

ROSTRUM

VOLUME 84

ISSUE 4

DECEMBER 2009

2009 *Commemorating Our Coaches*





To Finish the Season a Winner, You Need Hard Work and CDE

- **LD Case Series.** (3 or more verbatim cases on both sides, blocks, analysis on each new topic. 50-120 pages an issue.) \$79 for 2010
- **Public Forum Case Series.** (2 or more complete cases both sides, blocks, topic analysis, to you before start of each topic, 40-90 pages an issue.) \$79 for 2010
- **Volume 2 of ADVANCED EXTEMP.** Introductions, vocabulary, drills. \$45
- **Second Edition of ECONOMICS FOR EXTEMP AND DEBATE.** A wonderful tool. \$29
- **INTERNET RESEARCH Book,** all new third edition. Incredible illustrations and tools. \$29
- **GOOGLE Research Book.** Tools and techniques you don't know. It just gets better and better. \$26
- **TEACHER'S INTERNET RESOURCE BOOK.** Become a better coach and a smarter researcher. \$26
- **4 VOLUME NEGATIVE HANDBOOK SET ON POVERTY.**
(743 pages, 100s of negative blocks, generic disads, kritiks, topicality, case turns, counterplans. Paper or e-mail)
- **AFFIRMATIVE CASES BOOK.** (488 pages, answers to generics plus 1AC [and extensions] for After School, Benefit Bank, Birth Control, Child Abuse, Children, Child Support, Disabled, Natural Disasters, Education, Gays & Transsexuals, Housing, IDA, Medical Care, Legal Aid, Mental Illness, Native Americans, Prison, Justice Reinvestment, Rural Public Works.) \$51 on paper or only \$98 with handbooks e-mail.
- **SUMMER CAMP KILLERS.** (546 pages with full spy list of what came out of the camps. Largest block sections [400+ pages] are case specific negative attacks and generic disadvantages.) \$41

TO ORDER (or for more information) phone 575-751-0514 or
e-mail bennett@cdedebate.com or go online to
www.cdedebate.com

University of Texas **National Institute in Forensics**

We invite you to join us for the **17th 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

Summer, 2010

Projected UTNIF 2010 program dates:

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

UTNIF

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

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

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



National Forensic League Coaches: Making a Difference

*by Jason M. Jerista,
Lincoln Financial Group*

There's no debate about it. Nurturing a young mind is one of the most important things you can ever do. Teaching a student to think. To ask questions. To delight in learning. That's why Lincoln Financial Group is a proud sponsor of the National Forensic League. After all, if there is one thing we've learned as a leading financial services company, there are no smarter investments than the ones you make in young people.

Each day, National Forensic League coaches make meaningful investments in the lives of our future leaders. They build confidence, share wisdom, and instill values of integrity, humility, respect, leadership, and service. Through their dedication to the NFL and its student members, NFL coaches are continually making their communities, their country, and their planet a better place.

Too often, NFL coaches' work goes unnoticed. I encourage you to change this. Take the time to thank your coach for the time and energy s/he shares with the NFL. Send your coach a card, feature your coach in a school newspaper, or simply say,

"Thanks!" Regardless of how you do it, thank your coach for making a difference.

Lincoln Financial is proud of all the dedicated NFL coaches and the great work they do each day. Being an NFL coach may not be easy, but it is definitely a worthwhile investment in the future.

To all the coaches in the National Forensic League, THANK YOU! You truly make a difference.



To learn more about some of the distinguished coaches in the League, please view the feature on page 36 of this magazine.

Also, visit <http://www.nflonline.org/Rostrum/HonorsArchive> to read the names of other outstanding NFL coaches who are making a difference. ■



National Forensic League

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

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

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

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

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

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

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

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

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

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

From the Editor J. Scott Wunn



Dear NFL,

In his book, *Competitive Debate: The Official Guide*, Dr. Richard Edwards posits that education can become a “dull process of memorizing mountains of facts” where teachers are “telling students what to think.” He continues by accurately stating that competitive debate is different in that educators teach students how to think.

It is this type of educational leader, this type of teacher, this type of coach who we celebrate in this month’s issue of *Rostrum*. The NFL coaches recognized this month have devoted countless hours to teaching our youth the life skills of public speaking, argumentation, critical thinking, listening, research, and confidence that produce outstanding leaders.

It is time to take pause and remember that without the dedication of educators like those celebrating these historic milestones, it would be impossible to give youth their proper voice in society. It is the voice of leaders.

Sincerely,



J. Scott Wunn
NFL Executive Director

Rostrum

Official Publication of the National Forensic League
PO Box 38
Ripon, Wisconsin 54971-0038
Phone 920-748-6206
Fax 920-748-9478

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

Sandy Krueger, Publications Coordinator
Vicki Pape, Graphic Design Coordinator

(USPS 471-180) (ISSN 1073-5526)
Rostrum is published monthly (except for June-August) each year by the National Forensic League, 125 Watson Street, Ripon, WI 54971. Periodical postage paid at Ripon, WI 54971. POSTMASTER: send address changes to the above address.

Subscription Prices
Individuals: \$10 for one year
\$15 for two years
Member Schools:
\$5 for each additional subscription

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

TOPICS

December 2009 Public Forum Debate

Resolved: That merit pay based on student achievement should be a significant component of K-12 teacher compensation in United States public schools.

January/February 2010 Lincoln Douglas Debate

Resolved: Economic sanctions ought not be used to achieve foreign policy objectives.

2009-2010 Policy Debate

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

Final Ballot for 2010-2011

NFL Policy Debate Topic and Resolution Selection

Please vote for only one topic. The area that receives the most votes will be the 2010-2011 debate topic and resolution.

Military Deployment

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

China

Resolved: The United States federal government should substantially increase its economic engagement with the People's Republic of China on one or more of the following issues: trade, economy, environment.

Coach Name: _____

Coach Signature: _____

School Name: _____

City/State: _____

Please return ballots to the NFL no later than January 4, 2010.

Topic Release Information

Lincoln Douglas debate topics are available by calling the NFL Topic Hotline at 920-748-LD4U (5348) or visiting www.nflonline.org under Resources/Current Topics.

LD 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:

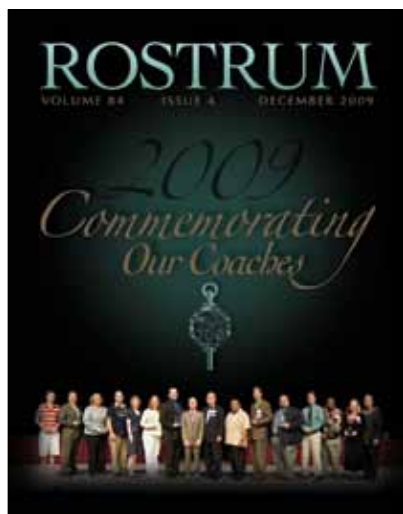
August 15	--	September Topic
September 1	--	October Topic
October 1	--	November Topic
November 1	--	December Topic
December 1	--	January Topic
December 15	--	February Topic
February 1	--	March Topic
March 1	--	April Topic
May 1	--	National Tournament Topic

Policy Debate Topic for 2010-2011

- Topic synopsis and ballot printed in October *Rostrum*
- Final ballot for Policy Debate topic in December *Rostrum*
- Topic for 2010-2011 released in February *Rostrum*

ROSTRUM

Volume 84 Issue 4 December 2009



Cover Story

- 36 Commemorating Our Coaches

In Every Issue

- 2 Essay from Lincoln Financial Group
3 Letter from the Editor
9 How are YOU Giving Youth a Voice?
29 Student of the Year Spotlight
31 Curriculum Corner
65 NDCA Coaches Corner
66 Event Exploration
68 Billman Book Club



In This Issue

- 7 Board Election Information
8 Special Messages to 2009 National Tournament Qualifiers
11 Leading Through Speech: How Leaders Champion Their Cause
by Steven D. Cohen
14 Meet Joshua Segall: 2009 Harold Keller Public Service Leadership Award Winner
by Kayla Clayborne
15 Service Through the NFL: More than an NFL Points Category
by Nicholas Owen
17 Policy Debate is Committing Rhetorical Suicide: Let's Save Lincoln Douglas
by Dan O'Rourke
21 Truth or Consequences: A Response to Nelson's World Comparison LD Paradigm
by Jason Baldwin
28 In Memoriam
46 Hall of Fame Nominations
70 Standings Report
72 Welcome New Affiliates

The new way to run your tournament!

- Easy-to-use • No software to install
- Can run on multiple computers • Post results with one click
- Register your entries online • Fast and smart scheduling
- Speech and debate in one system • Free tech support
- Used at hundreds of tournaments • Affordably priced

guided setup wizard

A step-by-step process for setting up, sending invitations, running registration and scheduling.

online registration

Send email invitations to coaches who then send in and manage their entries online.

quick, smart scheduling and tabulation

Speech and debate scheduling, tiebreakers and scoring rules customized for your tournament.

easy to use

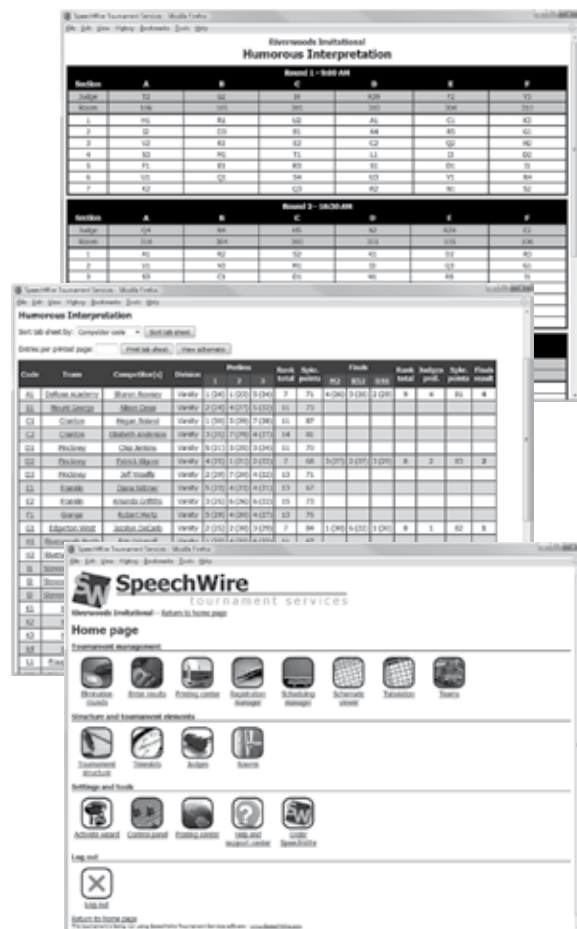
Clearly labeled icons and plain English directions arranged in a way that makes sense.

public results posting in a click

Your tournament results are linked to all other results from the season for searching by student or team.

already used at hundreds of tournaments

SpeechWire has been used in seven states, and runs the state series in Illinois and Ohio.



get SpeechWire for your tournament!

go to **SpeechWire.com** to learn more
Check out public results from 2008-2009, and place your order!



SpeechWire

tournament services

Email support@speechwire.com for more info

Board Election Information

NATIONAL FORENSIC LEAGUE Election Year for Board of Directors

Election of Board Members shall be conducted in even-numbered years as follows:

- Any member coach with five years of NFL coaching experience and any current or past District Chair may become a candidate for the Board of Directors by so advising the Executive Director in writing before February 1, 2010 **by certified mail**.
- Present members of the Board of Directors whose terms expire on July 31 shall become candidates for re-election by filing a written statement with the Executive Director by February 1, 2010 **by certified mail**.
- No person may be a candidate or serve as a member of the Board of Directors if he or she will reach 70 years of age before or during his or her term in office. This rule does not apply to the Administrative Representative who is appointed by the Board of Directors every two years.
- Each candidate shall be allotted one *Rostrum* column, unedited by the NFL National Office, to support his/her candidacy. The column must be no longer than 400 words in length and must be submitted in writing to the Executive Director by February 1, 2010 **by certified mail**. Each candidate may include a photo to accompany the column.
- Each provisional, member, and charter chapter school shall be mailed a ballot on which the candidates' names appear in an order drawn by lot and on which the school shall vote for four candidates. A chapter's active members and degrees (total strength) on record in the National Office on May 1, 2010 shall determine the number of votes it is allotted. A charter chapter will be granted the number of votes equal to its total strength. Provisional and member chapters shall be granted the number of votes equal to one-half their total strength.
- All seats are not up for election. Board members Don Crabtree, Harold Keller, Pamela McComas, and Timothy Sheaff were elected in 2006, and their seats are up for re-election in 2010.

Ballots will be mailed to schools on April 1, 2010.

Schools not receiving a ballot by April 9, 2010 should contact the National Office.

Reminder: The deadline for returning ballots is (postmarked) no later than May 1, 2010.

Results will be posted at www.nflonline.org on May 14, 2010.

Families *Leading* the Way...

The people featured here made gifts to the Bruno E. Jacob Youth Leadership Fund in honor of their 2009 National Tournament competitor. Their generosity supports the NFL in giving youth a voice for generations to come. If you'd like to join them and be featured in the January *Rostrum*, contact the NFL today!

