD DIAMOND COACHES



Eloise Weisinger Blair
Lamar HS, TX
January 16, 2008
6,033 points



Steve Meadows
Danville HS, KY
January 17, 2008
6,982 points



Jacquelyn Langston
Blue Springs HS, MO
January 27, 2008
6,827 points

Jill Lofold
Denfeld HS, MN
February 10, 2008
6,008 points



THIRD DIAMOND COACHES



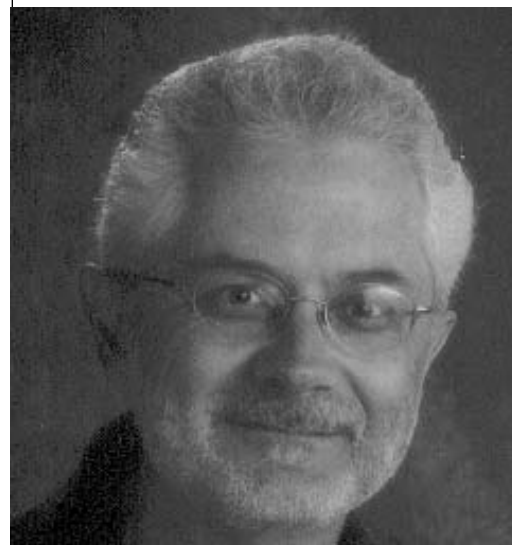
Margaret Emelson
Lakewood HS, FL
February 15, 2008
6,004 points

Ron Krikac
Sheridan HS, WY
March 17, 2008
6,018 points





Andrew West
Myers Park HS, NC
April 7, 2008
8,887 points



Mark D. Onstott
Regis Jesuit HS, CO
April 23, 2008
6,003 points

THIRD DIAMOND COACHES



Glenda Sullivan
Dickson County HS, TN
April 29, 2008
6,041 points



Gail L. Ingram
Lakeview Academy, GA
May 1, 2008
6,026 points



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Mary C. Green
Pasadena HS, TX
November 26, 2001
3,048 points



Lisa Leiker
Southeast HS-Cherokee, KS
May 22, 2007
5,526 points

Rebecca Gray Jordan
Elk Grove HS, IL
March 14, 1996
3,000 points



SECOND DIAMOND COACHES



Ivanna Fritz
Glacier HS, MT
October 14, 2007
3,008 points

Dr. Randy Patterson
St. Andrew's Episcopal School, MS
October 14, 2007
3,001 points



Chad Ries
Niles McKinley HS, OH
November 18, 2007
3,013 points



Ali Taylor
Granada Hills Charter, CA
November 19, 2007
3,003 points

Christopher McDonald
Eagn HS, MN
December 4, 2007
5,435 points



Melisa Wingfield
Wichita Heights HS, KS
December 8, 2007
3,203 points

SECOND DIAMOND COACHES



David Long
Southern Lehigh HS, PA
December 19, 2007
3,013 points

Thomas P. Durkin
Loyola-Blakefield HS, MD
January 12, 2008
3,002 points



David Gay
Alpharetta HS, GA
February 3, 2008
3,029 points



Kevin Ong
Elkhart Central HS, IN
February 10, 2008
3,002 points

Keith Pittman
Asheville HS, NC
February 10, 2008
3,787 points



Sarah Rosenberg
Bronx Preparatory
Charter School, NY
February 19, 2008
3,409 points

SECOND DIAMOND COACHES



Diana Roza
St. Mary's HS, CA
February 25, 2008
3,564 points

Gerald E. Dyer
Natick HS, MA
February 26 2008
3,034 points



Jim Ryan
Norman HS, OK
February 27, 2008
6,414 points

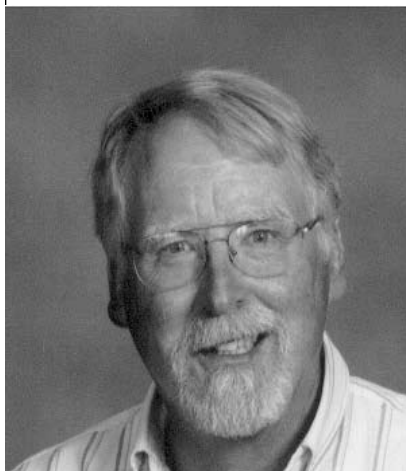


David J. Ziegler
Liberty HS, CA
March 9, 2008
3,003 points

William (Rusty) McCrady
Walter Johnson HS, MD
March 12, 2008
3,049 points



Lyndal Westmoreland
Okarche HS, OK
March 16, 2008
3,023 points



SECOND DIAMOND COACHES



Debora K. Marsh
Dexter HS, MI
April 6, 2008
3,653 points

Richard Purrington
Marshall HS, MN
April 10, 2008
3,531 points



Mark Regier
Stockdale HS, CA
September 24, 2008
3,916 points



The National Forensic Library

An Instructional Videotape Series produced by NFL with a grant from the Lynde and Harry Bradley Foundation

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 Copeland, Executive Secretary, NFL

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

Tapes sold only to NFL member schools!
MORE TAPES, NEXT PAGE

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. 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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November 15, 2007
2,457 points



Tunisia T. Billings
West HS-Sioux City, IA
November 19, 2007
1,542 points



FIRST DIAMOND COACHES



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Lincoln East HS, NE
December 10, 2007
1,701 points



Shelly Heapsy
Owasso HS, OK
January 14, 2008
1,506 points

Jeffrey Bottrell
Billings Sr. HS, MT
December 2, 2007
1,531 points



Nancy Dean
Western HS, FL
December 12, 2007
2,898 points





Keri Seeger
Gabrielino HS, CA
 January 16, 2007
 1,558 points

Steven Schappaugh
University HS, FL
 September 25, 2007
 1,518 points



Garreth J. Heidt
Perkiomen Valley HS, PA
 October 1, 2007
 1,504 points

Suzanne M. Foster
Battle Mountain HS, CO
 October 8, 2007
 1,504 points



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I. H. Kempner HS, TX
 October 10, 2007
 1,763 points