In Honor Of: **Stuyvesant High School, NY**
Message From: Marla Tepper, Charles Downs, and Harlan and Liam Downs-Tepper

Best wishes and congratulations to the Stuyvesant High School team and all our NFL friends.

In Honor Of: **Rod Abhari**
Bixby High School, OK
Message From: Anne and Ramin Abhari

You fulfill all our dreams. We know great things await you and we can't wait to see where they take you. Love, Mom and Dad

In Honor Of: **Saraga Reddy**
Tigard High School, OR
Message From: The Reddy Family

Saraga, we are very proud of your accomplishments in speech and debate.

In Honor Of: **Blair Brewer**
Southside High School, SC
Message From: Amy and Walt Brewer

We are so proud of you! Go, Blair!

In Honor Of: **Jacqueline Reine Sutherland**
New Trier High School, IL
Message From: Susan and Eric Sutherland

Continue to reach for the stars!

In Honor Of: **Brice Ezell**
Bakersfield Christian High School, CA
Message From: Dad, Mom, Brian, and Cherilee Ezell

We are so proud of you, Brice, and your wonderful accomplishments.

In Honor Of: **David Schlenker**
Newton South High School, MA
Message From: Debra Poskanzer and Howard Schlenker
A great way to cap off four great years on the speech team! Love, Mom and Dad

In Honor Of: **Briana Hoy-Skubik**
Wooster High School, OH
Message From: Karen Skubik and Casey Hoy

We admire your ability to persevere through the ups and downs of high school to qualify for the national tournament. An amazing future awaits you! ~Mom and Dad

In Honor Of: **Naureen Singh**
Rampart High School, CO
Message From: The Singh Family
Wow! Noor, we are so proud of your talents and accomplishments in the field of speaking and writing. We all love you so much.

*Giving youth a
voice since 1925*

In Honor Of: **Sam Sulam**
Ribét Academy, CA
Message From: Mom and Dad
Congratulations, your hard work has brought you much success.

Please send your tax-deductible donation to: Bruno E. Jacob Youth Leadership Fund, PO Box 38, Ripon, WI 54971
Or visit us online: www.nflonline.org/GivingBruno

How are YOU Giving Youth a Voice?

by Bethany Rusch



Nathan Futrell, participating in a community service project at Holly Hill Children's Services.

Nathan Futrell believes that forensics provides young people with the toolkit necessary for building a successful life and career. The communication skills he developed and the strong values he solidified during his high school speech years laid the foundation for his future as a social worker. Now, as a young professional early in his career, he chooses to give back to the NFL to ensure that others receive similar life-changing opportunities.

During his time as a student at Graves County High School ('03) in Mayfield, Kentucky, Futrell earned a total of 384 points through speech events and service. One of the greatest lessons Futrell learned under the tutelage of Coach Jennifer Tilford was professionalism. "She expected us to be prompt, courteous, mature, efficient, and thorough." Nathan recalls, "In the years I was a member of the forensic team at Graves, we had a reputation statewide for having a very professional demeanor and a drive to perform to the best of our ability." Coach Tilford also expected her students to act with integrity and to "do the right thing without being

told." Futrell notes that he has carried that professionalism and drive with him into his career as a social worker.

The values Tilford instilled in Futrell mirror those found not only in the NFL's Code of Honor, but in the Code of Ethics of the National Association of Social Workers which cite service, social justice, integrity, and competence as ethical standards. Futrell firmly believes that his training in forensics was instrumental in securing his current position as a Foster Care Case Manager at Holly Hill Children's Services in California, Kentucky. Futrell just graduated this past

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, alumni, 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.

spring from Murray State University, yet in March interviewed so well that he was hired over eighty other applicants—most of whom were more educated and experienced than he.

That's why Futrell encourages his young clients in the foster care system to get involved in extracurricular activities in high school. He believes that in forensics they'll find an activity they'll enjoy, a supportive peer group, and the communication skills needed to succeed in life. For Futrell, his

forensic team "offered a safe haven for an eclectic mix of oddballs, outcasts, and teenagers who would otherwise have fallen by the wayside." Futrell states, "Many of them had problems at home or within themselves that they could forget about on stage. They found solace and camaraderie in being a part of a team. It was something good in their lives where they felt wanted and accepted." Futrell remembers, "We didn't judge each other for being different—we celebrated those differences. We found each other's strengths and uniqueness and showed each other how to utilize and improve those qualities." For Futrell, forensics was more than simply competitions: It was about forming human connections.

Futrell notes, "I didn't have it that hard in high school, especially compared to the teenagers I work with now as a social worker in the foster care system. Regardless of a student's background, the environment in forensics builds self-esteem and encourages growth." For this reason, Futrell donated to the Bruno E. Jacob Youth Leadership Fund during the NFL's Second Annual Spring Alumni Telephone Appeal. He believes that every child should have the opportunity to participate in forensics to learn life skills and enjoy themselves at the same time. States Futrell, "Forensics enriched my life, and if my small donation can help the NFL continue its programs and mission, I'm glad to be a supporter and will continue to be one in the future." ■

About the Author

Bethany Rusch has been serving the League as Director of Development since July 2008, working to secure funds needed to support speech and debate education across the country.

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

Interested in College Forensics?

Become a Minnesota State Maverick!



MSU Forensics at Minnesota State Tournament, 2009

>Program Mission

The MSU-Mankato Forensic Program strives to create opportunities for self-improvement and program excellence in the arena of competitive speaking. Any undergraduate student enrolled at MSU- Mankato is eligible to participate regardless of previous experience or selected major.

>Tournaments and Travel

The team travels to approximately 10 tournaments each semester. Some students choose to attend all of these tournaments, whereas others may choose to attend only a few. The team travels locally, regionally and nationally. The program is generously funded through student activity fees, consequently the program covers all costs for transportation, hotel and entry expenses.

>Scholarships

Talent grants in the amount of \$550.00 per semester are available to incoming freshman who are committed to participation on the team. Additionally, returning team members are eligible for the Larry Schnoor Scholarship which is awarded to at least one student each year. Contact the Director of Forensics for more information concerning available scholarships.

As part of The NFL College and Universities of Excellence program, one Talent Grant is set aside for NFL members



MSU- Mankato has a Large Coaching staff, including two tenure track faculty and multiple graduate students

>Contact Information

Dr. Leah White
Director of Forensics
Department of Speech Communication
230 Armstrong Hall
Mankato, MN 56001
Leah.White@mnsu.edu
(507)389-5534 - Faculty Office
(507)389-2213 - Departmental Office
www.mnsu.edu/spcomm/speechteam

Leading Through Speech: How Leaders Champion Their Cause

by Steven D. Cohen

Public speaking is about exercising leadership and exuding trust. As a leader, your goal is to persuade other people to do what you want them to do—for your own ends, and more importantly, for their own good. But to get the audience on your side, it is essential that your audience members trust you—trust that you believe in your message, trust that you care about them, and trust that you will do what you say you will do.

One person who has exercised leadership and exuded trust is Georgia Congressman John Lewis. At the Theodore H. White Lecture on Press and Politics at Harvard Kennedy School, Congressman Lewis (2009) spoke passionately about the African American struggle for equality and the importance of never giving up:

As a nation and a people we have come a great distance. For hundreds of years, there have been a people struggling and believing, pressing and praying, sacrificing and dying in hopes that they could bring this nation to this moment and beyond... When nothing else will do, you have to believe that it can be done. People told us that we wouldn't make it from Selma to Montgomery, that we wouldn't get a voting rights act passed, that we wouldn't get a civil rights act, but we didn't give up. You must never, ever give up. There may be some disappointments, some interruptions, some setbacks, but you keep pushing, you keep moving. (p. 31)

As Congressman Lewis explains, you must keep pushing forward if you want to achieve real change, no matter how difficult the roadblocks may appear.

This same philosophy applies to speaking in public. Public speaking can be scary, and most of us are not naturally at ease on stage. But if you believe that you have an important message to share, then it is time to step up. You must set aside any fear you have, even fear of being in the spotlight, because public speaking is not really about being in the spotlight. On the contrary, it is about self-sacrifice. It is about using your voice to say something that really matters.

Everyone has a message to share. You may want to convince your fellow community members why you would make the best candidate for mayor, encourage students at a local university to vote in an upcoming election, or raise money for a nonprofit organization that serves pediatric cancer patients and their families. Public speaking is not something you can afford to do once in a while; it is a critical skill that you can use to champion a cause about which you care deeply.

In order to mobilize and inspire your audience, you must do more than share a message; you must champion a cause. To champion a cause effectively, you need to address the following three key questions:

- Why is the cause important?
- What can others do to help?
- Why is it important to act right now?

When Senator Hillary Clinton decided to suspend her presidential campaign, she had to convince millions of followers to support Barack Obama—a man who was once her chief democratic rival. By addressing these three questions in a speech that she delivered to supporters in the nation's capital, Senator Clinton (2008) championed the importance of electing Senator Barack Obama as the 44th President of the United States:

I entered this race because I have an old-fashioned conviction that public service is about helping people solve their problems and live their dreams. I've had every opportunity and blessing in my own life, and I want the same for all Americans. And until that day comes, you'll always find me on the front lines of democracy, fighting for the future. The way to continue our fight now, to accomplish the goals for which we stand is to take our energy, our passion, our strength, and do all we can to help elect Barack Obama, the next President of the United States. Today, as I suspend my campaign, I congratulate him on the victory he has won and the extraordinary race he has run. I endorse him and throw my full support behind him. And I ask all of you to join me in working as hard for Barack Obama as you have for me...

We may have started on separate journeys, but today our paths have merged. And we're all heading toward the same destination, united and more ready than ever to win in November and to turn our country around, because so much is at stake. We all want an economy that sustains the American dream, the opportunity to work hard and have that work rewarded, to save for college, a home and retirement, to afford that gas and those groceries, and still have a little left over at the end of the month, an economy that lifts all of our people and ensures that our prosperity is broadly distributed and shared... We cannot let this moment slip away. We have come too far and accomplished too much. (p. 2)

Senator Clinton provides clear answers to each of the three key questions:

She explains why the cause is important: “We all want an economy that sustains the American dream, the opportunity to work hard and have that work rewarded, to save for college, a home and retirement, to afford that gas and those groceries, and still have a little left over at the end of the month...”

She articulates what others can do to help: “The way to continue our fight now, to accomplish the goals for which we stand is to take our energy, our passion, our strength, and do all we can to help elect Barack Obama, the next President of the United States.”

And she emphasizes why it is important to act right now: “We cannot let this moment slip away. We have come too far and accomplished too much.”

As Senator Clinton knows from her years in politics, answering these three key questions is just a start. Part of being a leader is getting your audience to trust you by supporting a cause that energizes you and motivates you to speak out. But you can’t simply tell your audience that you are passionate—you have to demonstrate that you are passionate. And how do you know if you are *passionate*, versus, say, *driven*? Randy Komisar (2000) explains this

distinction in his book, *The Monk and the Riddle*:

Passion *pulls* you toward something you cannot resist. Drive *pushes* you toward something you feel compelled or obligated to do. If you know nothing about yourself, you can’t tell the difference. Once you gain a modicum of self-knowledge, you can express your passion. But it isn’t just the desire to achieve some goal or payoff, and it’s not about quotas or bonuses or cashing out. It’s not about jumping through someone else’s hoops. That’s drive. (p. 84)

You will earn your audience’s trust if you are *passionate* about your cause. If the magnetic effect a cause has on you is palpable, your audience is more likely to find your cause compelling.

There may be times when you have to speak about difficult subjects—say, an election primary loss or a budgetary shortfall. However, you will still be able to champion your cause effectively if you passionately convey why the cause is important, what others can do to help, and why it is important to act right now.

References

- Clinton, H. (2008, June 7). Transcript: Hillary Clinton endorses Barack Obama. *The New York Times*. Retrieved from <http://www.nytimes.com>
- Komisar, R. (2000). *The Monk and the Riddle: The education of a Silicon Valley entrepreneur*. Boston, MA: Harvard Business School Press.
- Message of Hope. (Spring 2009). *Harvard Kennedy School Magazine*, 31. ■

About the Author

Steven D. Cohen is an award-winning speaker who teaches professional public speaking at Harvard University, delivers interactive public speaking seminars at academic conferences and corporate events, and helps high potential leaders improve their public speaking skills. An expert on speech delivery, Steven writes about the music of speech and the use of musical images to enhance vocal delivery. Steven invites you to contact him at sdcohen@post.harvard.edu.



THE JULIA BURKE FOUNDATION IS SEEKING NOMINATIONS FOR THE 2010 JULIA BURKE AWARD

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

If so, we invite you to nominate one individual no later than MARCH 15 for the 2010 TOC Julia Burke Award. Any policy debater who is eligible or expected to be eligible to compete in the Tournament of Champions may be nominated (preferably including examples, anecdotes, and the identity of the person submitting the nomination). Nominations may be submitted at www.JuliaBurkeFoundation.org.



Speak up on climate change.

Win a trip to The Netherlands!

This fall, high school students all over the world participated in The People Speak Global Debates. This spring 2010, join students around the world in this international dialogue about climate change.

Raise your voice, and be rewarded! Winning teams will receive scholarships and trips to the IDEA Youth Forum in The Netherlands!