Melissa Locke
Coronado HS, TX
 October 20, 2007
 1,508 points



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 2,871 points

Jay Whitney
Newcastle HS, WY
 November 6, 2007
 2,559 points





Amie Ohlmann
West HS-Iowa City, IA
January 15, 2008
1,801 points

Melissa Donahue
Mason HS, OH
January 17, 2008
1,524 points



Michael Curry
Sprague HS, OR
January 20, 2008
1,515 points

Jack Brimhall
Powell HS, WY
February 10, 2008
2,795 points



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Sacred Heart Jr/Sr HS, KS
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2,643 points



Shielia Berselli
Palo Verde HS, NV
March 6, 2008
2,865 points

Kathy Marie Miller
Campbell County HS, WY
February 10, 2008
1,528 points



Elizabeth Clarke
Brophy College Preparatory, AZ
March 2, 2008
2,549 points





Nancy Fitzgerald
Grand Rapids
Christian HS, MI
March 6, 2008
1,798 points

Cody Duncan
Borger HS, TX
March 9, 2008
1,501 points



Patricia Kittel
Cottonwood HS, UT
March 12, 2008
1,594 points

Don L. Gonzalez
Lawn Magnet HS, TX
March 17, 2008
1,515 points



FIRST DIAMOND COACHES



Emily Campbell
Summit HS, CO
March 18, 2008
1,668 points

Rami Hernandez
Salpointe Catholic HS, AZ
March 20, 2008
2,471 points



Cristopher M. Rocca
North Mecklenburg HS, NC
April 8, 2008
1,535 points

Samantha McCandless
Ben Davis HS, IN
April 12, 2008
1,509 points





Karen Gossett
Ryan HS, TX
April 13, 2008
1,506 points

Rachael Dickerhoof
South Side HS IN
April 22, 2008
1,512 points



Katherine E. Cook
Baldwin HS, KS
April 30, 2008
1,525 points



Katherine Patrick
Torrington HS, WY
April 23, 2008
1,510 points



FIRST DIAMOND COACHES



Chris Wardner
Leland HS, CA
May 9, 2008
1,768 points

Edward Workman
Parsons HS, KS
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FORENSICS

A SOCIO-EMOTIONAL LEARNING SPACE

by
Shawn F. Briscoe

I'm sure you've heard it before too: The freshman student who loves CSI: Miami and comes looking for you... The administrator who keeps trying to plug you into the science department... The parent who keeps asking what speech & debate has to do with examining dead bodies.

Of course, we all know that our version of forensics refers to the Aristotelian study of rhetoric. In the modern sense, this refers to the three broad categories of competitive events: debate, speech, and interpretation of literature. Now, while our students don't investigate crime scenes, I will admit that they engage in practices that others may deem strange compared to the typical teenager.

Case in point, at the 2007 Alaska Drama, Debate, and Forensics State Championship tournament, the police were called to deal with an extraordinary situation. The tournament was being held on the campus of the University of Alaska Anchorage, and a student--while pacing the halls--was practicing for her next round of competition. A secretary witnessed this and promptly called the Anchorage Police Department because a mentally ill individual was wandering the hallways, speaking in excited tones, and alternating between various personalities.

Ahh... forensics students do, indeed, do strange things.

Imagine my surprise as a first year coach when we returned from our first tournament of the year and one of my interpers asked to give a trip report to the rest of the class. He moved to the front of the room, and promptly recapped the weekend's highlights. Except, his recap was not your everyday listing of events. Rather, he had written his own humorous interpretation of our trip and performed it for the class... complete with impersonations of me!

Throughout the rest of the season he added to that script and performed it after every tournament, at team dinners, and at the end-of-the year banquet. What amazed me was his willingness to present this material when in public (aka-restaurants) due to the confidence he gained in competition while also knowing that he was in the company of friends. Moreover, the sense of community on our squad was so great that no one, including me, actually felt picked on. We all took it for what it was: an expression of the close bonds the team had forged.

In addition, forensics can provide a safe environment in which to learn how to cope with the ups and downs of life. Take my introduction to debate at the Glendale High School tournament in Springfield, MO. In my first experience with policy debate, I was truly lost... it seemed I had forgotten how to speak, let alone speak my

mind. In fact, the entire round on the 1990-91 space topic was over in less than 20 minutes. Furthermore, a significant portion of that time was spent with the four debaters involved staring at one another. That utter sense of loss would soon be replaced with the joy of winning just my sixth tournament as a novice competitor. Thankfully, being an activity rooted in intellectual competition, debate constantly made me aware of what I did not know. Thus, I routinely oscillated between feelings of utter confusion and total confidence... a pattern that would extend through my years of competition in CEDA/NDT. I believe these experiences occur for all students who engage in competitive events. Whether the highs occur in round two of a local tournament, in the final round of a national qualifying tournament, or at the national championships is irrelevant. The simple fact is that they will be exposed to both success and failure in an environment in which their peers and coaches can provide support to help them make the most of those opportunities.

On a related note, I believe debate instills a desire to learn more. I remember the student who took an interest in science class after debating a topic on environmental pollution. I remember a group of students who were self-proclaimed social studies haters who became their class' most vocal contributors when they were presented a unit on

ancient Greece. After all, debate had whetted their appetite when they examined what Plato and Aristotle had to say about society, government, and politics.

More importantly, many of my debaters became borderline obsessed with seeking out new and different perspectives during the course of their regular academic coursework. In fact, I recently received an e-mail from a former student in which she offered these words: “[I]f it wasn’t for debate... I doubt I would have gone into political science. In particular... I never would have taken the Terrorism course at FSU that hooked me on Public Administration and... change[d] my professional direction to something I truly enjoy.” She is now on the verge of entering a joint master’s program in Public Administration and Urban and Regional Development and Planning.

A few years ago, I witnessed another extraordinary event, albeit a very different one. A few months after moving from Florida to Alaska, one of my former debate students called me up to explain that he had developed his own criteria for determining whether a tournament was a success. After spending just over two years in debate, he decided that his win-loss record at a tournament didn’t necessarily equate to success or failure.

Don’t get me wrong, it wasn’t that he wasn’t competitive or that he lacked competitive achievements. In fact, he was a three time state qualifier, a three time CFL national qualifier, and an NFL national championship qualifier (as an alternate), with several district championships under his belt.

Nevertheless, as he studied philosophy, sociology, and a host of other areas in the course of

debating, he came to the realization that success means more than attaining hardware for a trophy case. Instead, he defined success as a round in which he improved upon his previous debates, could meaningfully self-critique his efforts, and learned something new. By contrast, he defined failure as a debate tournament in which he repeated previous mistakes, failed to identify his points of weakness, or floated through the tournament without being pushed to think in new and different ways. Thus, he could be a tournament champion and fail, or he could lose every round and be happy at the end of the day. Extraordinary behavior for your typical teenager, indeed.

As a coach and former competitor, I can say with absolute certainty that forensics affords students a unique learning space. In my experience, forensics students genuinely feel as though they are a part of a community of learners... a relevant member of a group larger than the sum of its parts. Furthermore, speech and debate continually calls upon students to read more, make connections, and reflect on their efforts. Thus, they grapple with issues of real life importance and learn valuable lessons about citizenship, learning, and life.

Do forensics competitors behave strangely? Certainly. I wouldn’t have it any other way.

(Shawn Briscoe (shawn.briscoe@uaa.alaska.edu) is a debate coach and adjunct professor in the Department of Communication and Discourse Studies at the University of Alaska Anchorage. He also coaches speech and debate at South Anchorage High School.)

FORENSICS

A Socio-Emotional Learning Space

- *A sense of community**
- *Close bonds with team members**
- *A safe environment for learning how to cope with the ups and downs of life.**
- *A desire to learn more**

DEFINED SUCCESS

“A round in which you improve upon a previous debate, meaningfully self-critique your efforts and learn something new.”

DEFINED FAILURE

“Repeating previous mistakes, failing to identify your points of weakness, floating through a tournament without pushing yourself to think in new and different ways.”



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Last summer, sixteen students embarked on a cross-country tour of historic sites to debate the question: "Who was the better President, Abraham Lincoln or George Washington?" After months of competition, education, and exploration, Texan Phillip Hayes won the \$150,000 grand prize, while Malik Neal, the runner-up from Philadelphia, won \$50,000 in scholarship money.

Don't have debate in your

school? The *Now Debate This* program, in conjunction with the National Forensic League Speech and Debate Honor Society, has developed the infrastructure and support necessary to help you get debate up and running in your classroom or as an extra-curricular activity at your school. Visit www.TeachingDebate.org to access resources for bringing debate to your school.

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Public Forum in the Classroom: A Bridge from Traditional Public Speaking to Debate

by Adam J. Jacobi

The last two “Curriculum Corner” columns have focused on a more theoretical approach to unit planning, so this month will feature a more practical approach. While my advice here is geared toward daily, 52-minute class periods, most of these methods also can be tailored to extra-curricular training for Public Forum.

In the broad field communication course I taught, I followed the unit on research methodology with a unit on argumentation, where Public Forum serves as the centerpiece for performance assessment. This is a perfect example of Backward Design, because in order to construct arguments, students must understand the basic tenets of logic and reasoning and the structure for debate and refutation. It is also a great early semester presentation exercise, because it allows students to have a partner near them as they present, which really helps ease students out of the unnerving mindset of public speaking.

Teenagers love to argue! Teachers can introduce this unit by brainstorming arguments we hear and make routinely, such as favorite brands of products or viewpoints on issues – particularly issues relevant to the school and lives of the students. Ask students to write down a statement defending a position on any subject, supported with reasons. Travel up and down each row of

desks, asking students to share their statements. Invite dissent, and viola! An instantaneous exchange erupts. Wrapping up the introduction to the unit can be a brainstorm of practical applications of debate in the real world (courtrooms, lobbyists, think tanks, etc.).

Instruction

Initial instruction on debate often centers on Stephen Toulmin’s model of argumentation, herein referred to as “CWI” as in “claim, warrant, impact.” The claim is a specific position statement, which is supported by evidence (Toulmin’s term of art is “data”) that is relevantly connected back to the claim by a warrant statement. The specific claim is then qualified by an impact statement, or “so what” that explains its pertinence to the overall position on the topic/issue at hand. Teachers should prepare several examples of arguments that follow the CWI structure to share with the class, as well as seeking some from the students.

Then review approaches to organizing information, i.e., outlining, and stress the importance of making sure there is a logical arrangement to information.

Next, discuss refuting (deconstructing) opposing arguments and rebutting (rebuilding) arguments attacked by the opposition. Introduce the concept of flowing, or following

the lines of argument in a debate by taking detailed notes in an organized, shorthand manner, to make sure that both holistically and specifically, arguments are responded to. Finally, watch videos of sample rounds, asking students to practice flowing. The first time, stop and start the video, modeling what to flow, and asking students to contribute what they were able to hear, until they are weaned off this guidance. Even though a Public Forum debate is only about a half hour, this process should take more than one class period, to allow ample time to capture the arguments, as well as holistically debrief the debate.

Show a second sample round, running the video all the way through, and then collect the flow worksheets as an in-class assignment, grading the completeness and accuracy of what was flowed, so students get feedback on how well they’ve mastered this process. If you don’t take shortcuts with the initial stop-and-start sample, the students’ accuracy is better for the continuous sample.

Show a third sample round, distributing a flow worksheet and a judge ballot. This time, students should turn in the flow and the ballot, voting for the team that debated better, and justifying their decision. Grade the ballots for completeness and thoroughness of rationale.

Assigning Teams

Assigning partners or groups is a perpetual quandary for teachers. Create a list of relevant topics, drawing from past NFL topics. Early in the unit, administer a survey to students, asking them to rank their interest in the topics, and also to share how strongly they agree or disagree with an issue (helpful for determining how motivated they will be on a particular topic). Then “tabulate” these surveys – and recruit a student assistant to help.

This approach to assigning teams garners enthusiasm and contentment with the assigned topic and partner, because the students have a common relationship through the topic. For odd numbers of students, allow students who you think can handle it to work alone as a “maverick” or allow students to work with two different partners for extra credit.