The quick details:

1. Register at ThePeopleSpeak.org/register
2. Visit nflonline.org/Partners/ThePeopleSpeak to learn about exciting incentives for NFL schools
3. Hold a public debate or performance showcase during the months of March or April, 2010; check ThePeopleSpeak.org for the spring topic
4. Earn additional credit toward the contest by creating video PSAs, getting elected officials involved, conducting service projects, and more!
5. Submit proof of your projects!

RESEARCH climate change at wiki.idebate.org

Register NOW! ThePeopleSpeak.org/register

Meet Joshua Segall:

2009 Harold Keller Public Service Leadership Award Winner

by Kayla Clayborne

From high school speech and debate to winning the Democratic primary for a US Congressional seat before the age of 30, Joshua Segall's public service leadership has already made a difference in numerous lives. He is recognized as a tireless advocate for strengthening rural economies and supporting local agriculture. At the 2009 NFL Tournament in Birmingham, Alabama, he was honored with the Harold Keller Award for Public Service Leadership.

"Even though he is still quite young, Josh has demonstrated a deep commitment to and passion for public service," said John McWilliams, former speech and debate teammate and current Montgomery Academy teacher. "Furthermore, he has clearly put the skills that he developed during his years as an active member of the National Forensic League to good use."

In 1997, Segall received his diploma from Montgomery Academy in Montgomery, Alabama, and enrolled in Brown University. At Brown, he served as the president of both the College Democrats and the University Lecture Board and taught debating and writing skills to juvenile offenders at the Rhode Island Training School. Upon completion of his bachelor's degree in Philosophy and Political Science, Segall went to work on the campaign trail. He served in prominent leadership positions on two gubernatorial races and a US Senate race before enrolling at the University of Alabama School of Law.

In law school, Segall founded Homegrown Alabama, a grassroots organization designed to support local farmers by getting Alabama universities to buy "homegrown" produce. In addition, he taught an undergraduate class teaching campaigning skills that ended up starting a farmer's market on campus. With planning and hard work, Homegrown Alabama helped the university community come together to support Alabama's farmers while creating an economic benefit for their state. This leadership experience was a springboard for Segall's run for US Congress in 2008.



Joshua Segall accepts the 2009 Harold Keller Public Service Leadership Award in Birmingham, Alabama

"Joshua decided to take on the daunting task of challenging an incumbent for Alabama's 3rd Congressional District seat," said Segall's former coach, James Rye, III. "...Joshua faced a monumental battle against an opponent with a safe seat and lots of cash in hand. This did not deter Joshua. He was able to secure the Democratic nomination and quickly began raising more money than anyone could envision. In the end, he lost his campaign, but proved it could be done. He only lost by six points, and Joshua, at the time, was only 29 years old!"

Segall currently practices law in Montgomery as a civil defense attorney. In April of 2009, he announced his candidacy once again for Alabama's 3rd Congressional seat where he will face incumbent Mike Rogers in the 2010 Congressional election.

"I believe [Segall's] story will be inspirational to the young men and women participating in high school speech and debate," said McWilliams. "He serves as a positive role model as someone who has dedicated his life to public service early in his professional career. The common denominator throughout all of his work is a desire to serve this country and the people who inhabit it." ■

About the Author Kayla Clayborne works for the Stennis Center for Public Service. Please see sidebar, opposite page, for more information about submitting nominations for the 2010 Harold Keller Public Service Leadership Award.

Do you have a former student congress participant who has made significant contributions to public service leadership?

Nominate him/her for the **2010 Harold Keller Public Service Leadership Award** to be presented at the National Forensic League's **2010 National Tournament** in Kansas City, Missouri.

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 25, 2010**, to be considered for the award. Applications can be downloaded under the tournament section on the NFL's Web site: www.nflonline.org/DistrictInformation/AwardNominationApplication

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

Service through the NFL: More than an NFL Points Category

by Nicholas Owen

I have been known by many to be a little competitive—okay, like most forensic coaches, very competitive. It's that drive that pushes all of our students to greatness. In this quest, I learned about how students could achieve service points and how some even counted for district and national points above the 1,500. Some examples of these are the IPPF Debates, The People Speak Initiative, etc. These have allowed many of my students to move on, and a few even became NFL All-Americans. But it wasn't until this summer at the NFL Summer Leadership Conference when I realized exactly what service really meant to the NFL.

We have the fortunate chance to work with the brightest leaders of tomorrow and literally mold them into our bosses. We have an obligation to not only give them fantastic communication skills, but help them with their life skills. The NFL has a category for that, service. The service category is currently thought of as other public speaking involving 25 or more adults for which students can receive points. As great as this currently is for many of our students, I will encourage many of you to be different than me. Don't focus on just achieving points, but how we can service our community through forensics and debate.

Quoting the NFL Web site, "When students are exposed to hands-on, real-world communication experiences, their learning extends 'beyond the tournament,' and so in the spirit of honoring service, one of the five values of the NFL Code of Honor, the NFL rewards participation in forensic service projects." The current Policy debate topic is a perfect avenue. As many of you are aware, the topic is dealing with United States increasing social services to those in poverty. Many times debate resolutions lend themselves to real life situations. This year is no exception. Our local debate team is working with many local organizations to help bring this

topic to real life. One example is our local supermarket donating one canned good to the local food bank for each win from the year. Another example is our work with the local United Way to hold a public debate alongside their annual fundraising campaign to promote the idea of how the United Way helps local poverty. These are just two examples of how kids are getting real world examples they might have never had. As educators, we need to try to help these topics relate to them in life, and application not only helps our teams' perception in the community, but helps each student individually.

Medals and trophies will tarnish or possibly get lost with all the journeys students will take, but life experiences can never be taken away. Think outside, literally, of the classroom to help students connect. You will find this not only helps their debate, but their oration topics, understanding of their acting selections, and much more. As we have all sat through many in-services with teachers from across the curriculum, I have to tell you that I have not found any more creative than my colleagues in the NFL. Together we can develop many more examples of service to our communities.

The NFL is currently looking at more ideas for service to the community. If you have great ideas, please submit them to the NFL. Some of these are being considered to be used for NFL points in the service category, while others could be posted on the Web site under teaching resources or service projects. All of these and much more can be accessed on the Web site, but like our students, there is always room for growth. ■

About the Author

Nicholas Owen is District Chair for the West Kansas NFL. He also serves as the head coach of Salina High Central (KS), the three-time defending state champions.

NORTHWESTERN UNIVERSITY



DEBATE



INSTITUTE 2010

**rising seniors
rising juniors, rising sophomores
4-WEEKS (July 11 - August 7, 2010)**

Scheduled Faculty Includes:

**Dan Fitzmier
Luke Hill
Stephanie Spies
Matt Fisher
Johnathan Paul
Greg Achten
Jeff Buntin
LaTonya Starks**

**Christian Lundberg
Tara Tate
Tripp Rebrovick
John Warden
Jonah Feldman
Seth Gannon
and more.....**

**www.northwestern.edu/nhsi
1-800-662-NHSI
nhsi@northwestern.edu**

Policy Debate is Committing Rhetorical Suicide: Let's Save Lincoln Douglas

by Dan O'Rourke

Thirty-five years ago I was a mediocre high school extemper. Though I did not win much, I learned a great deal about public speaking and myself through the competitive experience. In college, I continued to compete in forensics and began my study of communication in earnest. I went on to earn a Masters and Ph.D. in Rhetoric and Public Address, but believed that my association with competitive speech and debate had come to an end. Three years ago, I was pleasantly surprised when my son entered the world of high school debate. He was chosen to compete in an event called Lincoln Douglas debate. I assumed this event would be a form of one-person Policy debate. Fortunately, I was wrong.

In 1974, my senior year, my home state of Ohio was at the pinnacle of Policy debate. Toledo Whitmer had recently won its second national championship and third consecutive state championship.¹ Policy debate was so popular that tournaments held four flights of debate for varsity, junior varsity, sophomore, and novice competitors. In the pre-internet/computer days, Policy debaters learned to “tear apart” the government documents section of the local academic library to fill their file boxes with evidence cards. These individuals were among the best and the brightest at every high school. We “speechies” found the rate of speaking in Policy to be too fast but there were constraints on the delivery of successful debaters. The majority of weekend judges were speech coaches and parents; therefore, Policy debaters were limited in their acceptable rates of delivery. This is the world of debate that I had known.

I reentered the world of forensic competition in 2006 and was ready to begin my role as a debate parent judge. I assumed that I could evaluate any category of debate since I had experience, advanced training in argumentation and debate (I teach an Argumentation course in college), and I had

studied the new topics. Sadly, I was mistaken. My first round of Policy I was assaulted with the question, “What is your paradigm?” I had no idea of what they were talking about so I offered a list of my past qualifications in an effort to prove myself worthy of judging four teenage debaters. Second, I readied my pen and legal pad to flow the round. It was an impossible task. The rate of speech, the disorienting double-breathing techniques, and the rampant debate jargon made the first affirmative incomprehensible to me. Meanwhile, my former-debater judging colleague typed feverishly on his laptop to flow but disdainfully played Solitaire during prep times. I soon learned that this was the state of Policy debate. Numbers of competitors were down, public schools were dropping Policy programs, and only an elite class of competition was flourishing. It quickly became apparent to me: Policy debate is committing rhetorical suicide.

This issue has concerned me for the past three years and so it was with great interest that I read Steven P. Kennedy’s article in a recent issue of *Rostrum*.² I am heartened that there are a few quality judges holding Policy debaters to a reasonable standard of communication. Sadly, however, I am far more pessimistic than Kennedy about the state of Policy debate and believe it may be too late to save it. Lately, I have been seeing more and more of the negative characteristics of Policy creeping into rounds of Lincoln Douglas competition. My purpose in writing this essay is to identify these trends and offer suggestions to save Lincoln Douglas debate.

First, judging panels for Lincoln Douglas debate must be extended to include qualified judges from all areas of speech and debate. Policy debate has become a contest for Policy debaters, run by Policy debaters, and judged exclusively by ex-Policy debaters. Anyone wishing to see a championship round of Policy debate should refer to the Web site <http://www.schooltube.com/video/3312/2007-Glenbrooks-Policy-Debate->

Championship-Part-1.³ I offer this round from the Glenbrooks tournament as a top-flight example of Tournament of Champion style of Policy debate. There is no “real world” application to this form of communication. Teachers would not permit such histrionics in a classroom. No judge would tolerate it in a courtroom and legislators would bar it from political debate. When I show this example to friends and academic colleagues, the reaction is either revulsion or laughter. Where is the academic application to Policy debate? Could this example of Policy debate in any way be considered effective communication? Lincoln Douglas debate can save itself by reaching out to a wider audience. The value-oriented debate was initiated as a corrective to the perceived problems of Policy. Tournaments should consciously place non-debate judges in elimination rounds of Lincoln Douglas debate to ensure that it remains an audience-centered form of persuasion. All speech and debate judges should be trained in the time limits and rules of the event. In Lincoln Douglas, all judges should be informed about current events but be able to evaluate the affirmative and negative arguments without political or social bias. Ideally, this would mean that any well-informed citizen could serve as a credible judge for Lincoln Douglas debate.

Second, Lincoln Douglas debate must minimize the use of jargon. Jargon is defined as “the specialized vocabulary and idioms of those in the same work.”⁴ It should also be noted that a secondary definition is “jibberish,”⁵ which would reflect the understanding of those outside the select profession. Every discipline develops its own shorthand terms to save time in discussion and to distinguish one specialized area from another. Over the years Policy debate has become inundated with acronyms and strategies that have been reduced to jargonistic phrases known only to those schooled in “Policyspeak.” Kritikal analysis strategies on “eco-fem, capK, Heidegger, or

eco-Buddhism”⁶ might as well be spoken in Greek to the average judge. Lincoln Douglas debaters have begun to develop a terminological set of their own. Debates must focus on values, evidence, and issues rather than rhetorical skirmishes over the superior use of jargon. Joseph Martin III recently wrote: “(LD) Debaters... often make use of the world of philosophy to give the appearance of authority, intelligence, and gravitas.”⁷ Philosophy can inform or obfuscate. Arguments derived from Locke’s Social Contract can succinctly explain complicated relationships between the rights of the individual and the responsibilities of the state. However, when such philosophical treatises obscure rather than explain an argument to the judging panel, they are reduced to jargon that alienates judges.

Third, the primary function of Lincoln Douglas debate must be educational. Policy debate has become argumentation on steroids. Our hyper-competitive culture has turned a once proud educational tool into an exercise in garishness. The season begins for many debaters with a mandatory trip to a summer camp. Briefs are prepared, evidence is disseminated, and speakers are taught to breath in a way that allows them to spew out more meaningless sounds per minute. In ancient Greek society, rhetoric and the dialectic were means of engaging a learned individual in a discussion that might enlighten both parties. Critical thinking, research, and eloquence were the tools of public citizens engaged in a debate. I fear that Policy debate, or at the very least national Tournament of Champion Policy debate, has become an elitist exercise in rapid response. The fundamentals of effective communication have been lost. Research is supplemented with too much purchased evidence for fear that an opponent with the “professional material” will gain a competitive advantage. Critical thinking is now masked as “kritiques.” Tools of

persuasion, eloquence and audience-analysis, are deemed irrelevant by the judging preference sheets of competitors-turned-judges who challenge the debaters to speak faster. Lincoln Douglas debate allows coaches to introduce the students to scholarly research, moral philosophy, civics, contemporary social issues, and the study of communication. Argumentation and debate are grounded in the study of communication. High school coaches whose academic training lies in English, history, theater, political science, or some other area of academic study could benefit from a workshop in communication. The National Forensics League has committed itself to professional recognition and training of the dedicated individuals who serve as high school speech and debate coaches.⁸ I offer this suggestion not as an act of professional vanity but rather as a refresher course in the fundamentals. High school speech and debate coaches instinctively know from years of experience if a cutting or an argument will work in their district. To teach students this art of audience analysis, one must be familiar with the study of communication.

It has been a great joy to me to return to the weekends of lukewarm coffee and stale donuts that we know as speech and debate. I learned so much from the activity, my fellow competitors, and my coaches more than three decades ago that the study of communication became my chosen profession. As a second-generation forensic parent, it has been wonderful to watch my son grow as a person and a competitor in Lincoln Douglas debate. I have judged extensively over the past three years and really grown to appreciate the intellectual rigor and art of value-oriented debate. Sadly, my experience with Policy debate has been far less rewarding. My brother was a Policy debater in high school and I always admired his passion and dedication for research and the crafting of effective cases. Today, I find myself

apologizing for what has become of this once proud form of intellectual engagement.

I fear that Policy debate may soon die in the public schools. In this era of economic recession and cutbacks, it is difficult to justify the costs of a Policy debate program that requires camps, purchased evidence, paid former competitors as judges, and expensive travel to serve the needs of so few students. Elite Tournament of Champion programs may flourish in private academies but it would be a great loss to our public educational programs if students were not trained in the arts of rhetoric and argumentation. The world is becoming more diverse every day and information grows exponentially via the internet and media services. More than ever, students need to learn how to think critically, evaluate information, and test themselves and others through the effective presentation of arguments. I fear that Policy debate may be lost to us. The community of Policy debate has created a cult of communication that serves only its own purposes. If we act now by implementing a few simple suggestions, we can save Lincoln Douglas debate from the same forces of hyper competitiveness and preserve its rhetorical integrity. ■

About the Author

Dan O’Rourke is an Associate Professor of Communication at Ashland University in Ashland, Ohio. He competed in Boys’ Extemporaneous Speaking from 1972 to 1974.

¹ Ohio High School Speech League. http://www.ohssl.org/index.php?option=com_content&view=article&id=9&Itemid=30

² Kennedy, Steve P. “Sweet Home Indiana or How to Fix Policy.” *Rostrum* 84 (2), 34-35.

³ <http://www.schooltube.com/video/3312/2007-Glenbrooks-Policy-Debate-Championship-Part-1>

⁴ “Jargon.” *Webster’s New World Dictionary of the American Language*. 2nd college ed. 1974.

⁵ “Jargon.” *Webster’s New World Dictionary of the American Language*. 2nd college ed. 1974.

⁶ Richards, Jeffrey A. “The Line Between Policy and Value Debate: Notes From the National Circuit.” *Rostrum* 83, 8: 25-27.

⁷ Martin III, Joseph. “Oh Mr. Lincoln and Mr. Douglas! Look What Has Become of You: A Call to L/D Debate Action.” *Rostrum* 83 (7), 33-37.

⁸ Wunn, J. Scott. “Empowering Educators: NFL’s Commitment to Professional Development.” *Rostrum* 83 (4), 7-10.

2009 Final Round DVD Special

\$180.00

plus \$10 shipping

Get the 2009 Final Round DVDs

*Awards Ceremony
International Extemp
Lincoln Douglas Debate
Original Oratory
Policy Debate
Public Forum
Student Congress
United States Extemp
Supplemental Events
(Expository, Extemp Commentary, Impromptu)
a \$360 value!*

HURRY!
Discounted Price Ends
January 1, 2010

Name _____
School _____
Address _____
City _____ State _____ Zip _____

We accept Mastercard, Visa, Discover, and American Express
Credit Card Number _____
Expiration Date _____ Security Code _____

or
P.O. # _____
(Copy of P.O. must be enclosed with order)

Interpretation events cannot be sold because of copyright laws, but can be obtained by contacting the NFL office.

Harvard Institute for Public Forum Debate

In Cooperation With Planet Debate



Lab Leaders

**Mike Wascher — Lake Highland
Workshop Director & Senior Lab Leader**

**Beth Eskin — Timber Creek High School — Senior Lab Leader
Jeff Roberts — Mountain Brook — Senior Lab Leader**

Lecturers

**Dallas Perkins, Coach of Debate, Harvard Debate Council
Sherry Hall, Coach of Debate, Harvard Debate Council
Stefan Bauschard, Harvard Debate & Planet Debate**

Guest lectures by faculty from Harvard and other major universities

Harvardpfdebate.org

July 4-16th, 2010

\$2495

Truth or Consequences:

A Response to Nelson's World Comparison LD Paradigm

by Jason Baldwin

In the April 2009 *Rostrum*, Adam Nelson proposes a “comprehensive theory of Lincoln Douglas debate.” I share some of the concerns that motivate his proposal. Like Nelson, I deplore the imposition of an affirmative burden of proof by many judges that has rewarded negatives for multiplying frivolous generic objections rather than offering substantive competing arguments against the resolution. I also agree that LD's traditional value premise and criterion structure, whatever its original merits, has evolved into a confusing and needlessly stifling constraint. But I do not believe that Nelson's diagnosis of the cause of these problems is accurate or that his prescription is a cure. After briefly sketching his position, I shall summarize the reasons for my skepticism.

I. The World Comparison Paradigm

Nelson's proposed theory of LD is intended to replace what he calls the “truth-statement model of the resolution.” On this model, the resolution is treated as making a truth-claim, and the debate is to focus on whether the resolution is true or not. Debaters have the burden of proving that the resolution is true or false (or more likely to be true than false, or vice-versa), and judges should assess rounds by determining which debater more effectively performs this task. Let's call this truth-statement model the *resolutional truth paradigm*.

Nelson appears to have two main problems with the resolutional truth paradigm. First, he claims, it imposes too heavy a burden on the affirmative. According to Nelson, if the affirmative has a burden to prove the resolution true, then “insofar as we intuitively tend

to disbelieve truth-claims until we are persuaded otherwise, the affirmative has the burden to prove that statement absolutely true.” And this burden, in turn, makes the affirmative vulnerable to “a range of [negative] strategies that many students, coaches, and judges find ridiculous or even irrelevant to evaluation of the resolution.” Examples of such allegedly undesirable negative strategies include arguments that truth is unknowable, that there are no moral truths, and that we cannot trust our senses or reason. Nelson's thought seems to be that it is much easier for the negative to cast doubt on some element of the affirmative's arguments for the resolution than it is for the affirmative to establish any such argument beyond reasonable doubt. Call this the *unequal burdens objection* to the resolutional truth paradigm.

Nelson's second apparent objection is that the resolutional truth paradigm is tied to an unwieldy traditional value premise/criterion model of LD that is difficult to apply to many resolutions and that excludes many relevant arguments from consideration. Call this the *value standards objection* to the resolutional truth paradigm.¹

In light of these objections, Nelson proposes an alternative to the resolutional truth paradigm intended to avoid the latter's alleged defects. This alternative involves: the affirmative advocating the desirability of a world in which people adhere to the value judgment implied by the resolution and the negative advocating the desirability of a world in which people adhere to a value judgment mutually exclusive to that implied by the resolution.

Nelson is explicit that this paradigm does not involve assessing the truth of the resolution, but only the relative desirability of possible “worlds” connected in some way to the resolution. Call this the *world comparison paradigm*.

II. The Innocence of Truth

As noted above, I agree with Nelson both about the undesirability of a standing presumption for the negative and about the shortcomings of the traditional LD value premise/criterion model. Indeed, I have written about each in some detail in a past series of articles on “Logic in LD” (*Rostrum*, November and December 2004). But in those same articles, I advocate the resolutional truth paradigm that Nelson rejects. First I will explain why I think Nelson's objections to this paradigm fail. Second, I will explain why the world comparison paradigm cannot achieve what it apparently sets out to do--namely, to divorce affirmative and negative burdens from considerations of truth. Finally, I will indicate why I regard the resolutional truth paradigm as superior to the world comparison paradigm.

Let's begin by considering the unequal burdens objection and the value standards objection in turn. Suppose you agree that the rules of LD should impose more or less equal burdens on both debaters. Should you therefore reject the resolutional truth paradigm? Absolutely not. There is simply no necessary connection between that paradigm and an affirmative burden of proof (or lack thereof). One can support the truth of the resolution as the proper focus of the debate without supposing that either debater starts (or should start) with

¹ I call this objection “apparent” because in correspondence, Nelson denies that he intends it as objection to the resolutional truth paradigm. However, Part III of his essay defends in some detail the claim that the lack of value premise structure is a reason to favor his proposed world comparison paradigm, and it would not favor that paradigm unless the presence of the value premise structure counted against the competing resolutional truth paradigm.

a standing leg up in settling the question. Here is a truth-focused burden scheme that imposes symmetrical burdens on the affirmative and negative debaters:

The affirmative has the burden to make the resolution appear more likely to be true than false, and the negative has the burden to make the resolution appear more likely to be false than true.

This scheme requires each debater to offer constructive arguments to support a truth-claim. The affirmative must argue in support of the resolution, and the negative must argue in support of the denial of the resolution. It is crucial to understand that to disprove one proposition (such as a resolution), you must prove another proposition—namely, the negation of the first proposition. For example, if the resolution is that capital punishment is unjust, the affirmative must argue that capital punishment is unjust, and the negative must argue that it is false that capital punishment is unjust—i.e., that capital punishment is not unjust. The affirmative may benefit from criticizing the negative's constructive arguments just as the negative may benefit from criticizing the affirmative's constructive arguments. But neither side begins with an automatic advantage. Of course, the substance of some resolutions may make one side's task somewhat easier than the other's, but which side this is will depend on the wording and substance of the resolution.

It is true that one could also support a burden scheme that focused debate on the truth of the resolution but incorporated a standing presumption for one debater or the other. My point is only that there is no necessity that this be so. Truth focus and presumption are simply two distinct issues of debate theory. Not only does the resolutional truth paradigm not commit one to unequal burdens, but the world comparison paradigm does not exclude a standing affirmative or negative presumption. Someone who could make clear sense of the notion of affirmative and negative worlds might still adopt a

standing policy of preferring the negative world to the affirmative world or vice versa. Such a policy would allow the defender of the presumptive world to win simply by undermining the other debater's constructive position without offering any constructive arguments for the superiority of her own world. The point, again, is that presumption is a separate issue that does not tell for or against either the resolutional truth paradigm or the worldview comparison paradigm. So Nelson's unequal burdens objection does not find its target.

Now consider the value standards objection to the resolutional truth paradigm. My response to this objection is parallel to my response to the unequal burdens objection: neither the resolutional truth paradigm nor the world comparison paradigm is committed to any particular stand on traditional value premises and criteria. Advocates of both paradigms might support or reject any model of value premises and criteria. This is because both paradigms require students to make normative arguments (about the resolution itself or about the relative desirability of some relevant sets of possible worlds), and value premises and criteria as traditionally conceived are supposed to function as possible elements of any normative argument. I agree with Nelson that they are not necessary to normative arguments and that LD would be better off without them. But that agreement is just further evidence that the debate between advocates of the resolutional truth and world comparison paradigms is distinct from the debate between value premise supporters and critics. So the value standards objection also misses its mark.

If the resolutional truth paradigm really involves no commitment to traditional LD value premises or to an affirmative burden of proof, what might account for the tendency to conflate them—to suppose that objections to asymmetrical burdens or value premises constitute objections to the resolutional truth paradigm? My best guess is that Nelson and others may be generally dissatisfied with what they

observe in contemporary LD rounds and are eager for a global shift in the way LD is done. They perceive the resolutional truth paradigm as a hallmark of the status quo, and they treat its rejection as a proxy for many of the more particular changes they would like to see. My hope, of course, is that readers will, on reflection, recognize the independence of these issues and not toss out the resolutional truth baby with the unequal burdens bathwater.

A more particular cause for the confusion of the resolutional truth paradigm with an affirmative burden of proof may be the failure to distinguish between two possible objects of dispute. On the one hand, there is the resolution itself, and on the other hand, there is the proposition that the affirmative has conclusively proven the resolution to be true. These are two different propositions. A debate that focused on the latter proposition would indeed saddle the affirmative with a burden to prove the resolution conclusively. But the resolutional truth paradigm as I and others defend it does not claim that debates should be over whether *someone has proven that* the resolution is true. Rather, it claims that debates should be over whether the *resolution* is true, and engaging this question requires both sides, and not just the affirmative, to make constructive arguments.

III. The Truth Dependence of World Comparison

It has turned out that neither of the considerations (burdens, value standards) that were supposed to motivate us to abandon the resolutional truth paradigm and embrace the world comparison paradigm really counts against the former and in favor of the latter. This result may be less surprising once we recognize that the world comparison paradigm is not as radically different from the resolutional truth paradigm as it might have initially appeared. In particular, the world comparison paradigm does not shift the focus of the debate away from truth-claims. It simply moves the debate from

²At worst, those judgments may be in principle impossible, for the somewhat technical reason that there may not be any fact of the matter in advance about what truly free creatures will decide, and hence about how free creatures will respond to the actions of other free creatures.