Preparation

Give the students a class period to orient themselves to their partners, to brainstorm arguments, and to start researching, if they’re ready. This works well in a computer lab or with a mobile laptop lab, because students can either work at desks/tables, or on computers. If you use past NFL topics, students will sometimes find old evidence books online, but remind them that the evidence in those books is often outdated, and they should be more imaginative in their research. You may allow students to synthesize that information with what they’ve found on their own, but they should print a bibliography of sources they’ve found during “prep days,” so they’re accountable for productive time.

Earmark three to four days for research and case construction. Since students work at a variety of paces (some take the work home,

while others don’t have resources at home or need more guidance), it allows you to share more time among the class. Encourage students who finish early to practice their constructive case in the corridor, and then offer them a few points of extra credit to present first (provided the opposing team is ready). This motivates opposing teams to help each other prepare, which results in their knowing both sides much better!

Presentation

Everyone must be ready to debate by the first day of presentations, although you can welcome volunteers. They may put off for a one-letter grade deduction (as if they turned in work late). This way, the entire class isn’t affected as much by absences, since you can call for two teams who you know are all accounted for (knowing in advance when field trips or athletic events will pull students out is helpful). Allow students to present alone as a maverick if their partners continue to be absent. The make-up assignment is to turn in a ten-page research paper on the topic.

For each debate, students who aren’t presenting must flow and complete a ballot. After each debate, debrief the points raised and discuss other directions the debate could have gone in. For fun, also tally up the ballots and announce who “won,” just before class ends.

At the end of the semester, students consistently report how much they enjoyed this unit, and it often results in students joining the debate team the next season. In many cases, students reflect that this experience whets their appetite to learn more about what’s happening in the world around them, to become more civically engaged.

Materials

For a complete collection of handouts and worksheets, visit the Public Forum section at **www.teachingdebate.org**. Some of the materials correspond with the chapters on “Supporting Your Views” and “Logic and Reasoning” in Glencoe Speech, which includes a section on Public Forum in its 2009 edition.

The NFL offers a variety of video and audio recorded final rounds of debate at its online store, **www.nflonline.org/OnlineStore**.

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(Adam J. Jacobi is the NFL’s Coordinator of Member Programs and Coach Education. He has taught Communication and International Baccalaureate Theatre, instructed institutes, and is a one-diamond coach of three national champions).

Public Forum Debate: Sample Flow

Name

Pro Case	Con Response to Pro Case	Con Case	Pro Response to Con Case
Claim 1: Warrants (Proof): Impact (So What):		Claim 1: Warrants (Proof): Impact (So What):	
Claim 2: Warrants (Proof): Impact (So What):		Claim 2: Warrants (Proof): Impact (So What):	
Claim 3: Warrants (Proof): Impact (So What):		Claim 3: Warrants (Proof): Impact (So What):	

How are YOU Giving Youth a Voice?

by NFL Director of Development, Bethany Rusch

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

Dr. Randy Patterson serves as the Speech Communication Department Chair for St. Andrew's Episcopal School in Jackson, MS, where he has taught and coached speech & debate for thirteen years. When Randy was hired in 1995, the challenge of beginning a speech and debate program and implementing a speech communication course for all 10th graders awaited him. As fate would have it, one of Randy's former college debate competitors was a member of the Board of Trustees at St. Andrew's at that crossroads in time in 1995. He was certain Randy would be up to both challenges. The rest, as they say, is history. Nearly twelve straight years of qualifying students to the National Tournament testifies to this soft-spoken coach's talents at developing communication skills in youth.



Dr. Randy Patterson (standing in background) coaching several of his students at St. Andrew's Episcopal School.

It is the practical dimensions of speech and debate that drive Dr. Patterson, as his life experiences allowed for him to find his voice. Born into politics--his grandfather was County Sheriff and his father was County Court Clerk--some of Randy's early memories are of canvassing door-to-door during his father's campaigns. Active in the Mississippi campaign of Gov. William Winter in 1979, Randy was named to the governor's staff in 1980 where, among other duties, he served as Liaison to the Southern Growth Policies Board. In 1985, Randy became an Administrative Assistant in the Elections Division of Mississippi's Office of Secretary of State. At its heart, much of Randy's work in state government often involved creating a consensus that crossed racial, economic and geographic boundaries in Mississippi. Randy hopes to pass the skills gained from that experience on to his students in order for them to become enlightened, compassionate leaders who will use their voice in areas *they* are passionate about.

To that end, Dr. Patterson directs the Novice Speech & Debate Tournament at The John C. Stennis Center for Public Service on behalf of the National Forensic League. In this capacity, he specifically engages students from a five-state area who are beginners in public speaking to encourage their future involvement in civic matters. Randy has been District Chair for Mississippi since 2003. In addition to this leadership role, Randy is the statewide coordinator for speech and debate within the Mississippi High School Activities Association. The National Federation of High Schools' Speech Advisory Committee counts Randy in its ranks, where he represents Region 3 (Southeast) and serves on the Debate Subcommittee.

This NFL two-diamond coach doesn't stop there, though. Randy is an active partner in ensuring the National Forensic League brings its mission to life each day by regularly donating to the Bruno E. Jacob Youth Leadership Fund. His gifts communicate a desire to empower youth by helping them build the lifelong skill set that only participation in speech and debate can bring. Dedicating not only his time, but also his personal resources, to prime students for success is truly admirable. This combination of service, leadership, and generosity makes Dr. Randy Patterson a shining example of giving youth a voice.

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

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The Billman Book Club

Encouraging Life Learning in Leadership

December's Book of the Month:

Guiding Lights: How to Mentor - and Find Life's Purpose

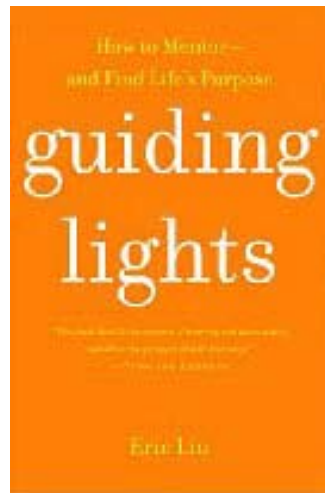
Liu, E. (2004). *Guiding Lights: How to Mentor and Find Life's Purpose*. New York: Random House.

This month's Billman Book Club selection was recommended by noted coach and author Randy McCutcheon. As NFL's mentoring program grew last year, he suggested this title as background reading (this was the official book of National Mentoring Month). The author, Eric Liu, penned *Guiding Lights* to chronicle his search for a mentor, a teacher to explain life's mysteries and set him on the proper path to success. As he explained to Mariners pitching coach Bryan Price, one of the many personalities described in his book, "I'm writing this book so that I can put together a mosaic of teachers for other people like me, people who've never been blessed with a singular savior-mentor figure" (p. 27).

To his credit, this is what *Guiding Lights* accomplishes. Through myriad and diverse figures from the arts, sports, and business, he uses carefully detailed stories to expose the reader to potential mentors. In regular intervals, their recommendations are summarized by brief "chorales" (a term which exemplifies the musical imagery that Liu carries throughout the book). Each chorale reviews the previous section's stories and draws

artistically-worded conclusions about the significance of each figure's contributions. At the end of the book, the five chorales are synthesized into a brief coda.

Truly, the uniqueness of Liu's work lies in the stories. While I will describe the primary lessons here and use a few of the stories as he did, to augment the lessons, I suggest reading the stories for a fuller appreciation of the points Liu makes and the meticulous prose he crafts.



Receive Before You Transmit

Liu's inaugural section argues that learning must occur on both ends for the process of education to be effective. More specifically, successful teachers will study their students, making assessments about learning style and temperament before trying to instruct them. He concedes that "the explicit transmission of knowledge is not a

mere afterthought, of course... But when we are teaching well, when we've truly encountered our students, we know it is all over but the talking" (p. 47).

One of the stories Liu tells to make this point involves legendary acting coach Ivana Chubbuck. He recalls her training of Eva Mendes, an actress whose fame has increased since *Guiding Lights* was published a few years ago. To make Eva (and her other students) better actors, Ivana studied her carefully and grew to know her unique background and style over time. "She personalized our relationship, and she would teach me using examples from her life and mine," Mendes recalls. "This woman knows my issues" (p. 16).

Unblock, Unlock

Liu continues that most people will struggle to learn not because of ineptitude, but because of fear. The educator's responsibility is to help the student overcome his or her fears and insecurity so that true learning, which involves a degree of risk, may occur. He notes: "Powerful teachers have a decongestant effect, clearing clogged heads of mental blocks and maladaptive self-images" (p. 91).

Liu punctuates this point with the story of Diane Dietz, a marketing director for North American Oral Care at Procter & Gamble. When Diane inherited a young transplant from the engineering department, a timid perfectionist who fit in poorly

with the engineering crowd, she carefully transformed the young woman with personal attention and “small wins.” By showing her professional support of the fledgling marketer through involving her in difficult projects, as well as her personal support by things like attending a family funeral several hours away, Diane was able to communicate her confidence and support in her protégé. In the end, Diane’s newest employee was able to shed her self-doubt and become a top performer at Procter & Gamble.

Zoom In, Zoom Out

Liu argues that teaching involves a helping students understand relationships between new and familiar subjects. For this reason, analogies are especially helpful in the learning process. He explains that “what we are teaching, really, is not how to dance or love or win. What we are teaching is simply how to think, and how to be” (p. 117).

He tells the story of the Marsalis family, focusing on father Ellis and brothers Wynton and Branford. While a reader might assume that Ellis, a legendary musician, would have pushed his children into the family business, the author reports that Ellis simply encouraged them to pursue whatever they chose with passion. Liu notes: “The language the father taught the son was only incidentally a language of music. It was, more deeply...a severe commitment to exploring every side of every idea; a willingness to treat music not as a vocation but as a way of taking in the world” (p. 105). By showing his sons a strategy for approaching life, Ellis Marsalis gave them the tools to succeed in a variety of fields, not just music.

Invisible Hands

Liu uses the analogy of Adam Smith’s invisible hands of the market to explain the significance of creating an effective environment for teaching. He argues that markets tend to chaos and require a degree of structure before the invisible hands can function properly. Similarly, the teaching environment requires a certain amount of strategy and structure before invisible hands of the education process can function efficiently. He notes: “What matters is that we develop the culture, and then develop the trust to let the culture do much of the teaching for us” (p. 169).

Liu tells the story of Rachel Burstein, a teenager who chose to quit public school and attend a newly opened Jewish school to explore her Jewish heritage. After beginning her academic year at the school, one of only fifty students to do so, Rachel was informed that as the child of a Christian mother, she was not actually Jewish and that her presence at the orthodox services was offensive. In response, Rachel decided to begin her own religious service at the school. Rather than stifle her efforts, Rabbi Danny Lehmann affirmed her resolve to move beyond the status quo. Liu writes, “Danny didn’t help her create the...service, but he encouraged her and told her he respected what she was doing. His approval sent a message” (p. 149). Rabbi Lehmann created an environment where Rachel could self-direct her own growth; doing so not only developed Rachel, but changed the entire school.

Switch Shoes

Liu argues that successful teachers will entreat their students to teach others. “The best way to get someone

to learn something is to invite her to teach it,” he explains. “Those who look like great teachers are usually just great students, working overtime to learn” (p. 210).

One of the stories Liu uses to illustrate his point hails from the NFL and involves Hall of Fame coach Randy McCutcheon. He describes how McCutcheon shaped his students by encouraging them to take ownership of their own education. Teaching forensics to others plays a crucial role in this process. Whether by peer coaching, teaching camps, watching other speeches or taking notes, McCutcheon’s students grew as performers by teaching others, which helped them understand their own weaknesses and make adjustments.

Liu’s “Coda”

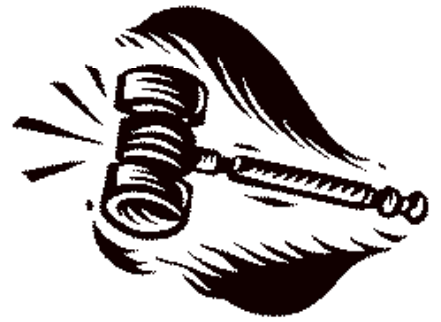
At the end, Liu revisits his quest for a teacher, only to come to the realization that his search became his teacher. His encounters with noted personalities reminded him of lessons he already knew. Considering past experiences with new eyes can remind us of our intuitive knowledge and help us reach our potential.