³Nelson has told me in correspondence that he intends the latter interpretation—that on which adhering to a value judgment means acting as it directs, rather than simply believing it. But I discuss both possible interpretations in the text since either might occur to someone trying to elaborate the world comparison paradigm on the basis of Nelson's original essay.

one type of truth claim (the resolution) to another (the claim that some set of possible worlds is more desirable or choice-worthy than a different set of possible worlds). Moreover, both types of truth claims are propositions of value in the broad sense in which LD has traditionally been thought to center on propositions of value. So any weaknesses the resolutional truth paradigm has in virtue of its focus on normative truth claims will be shared by the world comparison paradigm, since it, too, focuses on normative truth claims.

This similarity may have been obscured by a common misunderstanding of the resolutional truth paradigm. The misunderstanding is that the resolutional truth paradigm commits debaters to discussing an abstract and perhaps mysterious semantic property, truth, in relation to a relatively straightforward resolution. If the resolutional truth paradigm really did focus debates on such a mysterious property, the world comparison paradigm would indeed be a robust and somewhat appealing alternative. But in fact, the resolutional truth paradigm does not require debaters to talk explicitly about truth or falsehood at all. It simply requires debaters to affirm or deny the resolution, something even the most philosophically naïve person can do. For example, suppose the resolution is that “A just society ought not use the death penalty as a form of punishment.” An affirmative debater who attempts to prove this resolution true need not use the word “true” at all. He need only argue that a just society ought not use the death penalty as a form of punishment—if he does that, he will ipso facto have argued that the resolution is true. For any proposition P, “P” is true if and only if P. “I have two hands” is true if and only if I have two hands, “Adultery is wrong” is true if and only if adultery is wrong, and so forth. Arguments about the truth of a proposition are simply arguments that conclude with the proposition or its denial. And this holds as much for propositions about the desirability of possible worlds (the focus of debates on the world comparison paradigm) as it does for traditional LD resolutions.

I have explained elsewhere (“A Modest Defense of Truth,” February 2007) why this truth-centeredness is indispensable

to academic debate. In brief, academic debate requires asserting, reasoning, and clashing, and all of these activities require us to treat propositions as true and false. To assert anything is to present it as true. To reason through arguments is to present some propositions (the premises) as supporting others (the conclusions)—but this “supporting” relationship simply amounts to the truth of the premises guaranteeing (or at least probabilifying) the truth of the conclusions. Finally, there is no debate unless debaters clash, and clash in the debate sense (as opposed to, say, the schoolyard fistfight sense) requires that two people disagree about the truth of some proposition. Far from being a liability or even an option we can do without, the notion of truth is positively required for academic debate. Academic debate is always by its nature debate over the truth of some proposition or other. The only live

Academic debate is always by its nature debate over the truth of some proposition or other.

question is, what is the proposition the truth of which is at issue? The resolutional truth paradigm says that the proposition is the resolution, whereas the world comparison paradigm says it is a proposition about the desirability of various possible worlds that are somehow related to the resolution. I argue below that the precise content of this world comparison proposition is far from clear. But both paradigms focus the debate on the truth of some proposition or other.

IV. The Superiority of Truth

Even granting that the world comparison paradigm is not a radical rejection of the role of truth in academic debate, it is obviously different from the resolutional truth paradigm. We have already seen that Nelson’s two reasons for preferring world

comparison to resolutional truth do not really tell for or against either paradigm. So are there any reasons to prefer one paradigm to the other, or must the choice between them be arbitrary? Unsurprisingly, I believe there are good reasons to prefer the resolutional truth paradigm. These reasons are, in brief, that the resolutional truth paradigm is simpler to understand and apply than the world comparison alternative, and also that it preserves a wider range of interesting issues for students to debate. Let me expand on each of these points in turn.

The resolutional truth paradigm, in combination with a reasonable specification of burdens (such as the symmetrical one I suggested above) is the picture of simplicity and common sense. There is no mystery about what proposition is to be the subject of the debate. It is the resolution, the proposition that intuitively (I am tempted to say, blazingly obviously) the debate is supposed to be about. This fact allows everyone involved to begin with a shared understanding of burdens, of what will count as winning the LD game, and thus allows debaters to prepare effectively before rounds, and judges to assess arguments during rounds, within a common framework of predictable expectations.

Rejecting the resolution as the subject of debate opens a Pandora’s Box of incompatible and less clear alternatives. For the reasons summarized above, insofar as we remain within the realm of academic debate, all of the alternatives will be propositions, and whatever debate occurs will involve arguments for their truth or falsity. Examples of such alternatives include the proposition that the world would be a better place if people routinely thought in terms of the concepts employed in the resolution, the proposition that the affirmative case successfully proves the resolution, the proposition that the world would be a better place if the judge behaved as if she believed the resolution, and the proposition that the judge should vote for the affirmative debater. Once we depart from the resolution itself as the proposition to be debated, I see no non-arbitrary way to select the relevant proposition from among these and many other possibilities. And insofar as many of these alternatives embed

some interpretation of the resolution in a more complex framework, the alternatives will necessarily be more complex and less clear than the resolution itself.

Most relevant for present purposes, this relative complexity and lack of clarity afflict the world comparison paradigm. I have so far been vague about just what proposition that paradigm substitutes for the resolution as the subject of debate. This is because the world comparison paradigm, at least in the version we are considering, is itself unclear. The paradigm, recall, has “the affirmative advocating the desirability of a world in which people adhere to the value judgment implied by the resolution and the negative advocating the desirability of a world in which people adhere to a value judgment mutually exclusive to that implied by the resolution.” This formulation is unclear at several levels. I do not know what it means for a resolution to imply a value judgment other than itself or what it means for a value judgment to be mutually exclusive to whatever is implied by the resolution, unless it is simply the denial of—i.e., the assertion of the falsehood of—the resolution. I cannot envision any neat formula for answering these questions, and I do not think the results of high school LD students grappling with them in rounds are likely to be pretty.

Nor does the world comparison paradigm tell us how many people are doing whatever it is they are supposed to be doing in the worlds we are supposed to compare. Are we to compare worlds in which everyone does something, or in which a majority do it, or in which at least some people do it, or what? Just because some of a given type of action makes a world better or worse does not mean that even more (or even less) of that same type of action would make the world even better or worse; think, by analogy, of the way a seasoning may improve a dish up to a point but ruin it beyond that point.

More generally, the notion of possible worlds is fraught with difficulty. If we are really comparing complete possible worlds—complete ways things could have been—then we quickly run into problems about the actions of free creatures in response to various contingencies.

Since actions beget actions, but often in unpredictable ways, it will be practically impossible to be sure how a world with a certain type of action would differ in all future respects from a world without that type of action—and this uncertainty will make the required desirability judgments highly speculative at best.² So the world comparison paradigm threatens to introduce unnecessary confusion into debates in addition to whatever unclarity may be lurking in the resolution as written (unclearness that the world comparison paradigm also inherits in virtue of referring to the resolution).

I want to focus on one specific ambiguity in the world comparison paradigm. Whatever it implies, the paradigm involves comparing the desirability of possible worlds in which people “adhere to” some value judgment or other. But it is unclear what it means to adhere to a value judgment. Adherence to a judgment might mean *believing* the judgment, or it might instead involve *doing something* the judgment seems to imply one should do. So it is unclear whether we are supposed to be comparing worlds in which people believe certain things, or whether instead we are to compare worlds in which people *do* certain things.³ Either way, the world comparison paradigm confronts further problems.

Consider first the interpretation of the paradigm in terms of comparing the desirability of worlds in which people have various *beliefs*. It turns out that that this task is not at all straightforward, since two people with the same beliefs may perform radically different actions with radically different desirability profiles. This is because beliefs alone do not determine a person’s actions. Beliefs interact with goals, desires, habits, and other beliefs in complex ways. To take the simplest sort of case, the belief that lying is morally wrong may motivate a person who desires to do the right thing to tell the truth but may motivate a person who enjoys transgressing moral boundaries to lie. Determining what all the past, present, and future inhabitants of the actual world would do in light of various possible beliefs would be an incomprehensibly difficult empirical task even if it were in principle possible, which

it probably is not. Yet surely we cannot assess the desirability of possible worlds in which people *hold* various beliefs unless we can determine with some confidence how they will *act* in the light of those beliefs. Hopefully those acquainted with LD can agree that this is not a fruitful task for a 35-minute high school debate event. By contrast, there are perfectly familiar ways to argue for or against a typical LD resolution that involves appeal to widely accepted normative principles and that do not require such complex empirical determinations. So if the world comparison paradigm prescribes the comparison of the desirability of various *beliefs*, I think we can safely conclude that the resolutorial truth paradigm, with its focus squarely on the resolution itself, is preferable.

Now let us consider the second interpretation of the world comparison paradigm, that on which we are to compare the desirability of worlds in which people perform various *actions* that are somehow implied by the resolution or its negation. Set aside the above-noted problems of determining what actions are implied by the resolution or its negation and how exactly the acceptance or rejection of a resolution is supposed to imply (logically? causally?) an action. However these puzzles are resolved, at the end of the day, the world comparison paradigm reduces every debate to a dispute over the desirability of worlds. But desirability is a much thinner, flatter concept than the evaluative apparatus employed in many resolutions, and adopting it as the exclusive coin of the LD realm would, I believe, push debates further in the direction of an uncritical consequentialism.

Consider, for example, the resolution that (R) “The possession of nuclear weapons is immoral.” Let us stipulate that this resolution implies that no one should possess any nuclear weapons. Then it appears that, on the world comparison paradigm, the debate is to focus on some proposition to the effect that (D) “A world in which no one possesses nuclear weapons is more desirable than a world in which at least some people possess nuclear weapons.” It is certainly possible that R has implications about the relative desirability of nuclear and non-nuclear worlds. But R

is a stronger, richer statement than D. R makes a claim specifically about morality, whereas D makes a more generic claim about desirability. D might be true even if R is false. In other words, a world without nuclear weapons might be better than a world with them even if possessing nuclear weapons is not strictly immoral. I happen to think that a world without televisions would be more desirable than a world with televisions, but I do not suppose that possessing televisions is *immoral*.

The point is that systematically converting LD resolutions into statements about relative desirability is changing the subject, sometimes radically. If I ask you whether it would be *unjust* of me to refuse to pay my taxes to protest the Iraq war, and you reply that you think a world in which I which I am tried for tax evasion is more interesting and hence more desirable than one in which I am not tried for tax evasion, you have not answered my original question; you have simply reported a personal aesthetic preference, one that has *no bearing* on my decision. Debates about desirability can be carried on in the most general terms of preference or pragmatism without ever engaging the specific issues of morality, justice, and obligations at the heart of most resolutions. Reducing the diversity of actual LD resolutions to a generic formula about the desirability of worlds would deprive debates of much of their intellectual interest.

Of course, there is a philosophical tradition that treats every moral issue as a comparison between the relative desirability of worlds. That tradition is consequentialism. Let us define consequentialism as the doctrine that: (a) states of affairs have values and (b) the moral status of a choice is a function of the value of the state of affairs it brings about. Then we can say that consequentialism implies that every moral judgment is (or is reducible to) a judgment about the relative desirability of worlds—the worlds composed of the states of affairs that are the comprehensive outcomes of various possible choices. I have already discussed above how such comparisons involve at least grave practical difficulties and perhaps impossibilities, insofar as they require us to trace the reactions of free creatures to

various choices through eternity future. But perhaps consequentialists have a way around this problem, or perhaps nonconsequentialist theories suffer from even more serious problems. My point here is twofold: (1) the world comparison paradigm reduces every debate to consequentialist considerations; but (2) debate theory should not thus favor some moral theories over others.

I will simply take for granted the second point: in values debate, the credentials of various normative theories should be part of what is tested by debaters within debate rounds, not settled in advance by the framework of the game. But does the world comparison paradigm really violate this principle by favoring consequentialism? I believe it does. Indeed, it seems to me that the *essence* of the world comparison paradigm is to frame every debate round as a dispute about the relative value of the worlds that are the outcomes of some actions (though as I have explained above, it is not clear to me exactly what the relevant actions are). The paradigm does leave it to debaters to specify what *kinds* of consequences have value; it could be lives saved, or preferences satisfied, or freedoms enjoyed. But by treating every debate round as a relative valuation of affirmative and negative “worlds,” the world comparison paradigm narrows the field from the outset to varieties of consequentialism.

To see this more clearly, consider the September-October resolution, that “It is morally permissible to kill one innocent person to save the lives of more innocent people.” Even a committed Kantian might agree that a world with the loss of one innocent life is more desirable than a world with the loss of more innocent lives. Still, the Kantian would claim that there is an absolute prohibition on the taking of innocent life, such that it would be wrong to take one innocent life even if that action would result in a net savings of innocent lives (perhaps, say, by deterring other would-be killers). The Kantian agrees with the consequentialist about the relative desirability of the resulting worlds. But the Kantian’s point is that there is more to moral decision making than determining the relative values of the resulting worlds;

it is wrong to perform some actions even if they have better results than relevant alternatives.