Above all, *Guiding Lights* is consistent with this paradigm. Readers will have to take initiative to glean the potential implications from this text: Whereas other books tend to spell out lessons in elementary language, *Guiding Lights* reveals them slowly before drawing only brief conclusions for the reader. The rest of the story must be filled in on the audience end. However, Liu might remind us that we need only to be exposed to the potential lessons of the books. The rest of the learning process remains open-ended so that we can form unique and relevant insights for ourselves.

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. Review of a book by the NFL does not constitute endorsement.

Politics in Student Congress Taking a Stand for Competitive Ethics

by Adam J. Jacobi



A wise man once remarked that competition can inspire the worst conduct in some people, and that in Student Congress, it can corrupt the objective of the event to simulate the problem-solving process through a democratic framework. That man is none other than Mr. Harold C. Keller, “Mr. Congress” himself, who dedicated his career to enhancing the stature of this event, through service as a coach, as a member of the NFL Board of Directors, and as director of the Sen. John C. Stennis National Congress.

It took the mind of a civil engineer, Henry Martyn Robert, to devise *Robert’s Rules of Order*, the parliamentary framework used as basis for legislative discussion. Mr. Keller himself engineered the NFL’s *Base System*, a tabulation method of balancing quantity of participation with the quality of input to legislative discussion. Together, Mr. Robert’s and Mr. Keller’s contributions allow students to collaboratively communicate, addressing problems in our country, and earn recognition for the value of their efforts.

I have had the pleasure of introducing several elected officials, attorneys and other influential people to Student Congress. After observing a legislative session,

they are inspired to see the intense argumentation, vision for the future, and professionalism these young people have. They are amazed that a teenager can bring a higher degree of leadership to the legislative process than many of our adult elected officials. The joke, “if the opposite of pro is con, then isn’t the opposite of progress Congress” is a sad commentary on how political and financial forces often get in the way of achieving legislative goals in Washington, D.C. Student Congress remains a beacon for the romantic notion of how democracy belongs to everyday people, as Jimmy Stewart’s character reminds us in the film *Mr. Smith Goes to Washington*.

Yet, more and more, negative forces driven by the greed for competitive success are encroaching on this unique event. I present a challenge to students, judges and coaches to take a stand for ethics, before those negative forces drive away newer participants, who become disillusioned and disgusted by petty tactics and game-playing.

Student Congress often starts with administering an oath of office. This process, which reminds an elected official of their obligations, could be trivialized as a matter of routine pomp and circumstance. Students

who enter this event should have a sense of those obligations foremost in their minds. Consider another oath students should be expected to uphold in competition, the 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.”

Let’s apply the five principles of the NFL Code of Honor to elected officials. They are “public servants,” because they conceivably serve a larger purpose than their own interests, and they are leaders through charting a course of action for our country. The most successful politicians show respect toward one another, because debate can’t happen without listening, and they are humble enough to avoid being consumed with their power. Their actions speak louder than words, because they have done what’s right through their personal integrity.

Yet, these values are sometimes absent from competition. The darkest hour I have observed in this activity came this past summer at the National Tournament, where a majority of students in the final session of the Senate elected a presiding officer who did not even wish to be considered for that office.

This was apparently done to remove this student from the floor, denying his ability to give speeches, because the trend holds that it's rare for a student who presides to win the tournament. The most discouraging aspect of this action was that it denied another student whose passion genuinely was to preside, from having that opportunity. What's more, the laughing that followed the presiding officer election results was not senatorial by any standard.

Be the Change

I often get asked for advice from coaches whose students are frustrated with voting blocs and manipulative presiding officers. To that, I offer a few suggestions:

1). Mahatma Gandhi once said, "Be the change you wish to see in the world." Students should take a stand and not become embroiled in questionable political plots. Such actions sacrifice integrity, and often the ringleaders of these schemes make empty promises, because their intentions are not noble to begin with. To employ a companion quotation: "What a wicked web we weave when at first we practice to deceive."

2). Coaches should make sure they supply a judge who is versed enough in parliamentary procedure to know when negative manipulation is happening, to ask questions of more knowledgeable people, and willing to intervene when necessary to moderate students' questionable behaviors. Take, for instance, when a student moves to lay legislation on the table immediately after a motion for the previous question has failed, and the presiding officer fails to rule this out of order. That is an improper use of the motion to lay on the table,

and should not be tolerated. While Congress is student-driven, judicious adult intervention is necessary to uphold a just playing field in the framework of competition. For coaches and judges less versed in parliamentary procedure, the NFL has some great resources available.

3). When a student is elected presiding officer, concerns over perceptions of favoritism often make recognizing speakers a difficult task. Subjectivity can enter into recognition even under the best of intentions for randomization. My suggestion to presiding officers has been to "inoculate" themselves from those worries by making sure the first several speakers they recognize are unlikely candidates: newer students, a student from a rival school, or a shorter student in the back who might otherwise be overlooked. It's inclusion, sensitivity and having a genuine interest in others. In short, effective presiding officers project the five pillars of the NFL honor code.

4). A student who is truly likeable can transcend voting blocs. Some basic tenets of interpersonal communication go a long way toward building respect. Be a good listener. Stick up for underdogs and include outcasts. Address issues in debate, not the debaters. Be aware of what's happening and who's involved. Be patient and be professional.

5). When all else fails, it's important for coaches to advocate for integrity in competition. While Congress is student-centered, it's also an interscholastic event, and just as coaches would be upset if a structure were skewed in any other forensic event, why should they not fight

for fairness if other schools are manipulating procedures? Some rule changes may be necessary to prevent manipulation. Whether coaches or students take up this charge, it might mean some sacrifice initially, due to the "resistance to change" mentality. To quote sports columnist Howard Cosell, "What's right isn't always popular. What's popular isn't always right." However, it's people like Mahatma Gandhi whose tenacity for change made the decisive difference in the long run.