The problem is that the world comparison paradigm filters out such nonconsequentialist perspectives from the start. The affirmative defending the world in which fewer innocents die wins every round. The paradigm decrees, as a matter of the rules of the debate game rather than a substantive issue to be settled within in it, that all that matters is the relative desirability of the resulting worlds. The resolutional truth paradigm, by contrast, remains properly neutral on the issue. It does not beg any questions about which normative theories are preferable to others. It leaves the appraisal of normative theories as work for the debaters to do in the course of proving or disproving the resolution. It therefore invites the discussion of a broader range of philosophically interesting issues than does the world comparison alternative. I believe this virtue of the resolutional truth paradigm, when coupled with its relative clarity and simplicity, gives us a decisive reason to prefer it to the world comparison paradigm.

Nelson has granted in correspondence that the world comparison paradigm does exclude nonconsequentialist normative theories in just the way I have described. But he believes that this is an acceptable cost because he alleges that nonconsequentialist theories bestow an unfair advantage on the debaters who use them. I confess that I do not understand this objection. I do not see what could possibly be unfair about deploying a moral or political theory in values debate to argue that an assigned resolution is true or false. Nonconsequentialist theories are no more or less controversial in philosophical circles than are consequentialist theories. Consequentialist philosophers and legal scholars do not raise the white flag when they confront nonconsequentialist challengers. Nonconsequentialist positions (of which there are many) have been vigorously criticized, as have consequentialist positions. Such criticisms are available in accessible literature for debate students who are not prepared to generate them in the heat of battle. Moreover, nonconsequentialist positions

are typically available on both sides of an LD resolution, as are consequentialist positions. Of course, a tightly constructed nonconsequentialist argument may have a powerful persuasive effect on an audience—but so may a tightly constructed consequentialist argument.

Even if nonconsequentialist arguments were consistently more successful in LD rounds than were consequentialist arguments (and I see no evidence that they are), so what? That might just be an example of the much-beloved marketplace of ideas doing what it's supposed to do—allowing us to learn about the relative strengths of various viewpoints by testing them against each other. Suppose a debater experiences great success convincing her judges that the resolution is true with an argument (of whatever philosophical stripe) that she has worked hard to research, present, and defend. No one, I hope, would want to change the rules of debate to exclude her argument simply on the grounds that it is unfair in virtue of its success. To the contrary, anyone who is frustrated by the argument's success should be motivated either to beat it (by criticizing it intelligently) or join it (by copying it). If it turns out that a certain *style* of argument (such as consequentialist or nonconsequentialist) is more successful than other styles at persuading intelligent listeners that a resolution is true or false, that is a reason to *encourage* rather than *discourage* students from using the successful style of argument. That's how the marketplace of ideas is supposed to work. But it is supposed to be a free marketplace where buyers (judges) examine whatever sellers (debaters) offer them with an open mind, not an exclusive marketplace where only the sellers of *some* officially approved theories are welcome. So I am at a loss to see what is unfair at all about nonconsequentialist arguments, much less what is so unfair about them that judges should in essence refuse to entertain them.

To sum up: Nelson argues that the world comparison paradigm is superior to the resolutorial truth paradigm

because affirmatives should not have an asymmetrical burden of proof and debaters should not have to use the cumbersome value premise and criterion structure. I agree with Nelson about the problems of both an asymmetrical affirmative burden of proof and the traditional value premise/criterion structure. But I have shown that these undesirable features of much current LD are not essential to either the world comparison or resolutorial truth paradigm; they are simply separate issues. Moreover, I have shown that the world comparison paradigm does not escape from whatever difficulties are connected with appraising the truth of a proposition; it simply substitutes one proposition (about the relative desirability of possible worlds) for another (the resolution) as the object of appraisal. But, I have argued, it is not at all clear what exactly the proposition is that the world comparison paradigm would have students debate. Whatever it is, though, it is always some proposition about the desirability of the consequences of actions. That means that the world comparison paradigm effectively excludes nonconsequentialist moral and political theories from consideration, a very high cost in an activity that is supposed to teach students to test competing moral and political theories with an open mind. Because the resolutorial truth paradigm makes it clear to everyone in advance what proposition (the resolution) will be debated, and because it allows the consideration of any argument, consequentialist or nonconsequentialist, that might bear on the truth or falsehood of the resolution, I believe the resolutorial truth paradigm is superior to the world comparison paradigm.⁴ ■

About the Author

Jason Baldwin is a Ph.D. candidate in Philosophy and a frequent contributor to *Rostrum*.

GETTING NOTICED

Want your ad published in *Rostrum*?

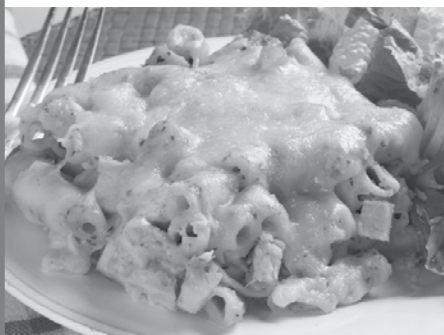
Contact Sandy Krueger at the NFL Office for more information:

sandy.krueger@nationalforensicleague.org

⁴ Sincere thanks to Eric Barnes and Adam Nelson for their comments on an earlier version of this article.



Easy Dinners with a Difference



Homemade Gourmet®
is proud to offer three
ways to help provide
your students with the
opportunities they
need and deserve
while you strive to
care for yourself and
your family.

Fundraising

Easy-to-sell meal solutions provide the opportunity for your team to earn the money they need to compete and travel. Our online fundraiser ordering system makes it simple to keep track of individual sales and totals.

Delicious Meal Solutions

Have high-quality meal ingredients and menus complete with grocery lists delivered right to your door so that it's easier to spend precious time with your own family.

Income Opportunity

Supplement your salary with additional income to reach your personal goals.

**Bringing families back to the dinner table is our mission.
Let us help fulfill yours!**

Call 1-888-477-2848 and provide Fundraiser Code 848339 to learn more.
Monday through Friday, 8:00am – 5:30pm CST
OR

Email: customersupport@homemadegourmet.com and provide Fundraiser Code 848339 to learn more.

www.homemadegourmet.com

In Memoriam

Southside High School (SC) senior Gary Fan was in a tragic car accident with a large semi truck Wednesday, October 14. He passed away Monday, October 19. Gary was actively involved in the online community ForensicsOnline.net, and was recently named one of its student moderators. In his own words, "I love forensics, and helping others out with forensic-related questions or situations. I live and breathe forensics and was appointed co-captain of my team this year." Gary held a degree of Outstanding Distinction with the NFL, and his primary love was Oratory, although he also was a gifted Humorous Interpretation and Duo performer, as well as a Congressional Debater. Gary was an International Baccalaureate candidate, and was thoroughly involved in a number of activities and volunteer pursuits in his community. ■



Gary Fan



The Crestian is the all events tournament that has it all. We offer Tournament of Champions bids in quarterfinal rounds in Lincoln-Douglas Debate and Public Forum Debate and in Finals for Student Congress. We offer 70 degree temperatures after the hurricane season on the weekend of Friday, January 15 through Sunday, January 17, 2010 along with the best competition in the country in LD, PFD, Policy, Congress, Interpretation, Oratory, Extemporaneous Speech and more. We offer Monday free to enjoy South Florida or South Beach. Please view our documents and registration on www.JoyofTournaments.com.

Student of the Year Spotlight

by Danielle Camous



One of my favorite movies is *Remember the Titans*. Maybe I just find myself attracted to football players—or maybe (and more likely), I like watching ordinary individuals succeed in extraordinary circumstances. If a group of high school football players can be fundamental in breaking down racial barriers in their community simply by playing football, how much more can we achieve when we set a clear objective for positive change within our own worlds?

Perhaps one of the most memorable lines in the movie comes at a critical moment for the team where they must come together or continue to suffer through grueling three-a-day practices. In a passionate exchange between two of the team's prominent leaders, Gerry Bertier frankly tells teammate Julius Campbell that Julius has the “worst attitude I’ve ever seen, man.” Julius’ response is simple yet pointed: “Attitude reflects leadership, captain.”

I find this scene haunting and brutally honest. More often than I would like, I found myself—then a captain of my forensic team—frustrated with the attitudes of some of my teammates. At times, teammates could be unmotivated, complacent, or simply entitled. These times were often few and far between,

but that never changed the reality that their attitude was a reflection of their leadership, particularly of their captains. But as a high school student, where can you find positive examples of leadership whom you can emulate to lead a group of your peers? I found my answer in Cañon City coach Pauline Carochi.

In the Colorado Grande NFL District, we have always prided ourselves on being a large family rather than a big community of competitors. I firmly believe that this family attitude is the result of the constant love and support of the ever-present Mrs. Carochi. She treated each of us like her own students, putting in extra time and effort for any of us who needed or wanted the additional help while constantly offering encouragement and praise. Like all the coaches we are honoring as 2009 comes to a close, Mrs. Carochi’s dedication and lessons in leadership are ones that have profoundly impacted our community.

Lesson One: Prove you Belong by Working Hard

In her 2008 final round speech, US Extemp National Champion Becca Goldstein referenced how awkward it can be to be one of the few (and sometimes only) girls in the Extemp prep room. Comical and

unfortunately true, Becca vividly describes a situation with which each of us can identify: occasionally you just feel like you may not belong. Mrs. Carochi’s philosophy in those situations is simply to work quietly, compete fiercely, and PROVE you do belong.

Having been a coach for the better part of three decades, early on Mrs. Carochi was often one of the few female coaches in a male-dominated coaches’ world. Instead of worrying that these male coaches simply may not want her to be an active member of their community, or solely vocalizing her opinion, she put her head down and worked hard, growing a strong program and offering help at tournaments to anyone who needed it. In this way, not only did Mrs. Carochi earn the respect of her peers; she chose to change her world and circumstances by working hard.

Lesson Two: Lead by Example

The best leaders are those who practice what they preach. This may be one of the hardest lessons for any leader to learn. Often, when we have the power to tell others what to do, we rarely want to do that thing ourselves; however, Mrs. Carochi continues to teach others to lead by example.

Mrs. Carochi is a strong subscriber to the idea that if we have the ability to help someone, we should.

My senior year, my friend and fellow National Extemp Qualifier Sunil Damle set a goal to go deep at Nationals in USX. But since neither one of us had competed at the National level in USX (or even competed in USX on a regular basis), we knew we would need extra practice and guidance. Mrs. Carochi held a summer practice for the two of us, despite the fact that her own team was unable to make it, and worked with us for as long as we wanted, while also feeding us (and food is definitely a necessity for two high school forensic kids). She went out of her way to help us, simply because she had the ability, and inspired both of us to want to do the same for others.

Lesson Three: Lead with Support and Love

It always astounds me how much Mrs. Carochi cared about each one of us, particularly those of us who weren't even her kids. There was genuine love, concern, and support for whatever we were doing that is hard to find almost anywhere else. I think this may be Mrs. Carochi's most powerful lesson.

It is one thing to have people follow you because they are intimidated by you, or because they are in awe of you—it is another thing entirely to have them want to follow you because they *love* you. A good leader is one whom people want to follow, and Mrs. Carochi demonstrates that people want to follow the leaders who respect them, honor them, and encourage them—all out of love.

Whether it was an encouraging pep talk, or a hug and a simple, "You are awesome" after a long and disappointing day, Mrs. Carochi was always the first to celebrate your successes, and the first to comfort you in your defeats. As I got older, I learned that this wasn't just the job of coaches (which up until that point I thought it was), but rather the job of any leader. This means going to teammates' final rounds and helping them prepare in any way possible when they made finals and you didn't. It means not leaving a tournament to go home early simply because it's late, but staying to cheer on your teammates when they receive an award. It means being the first to give them a hug and tell them you still think they're awesome after not breaking to

elimination rounds. Many of us would just consider this a quality of a good teammate, but it is also a vital quality of a good leader.

I know I can never thank or repay Mrs. Carochi for everything she has done for me, but—to be honest—I don't think she would want me to. Instead, like all good leaders and coaches, she would want me to simply *pay it forward*.

On behalf of grateful districts across the United States, I want to say "thank you" to the coaches and leaders of 2009 who have taught thousands of students similar lessons in leadership. We would not be the competitors, people, or leaders we are without you. ■

About the Author

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

She is now a student at the University of Colorado at Boulder.

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

F F I

The Florida Forensic Institute is proud to congratulate our Yale competitors! More finalists than any other camp in : Oratory, DI, HI, OI, Extemp. In Congress, FFI maintains its record of advancing over 50% of our students into semis and 50% of the top 10, as well as the Yale Champion.

Want to join them?? It's not too soon to be thinking about a championship summer.

July 23-August 6 www.ffi4n6.com Extension August 3-6

Leadership in the Classroom

by Adam Jacobi

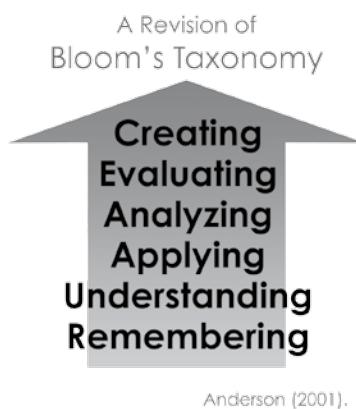
In *Global Achievement Gap*, author Tony Wagner interviewed corporate executives, asking them what deficiencies in leadership training they perceived in the United States education system. His conclusion: “the only kind of leadership young people have experienced is one that relies on obedience versus the kind of reasoning and persuasion that is the new leadership style demanded by businesses organized in teams and networks” (Wagner 26).

A top priority for public school administrators today is for their schools to score highly on high-stakes tests. This has stunted our schools’ ability to prepare young people for what management consultant Peter F. Druker described as a “knowledge workers.” Druker once said, “We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn.”

When they undergo training, teachers are taught about the benefits of fostering higher order thinking (HOT) in their classrooms by climbing Bloom’s Taxonomy with their classroom activities. Yet, when Tony Wagner took *learning walks* around middle-class, suburban schools (often considered effective at preparing students for college) to assess the HOT level at any given time in any given class, the reality was much more chilling.

Wagner stresses the importance of teaching young people to think for themselves, emphasizing deliberate skill development over time, rather than jamming more content into a shorter period of time. The idea is quality of learning over quantity of knowledge, which is a huge paradigm shift from the teaching-to-the-test mindset. Wagner’s Seven Survival Skills for Teens Today includes critical thinking, collaboration, adaptability, initiative, effective communication, information access/analysis, and imagination. The revision of Bloom’s Taxonomy released in 2001 lists creating as its apex, an approach Wagner

advocates as creating hunger beyond learning by discovery (Wagner 181). The cross-curricular suggestions herein apply Wagner’s Seven Survival Skills by using collaborative learning as a basis for leadership training, because after all, leadership is HOT!



Tenets of Leadership

The first mistake educators often make when asking students to take on leadership roles is not adequately explaining the dynamics of leadership, and how that will help a student successfully meet the expectations of the task. Asking students to brainstorm qualities of effective leaders they have followed, or have observed (such as a politician) is a great starting-point for a full class discussion. Even if a select few students will lead the rest of the class for any specific collaborative project, an awareness by all of the burden required by leaders makes the experience a more teachable moment, and prepares all students for instances where they may later lead.

Traditional leadership styles have been defined as authoritarian, laissez-faire, and democratic. Popular communication text *Glencoe Speech* dedicates its final chapter to “Building Leadership,” classifying leaders as technocrat, artist or craftsman, with the most effective leaders being a blend of those styles (McCutcheon 541-543). The text goes

on to explain how “All leaders are teachers in some way,” and the idea of understanding diverse learning styles helps leaders promote attitudes through their influence (544).

One of the most prolific authors on leadership is John C. Maxwell, who in his book, *Winning With People*, highlights the importance of learning from those we lead. He discusses an attitude of openness to growth and how “learning begins with listening” as essential to being teachable (Maxwell 85). Another of Maxwell’s principles rings true in the classroom as a model for leadership: “believing the best in people usually brings the best out of people” (97). Teachers are taught the importance of fostering self-esteem, but this is often practiced with the focus of artificial “feel good” measures of building up confidence, rather than simply engendering an atmosphere of respect and trust, establishing high expectations for students, and understanding their individual potential for success.

Using a teaching as coaching (and vice versa) model is effective. Harvard Professor of Social and Organizational Psychology J. Richard Hackman provides a sound definition of coaching: “Coaching is about group processes. It involves direct interaction with a team that is intended to help members use their collective resources well in accomplishing work” (Hackman 167). He goes on to explore “three aspects of group interaction that have special leverage in shaping team effectiveness: the amount of *effort* members apply to their collective work, the appropriateness to the task and situation of the *performance strategies* they employ in carrying out the work, and the level of *knowledge and skill* they apply to the work” (167). Hackman continues with describing three phases of coaching intervention: motivation, consultation and education (177). For teachers, motivation is about generating student interest in the content and skills being taught, fostering a love for learning.

Consultation is checking in along the way—ongoing assessment—to ensure students are learning throughout the various steps in the process. Education is making sure mastery has happened, through culminating performance assessments, climbing to the top of Bloom’s ladder and asking students to create with what they have learned.

Skill Mastery

Since leaders are teachers—and vice versa—it is critical that teachers make a concerted effort to model effective leadership, especially when training students for leadership. As students’ awareness of leadership dynamics heightens, they become quite adept at critically noticing shortcomings and bad habits. For teachers to come to terms with their own weaknesses as learning practitioners alongside their students, they create more credibility by recognizing where they, themselves, need to grow and improve.

While explicit reference to skills in leadership is conspicuously absent from model academic standards, the skills leadership synthesizes are necessary for mastery of the others, so it’s up to educators to dynamically thread leadership through curriculum. Just as a learning walk would hope to find students engaged in analysis, evaluation and creation, Wagner’s Seven Survival Skills provide great benchmarks for leadership training. Just as leaders reflect on their own efficacy, teachers should ask students to assess their personal growth in meeting the survival skills.

Vince Lombardi, Jr. analyzed leadership approaches by his father, the legendary coach of the Green Bay Packers in *What It Takes to Be #1*. He quoted his father, “Coaching is selling. Selling is teaching” (158). Selling the importance vis-à-vis rationalizing the importance of learning creates buy-in from students. Lombardi Rule #9 is to “Live what you teach” (158). Students can sense when a teacher is excited by what s/he teaches, and that excitement is contagious. Lombardi explains that even if what is being taught is repetitive or review, that if a teacher explains the importance of mastering that skill, and that mastery comes through repetition and practice, that students will own their learning in-kind.

A wise mentor teacher once said “we teach our students for when we’re not there,” meaning that creating independent thinkers

who are capable of leading without constant guidance is imperative. Creating self-directed learning opportunities in the classroom is an important strategy toward that end.

Leadership in Action

Over the last quarter century, teachers have been encouraged to foster collaborative learning in their classrooms, asking students to work together on scientific experiments and lab reports, mathematics problem-solving, social studies simulations, foreign language dialogues, and literature circles. Curriculum Corner in January’s *Rostrum* explored small group dynamics, alluding to leadership styles, but not explicitly discussing how to incorporate leadership. Teachers can build leadership roles into collaborative exercises:

- A Spanish teacher could assign students to small groups to create a magazine or newspaper *en Español* for different countries in Central America. Each group could have a sports writer, political reporter, arts and culture writer, business reporter and editor. The editor sets overall expectations (deadlines, finding graphics to coincide with stories, etc.), and unifies the group’s efforts by steering the overall vision, look and feel of the publication.
- A geometry teacher assigns various small groups to serve as architectural firms to pitch ideas for sturdy civil engineering projects to replace a crumbling infrastructure. The students are charged with researching the existing problems, how to avoid those, and what the most viable solutions are. They must include theories of geometry in their analysis to prove why certain methods would be the most viable solutions. Each firm should appoint a chief account executive, who delegates specific tasks and aspects of the eventual “client” presentation to the class.
- A theatre teacher divides a class into groups for short one-act plays or scenes. Each group includes a cast of actors and a director, who with the group’s assistance, creates an artistic vision for staging their performance. The director sets expectations (such as line memorization) and works with the actors on analysis of their dialogue and documenting blocking of their movement.

From one activity or project to the next, the teacher should make a conscious effort

to share the leadership responsibility among different students in the class, so all students have that opportunity. The teacher should ask students to reflect on how well they’re leading or contributing to the group’s overall success.

We have explored the nature of leadership and teaching as a model for leadership. Tony Wagner best captured a definition for leadership through the words of Cisco general counsel and senior vice president Mark Chandler: “Our mantra is that you lead by influence rather than authority” (Wagner 27). Applying the aforementioned tenets of leadership to teaching and offering students experiences to do the same is the best possible training they can have for leadership roles, or simply demonstrating leadership qualities from within a group.

References

- Anderson, Lorin W., et. al., eds. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives*. Addison Wesley Longman, Inc.
- Hackman, J. Richard (2002). *Leading Teams: Setting the Stage for Great Performances*. Boston, MA: Harvard Business School Press.
- Lombardi, Vince Jr. (2001). *What It Takes to Be #1: Vince Lombardi on Leadership*. New York: McGraw-Hill.
- Maxwell, John C. (2004). *Winning with People: Discover the People Principles That Work for You Every Time*. Nashville, TN: Thomas Nelson Publishers.
- McCutcheon, Randall, et al. (2009). *Glencoe Speech*. New York: McGraw-Hill/Glencoe.
- Wagner, T. (2008). *The Global Achievement Gap*. New York: Basic Books.
- Wren, J. Thomas, ed. (1995). *The Leader’s Companion*. New York: The Free Press. ■

About the Author

Adam Jacobi is the NFL’s Coordinator of Programs and Coach Education. A former two-diamond coach of three NFL champions and an NCFL champion, he has taught courses in speech communication and International Baccalaureate theatre.

Tired of Spinning Your Wheels with School Inservice Sessions?



The NFL's primary partner is **theDeano's** Deano Pape, who brings nearly 20 years of experience as an educator and communication specialist—as well as background as an elected official, member of nonprofit boards, civic and economic development organizations.

Request the NFL's School Faculty Seminars!

Problem: Today's world and workforce of instantaneous information demands high school graduates to have a firm command of communication skills. While traditional education emphasizes reading and writing, K-12 educators must also train young people to **listen, speak and harness information technology** successfully. The Internet has grown faster than our ability to incorporate its effect on communication, and teaching young people to utilize its tools intelligently will mean the decisive difference in our students' future. Students enroll in college deficient of critical skills and unable to leverage the tools available to them. Plus, many rest on laurels of "A" and "B" grades that are by collegiate standards, barely passing.

Town hall meetings across the country are increasingly populated with citizens who do not analyze the issues and think critically. Rather than weighing values and understanding policies, people resort to yelling at each other, because they take criticism personally.

A wise instructor once said that a well-rounded student should be able to read a news periodical from cover to cover and understand it. **Can most of the students in your school do that?**

Cause: Teaching to high stakes tests has resulted in fewer students who are able to construct an argument that can withstand scrutiny, or construct a unifying thesis with complete thoughts and sentences as needed for technical writing tasks. Students also fall short at critically analyzing sources and research tools. For example, Wikipedia does have an academic benefit, but so many teachers simply shun it, rather than teaching students how to use it responsibly.

Solution: After attending our non-threatening, interactive seminars, faculty feel more empowered to approach techniques discussed... the very next day! Our facilitators offer a variety of tools to suit unique needs and different circumstances, allowing teachers to pick and choose what will fit best in their classroom. These seminars have been designed to help your school/district meet national content standards and K-12 goals for professional development, while providing a fresh, interactive in-service atmosphere, so teachers leave feeling energized and ready to integrate these methods across content areas.

For more information, please visit
www.nflonline.org/CoachingResources/ProfessionalDevelopment

Examples of theDeano faculty seminars include:

- **Blogs & Wikis:** Find out what they are, how they are used in teaching and learning, and where you can access them for free! Many, many examples are provided for all fields of study. We will also discuss Wikipedia, its tremendous impact on your lives as teachers and their lives as students, and how you can use Wikipedia for good instead of evil!
- **Testing Online Evidence:** Tired of the first ten results in a typical Google search becoming the bibliography for a research project? It's time to teach your students how to evaluate online evidence for quality. Multiple strategies for engaging students of all levels in the critique of evidence will help you identify the weak spots in your students and provide strategies for success.
- **Facing Facebook & MySpace:** What are students doing online... and do we really want to know? This workshop describes how students interact with Facebook and its impact on their worldview. Discuss with your colleagues

appropriate teacher use of Facebook and whether “friending” a student is a great way to engage the students or a great way to get shown the door. In addition, discover ways to use social networking sites to establish a professional network.

- **Teaching with the power of... pointlessness?** Presentation slides filled with paragraphs of text that are read by students, word-by-painful-word, fill classrooms across the country. Let’s teach our students “rules for the road” by getting them off the streets of endless text and on the highway to presentation excellence.
- **Let’s Just Complain About It:** We all do it—commenting on the bad (or nonexistent) thesis statements, the lack of engagement of the material, the constant drum of thumbs against the cell phone keys. Work together with your colleagues to identify solutions to common issues, find out what hasn’t been taught that needs coverage, and start implementing plans to find a path for reaching students today.

Workshops for high school students are also available from theDeano, including:

- **Mediated Reality:** As students interact with mass media and technology for 15, 20, or 30 (yes, 30!) or more hours per day it is critical that students understand the impact media have on their lives. Students will evaluate media samples, to further their understanding of how media and other technologies guide their decision-making, study habits, and value systems.