Congress is indeed a democratic event, and to quote an inscription often found on government buildings, "*vox populi*," Latin for "voice of the people." We are a country founded on the premise of "*E Pluribus Unum*," "Out of many, one." Sometimes, it takes many drops of water to fill the bucket, for one person at a time to effect change, and for many people over time to be heard. Competition sparks motivation in students to perform at their best, but it can also tempt a greedy desire to win at all costs. The ethical student who takes the high road and advocates for fairness will ultimately gain the most success in life, because she or he will be remembered as – to quote Roman orator Quintilian – a "good person who spoke well."

If you have any comments, concerns, questions or ideas you'd like to pose in this column, please let me know! E-mail jacobi@nflonline.org.



NFL DISTRICT STANDINGS

(as of Nov. 3, 2008)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	239	Blue Valley North HS	555
2	3	East Los Angeles (CA)	185	Gabrielino HS	629
3	-1	Calif. Coast (CA)	178	Leland HS	628
4	70	Southern California	167	Claremont HS	281
5	-1	Kansas Flint-Hills	162	Washburn Rural HS	360
6	4	Sunflower (KS)	155	Wichita East HS	295
7	-4	San Fran Bay (CA)	152	James Logan HS	583
8	-1	East Kansas	145	Shawnee Mission East HS	410
9	3	Southern Minnesota	144	Eagan HS	406
10	-5	New York City	142	Bronx High School of Science	567
11	12	Sierra (CA)	141	Sanger HS	529
12	2	Northern South Dakota	140	Watertown HS	270
13	2	Central Minnesota	137	Eastveiw HS	405
14	3	Heart Of America (MO)	136	Liberty Sr HS	528
15	-5	Ozark (MO)	135	Central HS - Springfield	498
16	-8	Show Me (MO)	134	Belton HS	355
17	2	Rushmore (SD)	132	Sioux Falls Lincoln HS	368
17	7	South Texas	132	Bellaire HS	680
19	-6	Florida Manatee	131	Nova HS	431
19	11	Carver-Truman (MO)	131	Neosho HS	326
21	-3	Northwest Indiana	129	Munster HS	381
21	-12	Illini (IL)	129	Downers Grove South HS	361
23	5	Northern Illinois	128	Glenbrook South HS	330
24	-2	West Kansas	124	Buhler HS	242
25	-4	Eastern Ohio	113	Jackson HS	215
25	-9	Nebraska	113	Millard North HS	278
27	-2	Golden Desert (NV)	109	Green Valley HS	288
27	7	New England (MA & NH)	109	Manchester Essex Regional HS	265
29	44	Chesapeake (MD)	105	Walt Whitman HS	252
30	-10	Northern Ohio	104	Canfield HS	193
31	-6	Rocky Mountain-South (CO)	100	George Washington HS	226
31	19	Colorado	100	Cherry Creek HS	337
33	-3	Idaho Mountain River	97	Hillcrest HS	251
33	4	Arizona	97	Desert Vista HS	381
35	1	Montana	96	Sentinel HS	166
35	-6	Great Salt Lake (UT)	96	Skyline HS	189
35	8	Tarheel East (NC)	96	Pinecrest HS	221
38	-6	Florida Panther	95	Trinity Preparatory School	254
38	1	South Kansas	95	Fort Scott HS	279
40	9	West Los Angeles (CA)	94	Fullerton Joint Union HS	282
41	20	Carolina West (NC)	93	Myers Park HS	279
42	-7	New Jersey	92	Ridge HS	211
43	21	Deep South (AL)	91	The Montgomery Academy	258
43	10	Southern Wisconsin	91	James Madison Memorial HS	194
45	7	Central Texas	90	Winston Churchill HS	229
46	-14	Inland Empire (WA)	88	Gonzaga Prep HS	137
47	--	North East Indiana	86	Chesterton HS	402
47	-8	Eastern Missouri	86	Ladue Horton Watkins HS	199
47	-1	Idaho Gem of the Mountain	86	Mountain Home HS	215
50	-25	Utah-Wasatch	86	Davis HS	201
51	-13	Sundance (UT)	84	Bingham HS	175
52	12	Louisiana	83	Comeaux HS	150
52	9	South Carolina	83	Southside HS	208

NFL DISTRICT STANDINGS

(as of Nov. 3, 2008)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
54	4	Lone Star (TX)	82	Plano Sr HS	235
55	-10	Northern Lights (MN)	81	St Francis HS	193
55	24	Heart Of Texas	81	Del Valle HS	208
57	36	Georgia Northern Mountain	80	Henry W Grady HS	231
58	-4	West Iowa	78	West Des Moines Valley HS	214
58	6	Florida Sunshine	78	Pine View HS	145
60	-2	Hoosier Crossroads (IN)	77	Kokomo HS	173
60	-12	Michigan	77	Portage Northern HS	154
62	-11	Wind River (WY)	76	Green River HS	203
62	6	Northern Wisconsin	76	Appleton East HS	236
62	-1	East Texas	76	Dulles HS	179
65	-26	Nebraska South	75	Lincoln East HS	218
65	-23	Hole In The Wall (WY)	75	Cheyenne East HS	219
67	-12	Hoosier Heartland (IN)	74	Ben Davis HS	164
67	4	North Texas Longhorns	74	Flower Mound HS	174
69	5	New York State	73	Scarsdale HS	173
70	-12	North Dakota Roughrider	72	Fargo South HS	168
71	-15	North Oregon	71	Gresham-Barlow HS	144
71	35	Pacific Islands	71	CheongShim Int'l Academy	73
73	-30	Pittsburgh (PA)	70	McDowell HS	169
74	--	North Coast (OH)	68	Gilmour Academy	220
75	22	South Florida	67	Michael Krop HS	111
75	10	New Mexico	67	Albuquerque Academy	135
75	-7	Colorado Grande	67	Canon City HS	117
78	5	Puget Sound (WA)	66	Kamiak HS	149
79	2	Space City (TX)	65	William B Travis HS	136
80	-9	Greater Illinois	64	Belleville West HS	137
81	-13	Western Ohio	63	Centerville HS	106
81	-7	West Oklahoma	63	Norman North HS	218
83	-16	Rocky Mountain-North (CO)	62	Moffat County HS	151
84	15	Georgia Southern Peach	61	Fayette County HS	152
84	-2	UIL (TX)	61	Lindale HS	151
86	-7	Tennessee	60	Montgomery Bell Academy	111
86	1	Mississippi	60	Oak Grove HS	164
86	3	East Iowa	60	West HS - Iowa City	188
89	-6	Kentucky	57	Rowan County Sr HS	126
90	-12	Valley Forge (PA)	56	Truman HS	117
90	-5	Western Washington	56	Gig Harbor HS	182
90	-1	LBJ	56	Princeton HS	152
90	5	East Oklahoma	56	Jenks HS	169
90	-34	West Virginia	56	Wheeling Park HS	86
95	-4	Big Valley (CA)	54	James Enochs HS	88
96	-3	Gulf Coast (TX)	53	Gregory Portland HS	175
96	-9	Tall Cotton (TX)	53	Seminole HS	97
98	-1	West Texas	50	Ysleta HS	84
99	--	Sagebrush (NV)	49	Reno HS	164
100	-4	Pennsylvania	48	Bellwood-Antis HS	133
100	-9	Virginia	48	Randolph Macon Academy	194
102	-1	South Oregon	46	Marshfield HS	74
103	-1	Maine	43	Bangor HS	99
104	1	Capitol Valley (CA)	39	Granite Bay HS	107
104	-1	Iroquois (NY)	39	R L Thomas HS	109
106	-2	Hawaii	34	Kamehameha Schools	88

Report of NEW NFL Members & Degrees by State

October 1, 2008 - October 31, 2008

	Degree of Merit	Degree of Honor	Degree of Excellence	Degree of Distinction	Degree of Special Distinction	Degree of Superior Distinction	Degree of Outstanding Distinction	Degree of Premier Distinction
Alabama	76	22	13	15	10	2	2	
Alaska	8	6	1	1				
Arizona	37	11	8	2	2		3	
Arkansas	5	2		1				
California	532	174	121	83	29	23	7	1
Colorado	171	15	12	7	5			
Connecticut								
Delaware								
District of Columbia		3						
Florida	246	68	45	27	16	10	2	
Georgia	88	32	13	7	2	3	2	
Hawaii	8	1	1	1				
Idaho	23	9	3	6	1	2		
Illinois	57	10	6	12	5	6		
Indiana	63	30	6	6	3	1		
Iowa	82	34	9	13	7	3	1	
Kansas	429	149	79	72	26	13	8	1
Kentucky	12	6	2	1	2			2
Korea	1	3	1				3	
Louisiana	43	10	5	5	5	5	2	
Maine	23		9	6	1	1		
Maryland	17	16	8	6	3	1		
Massachusetts	39	8	6	3	3	1		
Michigan	2	1	1	1	1			
Minnesota	117	67	20	28	13	6	2	
Mississippi	63	29	6	10	2		2	1
Missouri	341	102	43	42	21	13	8	2
Montana	24	11	13	12	1	1		
Nebraska	5			1				
Nevada	93	20	17	12	5	2		
New Hampshire				1				
New Jersey	6	11	5	6	3	1	1	
New Mexico	15		2	4	2	1		
New York	51	28	22	12	9	4	3	
North Carolina	92	23	13	20	3	5		
North Dakota	16	22	2	3	4	2	2	
Ohio	2	2	2	3	2	1		
Oklahoma	16	2	7	3	3	2		1
Oregon	74	12	8	10	1	1		
Pennsylvania	27	16	11	9	3	4	1	
Rhode Island								
Saipan		2						
South Carolina	51	11	10	2	4	3		
South Dakota	60	21	11	9	4	3		
Tennessee	18	9	6	2	4	2	1	
Texas	526	204	119	90	44	29	7	1
Utah	16	5	3	1	1	1	1	
Vermont								
Virginia	26	8	6	3	1			
Washington	40	1	1	5		2	1	
West Virginia	8	5	2	2				
Wisconsin	41	22	12	8	4	2	3	
Wyoming	1		5	1				

Affiliates - Welcome!

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

Discovery Middle School	AL	Highland Park HS	MI
San Jose High Academy	CA	Aitkin HS	MN
Woodland Senior HS	CA	Forest Hills HS	NC
Miami Sunset Senior HS	FL	Westover HS	NC
Davenport North HS	IA	Northeast HS	PA
Peoria Christian HS	IL	Cardinal Newman School	SC
Highlands HS	KY	Cypress Lakes HS	TX
Haynes Academy	LA	Little Elm HS	TX
Century HS	MD	Brookville HS	VA
Mt De Sales Academy	MD	Patrick Henry HS	VA

Featured Cartoon of the Month



clearly, a forensics household

NFL's
Featured Cartoonist,
Yilu Zhang, is a 2008
graduate of North Allegheny
Sr. High School, PA. She
is currently attending the
University of Pennsylvania.

DEBATING YOUR EDUCATIONAL FUTURE?

THE NFL'S COLLEGES AND UNIVERSITIES OF EXCELLENCE WANT TO SPEAK WITH YOU!

The following institutions have set aside scholarships for NFL students:

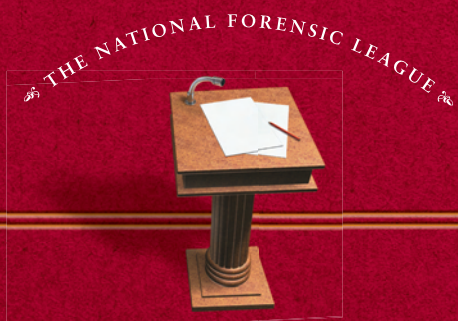
Arizona State University
Bradley University (IL)
Colorado College
Doane College (NE)
Eastern Michigan University
George Mason University (VA)
Gustavas Adolphus College (MN)
Kansas State University
Minnesota State University, Mankato
Ohio University
Pepperdine University (CA)
Point Loma Nazarene University (CA)
Ripon College (WI)
Stephens College (MO)
The University of Texas at Austin
University of Alabama
University of Iowa
University of Nebraska, Omaha
University of Nevada, Las Vegas
University of Southern California
West Texas A&M University
Western Kentucky University

For an up-to-date list of schools
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The NFL Colleges and Universities of Excellence program is a targeted approach connecting 93,000 of the best and brightest students in the country with colleges and universities that support the NFL mission to give youth a voice.

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