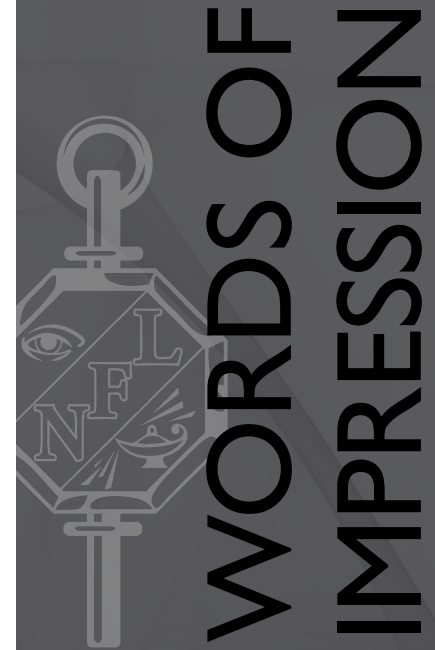


theDeano
WORDS OF IMPRESSION

- **Interpersonal Intensity:** Relationships with friends, family, and teachers become very complex as students mature. Students will learn key interpersonal concepts and apply them to their lives..
- **Just Write It:** Help students find out what college faculty are really looking for in their writing..
- **Argue with This!** Students will consider argument models, learn how to frame their analysis, and identify fallacious reasoning. Readings will be provided for student critique and evaluation. This is NOT a debate workshop—the focus is on critical thinking strategies and the role of the argument on improving their evaluation skills.
- **Persuade Me, Please:** Whether it’s their friends, teachers, or the media, students are bombarded by attempts at persuasion every day. Students will learn the art of persuasion, how to evaluate persuasive attempts, and craft appropriate and ethical messages to persuade others.

**REFER YOUR
PRINCIPAL
OR SCHOOL
ADMINISTRATOR
TODAY!**

**For more information, please visit
www.nflonline.org/CoachingResources/ProfessionalDevelopment**



TESTIMONIALS

- “Terrific resources were presented!”
- “I would have never even thought about using blogs and wikis in my coursework. Thank you for the ideas!”
- “The discussion of high standards and how to apply these techniques immediately—outstanding!”
- “Very enthusiastic! Very knowledgeable!”
- “Depth and breadth of knowledge is great!”
- “I gained a more thorough understanding/appreciation of multi-tasking, social presence aspects of students.”
- “Loved the specific examples of applications within an education setting, emphasis on critical thinking skills and writing skills!”
- “Great presenter! Uses humor well!”
- “Loved the active participation!”
- “Great humor—professional presentation!”
- “I came to this thinking I already know everything—but I learned. He talked to us as equals—not above our heads or down to us.”

Find out what already over 150 Speech Teams learned ...

Why *Simply Functional™* for Your *Fundraiser...*

How It Works...

The *Simply Functional™* fundraising model is based upon an innovative web-based fundraising management process that is revolutionizing the fundraising industry.

Everything is done quickly and for free online at www.FundraisingSF.com. You will be amazed at how simple and easy it is. Your fundraiser can be up and running in one day!

Simply Functional™ Step-by-Step Process

- Step 1:** You Sign Up at www.FundraisingSF.com
- Step 2:** You quickly and easily create your **Campaign Web Page & Sales Flyer** (with link to web page)
- Step 3:** Your members email the **Sales Flyer** — which has the link that takes Customers to your **Web Page** to make their purchase.
- Step 4:** The Customers order and pay on line.
- Step 5:** *Simply Functional™* ships the product FedEx directly to your Customers.
- Step 6:** *Simply Functional™* sends your group a check based upon your sales.

New products are introduced in three month waves. This allows your program to be continuous with a fresh product offering every quarter. As these new products are added each quarter, the previous ones will continue to be available for purchase/repurchase. *Simply Functional™* Fundraising is unlike any other Fundraising Program in that your group will continue to raise revenue from purchases/repurchases of all of these products on an ongoing basis.

It is as simple as that !

The Benefits...

- ✓ No Inventory Purchases Required — Risk-free Fundraising!
- ✓ Delivers Higher Profit than Other Programs — \$5.00 per sale!
- ✓ Healthy, Great-Tasting Products — Neighbors, friends & family are eager to buy!
- ✓ Website Tools are Free & Easy — Web Page, Sales Flyer & Email Templates!
- ✓ Web/ Email Year-Around Fundraising — 24 hours a day, 365 days a year!
- ✓ Nation-Wide Fundraising — Customers order online and products shipped directly to them!
- ✓ Customers Pay Online — No handling of cash, checks or credit cards!
- ✓ Product Ships FedEx — Directly to the customer within 7 to 10 days! You do not hand deliver the product!
- ✓ Free freight for all product shipments!
- ✓ Ability to track sales, earnings and an order status any time online!
- ✓ "QuickC" monthly payment to your organization in one convenient check!
- ✓ Experienced staff to work with you, ensuring the success of your program!
- ✓ Unlike Any Other Fundraiser... You continue to collect from all re-orders without expending additional sales effort!

Let us show you how!

Learn More & Sign Up Today at ...
www.FundraisingSF.com

For more information please contact us at:
Email: asedlecky@SimplyFunctionalLLC.com
Phone: 770-855-3349



Simply Functional Fundraising is unique in offering only healthy, all natural products that are exceptionally rich in **Omega 3** and **Antioxidants**.

We offer a selection of delicious products and flavors everyone is sure to love. This product offering is a variety 3-pack of premium salad dressings. We select only the finest ingredients to create culinary dressings as healthful and pure as the garden fresh salads they adorn.



**“What we have done under the umbrella
of the National Forensic League is
provide the best training to students
for preparation in later life.”**

~ Roger Brannan, eighth diamond coach

Commemorating Our Coaches



Cover Story



2009 was a pivotal year for leadership. From the changing of the guard on the national level to the Summer Leadership Conference in our own forensic community, leadership has taken center stage this year. The outstanding leaders we have witnessed have motivated, inspired, and challenged us to pursue excellence.



However, we know that every year in the NFL hinges on leadership. Our motto is “training youth for leadership” and our Code of Honor lists leadership as one of its tenets. Alumni of the League report that their training in leadership yielded some of the most substantial benefits of their forensic careers. As leaders in a number of fields including business, politics, education, and entertainment, our alumni motivate, inspire, and challenge others to pursue excellence.



None of the work of training youth for leadership could be done without the tireless efforts of our NFL coaches and educators. These individuals choose to make a difference in students’ lives through patient mentoring, thoughtful instruction, and committed support. To each of our coach members, we say, *thank you*—for everything you do to give youth a voice.

Ninth Diamond Coach



Ron Underwood
Edison Computech High School, CA
October 24, 2008
42,134 points

Hall of Fame coach Ron Underwood first joined the NFL as a team debater at Downey High in Modesto, California, when all a debater needed to do well was recipe card box filled with evidence. After graduating from Fresno State College (CA), he returned to Downey High as a speech teacher, replacing his former teacher. Underwood taught and coached for nine years at Downey High before moving to Beyer High in Modesto, where he spent 33 years. For the last two years he has assisted at Edison Computech in Fresno.

In addition to coaching, Underwood was a District Chair for more than 20 years and also held many League and California state offices. 161 of his students qualified to attend 35 national tournaments. He retired in 2005 and is now living in Fresno.

Underwood credits his wife Sharon, explaining: "She was always with me at tournaments, usually working the judge assignment room. Traveling and supervising students was a team effort (and she recorded NFL points too)." He says that he is proudest of the fact that he was able to provide speaking opportunities for so many over the years, noting: "Trophy or not—they each had the benefit of all that speech education and competition have to offer."

ninth

"Trophy or not—they each had the benefit of all that speech education and competition have to offer."

~ Ron Underwood, ninth diamond coach

Eighth Diamond Coach



Roger Brannan
Manhattan High School, KS
February 22, 2009
22,024 points

During his 37-year career Roger Brannan taught at Manhattan High School, Highland Park High School (Topeka) and Kansas State University. He received numerous awards - KSCA Outstanding High School Speech Teacher 1974; USD 383 School District Outstanding Secondary Teacher Award 1982; Emporia State Master Teacher Award 1987; National Federation Outstanding Speech Education Award 1993; Kansas State University Outstanding Alumni Award 1998.

Roger was elected to the NFL Hall of Fame in 1990, the West Kansas NFL District Hall of Fame in 1995, the Kansas Debate Coaches Hall of Fame in 2000, the Kansas Teacher Hall of Fame 2001, and the KSCA Hall of Fame 2006.

Roger qualified 68 students to the national tournament and 17 to the Congress. He coached national champions in Girls Extemp in 1979, Most Outstanding Senator in 1983, and Poetry Reading in 1986. He coached five state debate champions and nine state individual events champions. Manhattan High School earned the National Student Congress Trophy in 1983.

Roger has served as President of KSCA (Kansas State Communication Association). He served for many years as District Chairman and district committee member in three different NFL Districts - East Kansas, Flint Hills, and West Kansas. He served for five years on the NFL Board of Directors. With Director Don Crabtree, Roger served as Co-Director of the 1985 Nationals in Eau Claire. Roger has worked in the tab room at the national tournament for many years. His wife Doris has served in the tab room as a speech auditor. Both Roger and Doris continue to assist in the tab room at the Kansas State Debate Championships.

After retiring in 1998 Roger was elected to the Manhattan Kansas USD 383 Board of Education and served for 8 years. He stays in touch with many of his former students, who established a debate scholarship in his honor.

He is proud to have coached students in debate and speech events. It was a rewarding experience coaching, driving the school bus to tournaments, and watching students sum up the courage to face competition. "What we have done under the umbrella of the National Forensic League is provide the best training to students for preparation in later life. I have lived long enough to know that our system works. Former students continually give testimony to it. I will always have admiration for any student who takes up the challenges we coaches provide."

eighth

Seventh Diamond Coach



Bro. George Zehnle, S.M.
Chaminade High School, NY
November 30, 2008
22,217 points

Bro. George Zehnle, S.M., has been teaching at Chaminade High School for more than 43 years. During that time, he has coached speech and debate as a member of the National Forensic League. He is a 7th diamond coach and a member of the NFL Hall of Fame. Bro. George has been the District Chair of the New York City NFL since 1993. As an English teacher, he has always considered coaching speech and debate to be a type of teaching of English because the skills involved in forensics are so close to English: research, thinking clearly, and speaking effectively. He notes, "I am always impressed when I go to nationals by the organization by the national league and the ability of the speakers and debaters. They are truly national champions."

seventh

DIAMOND COACH ADVANCEMENT

(five years between each diamond)

First Diamond.....1,500 - 2,999 pts
Second Diamond3,000 - 5,999 pts
Third Diamond.....6,000 - 9,999 pts
Fourth Diamond10,000 - 12,999 pts

(After the fourth diamond is earned, points are in 3,000 increments)

Fifth Diamond.....13,000 - 15,999 pts
Sixth Diamond.....16,000 - 18,999 pts
Seventh Diamond19,000 - 21,999 pts
Eight Diamond.....22,000 - 24,999 pts
Ninth Diamond25,000 - 27,999 pts

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

Sixth Diamond Coaches



Pamela K. McComas
Topeka High School, KS
October 27, 2008
22,411 points

For the past 36 years, Pam McComas has taught in Topeka Public Schools. For the past 31 years, she has served as the Director of Debate and Forensics at Topeka High School. Her professional and service contributions to debate and forensics are numerous. Currently, she serves on the National Federation of High School's Debate Topic Selection Committee. Pam is serving a four year term on the Board of Directors for the NFL. Her state contributions are many and include serving as a member of the 6A Speech Advisory Committee, past President of the Kansas Speech Communication Association, presenter at both state and national speech conventions and workshops, and the Kansas High School Speech Teacher of the Year. Speech and debate drive her motivation for excellence which is instilled in her students and their performances.

Over 170 students have gone to nationals under Pam's tutelage, and she has amassed five national champions. She's had finalists in every main event, but three—Lincoln Douglas Debate, Duo Interp, and Public Forum. Her national success is equaled at the state level. Her debate teams have won state three times, and her forensics teams have earned thirteen state championships. Over 30+ students have been named state champions during her career.

Pam's greatest moments in her career were being nominated and elected to the NFL Hall of Fame in 2004 and earning the state recognition in September 2009. Her best memory and most emotional moment was being named the 1999 Pi Kappa Delta/Bruno E. Jacob National Coach of the Year, along with her team winning the national championship.



Lois Gorne
Federal Way High School, WA
November 16, 2008
16,008 points

Lois Gorne's coaching journey at Federal Way High School began in 1976 when she took over the helm of the competitive speech and debate program. In the following 35 years, the team has won 14 individual events state team championships, six second place state sweepstakes and has had 61 individual state champions. The team also has six Washington State Academic Champion titles to its credit. Federal Way has qualified over a hundred students to NFL Nationals in 22 tournaments.

Lois has been on the NFL Western Washington District Committee for several years. In 2005, she was inducted into the Washington State Interscholastic Activities Association's Coaches Hall of Fame. She has served as the President of the Washington State Forensic Association for the past sixteen years. Lois has also been actively involved in the Washington State Student Leadership Program for thirty years and is currently the Assistant Director of the Mt. Baker Summer Leadership Camp. Besides her passion for coaching and working with students, she enjoys spending time with family and friends, traveling, and the theatre.

sixth

Sixth Diamond Coaches



Jan Heiteen

Downers Grove South High School, IL
December 6, 2008
16,010 points

Jan Heiteen started coaching at Champaign Central High School in 1976 when she was a sophomore in college. She has been at Downers Grove South High School since 1980, teaches Speech and English and Theatre and Film, has coached bunches of kids to nationals, directed many, many plays, and can't imagine that anyone has a better job. She is honored to have been elected to the NFL Hall of Fame this year.

Jan tells us, "Shortly after I received the exciting news from the NFL that I had earned my 6th Diamond, I got a call from a local reporter. Having read the press release, her question was simple. 'Wow! Just what kind of diamonds are they?' Relieved that she hadn't asked about the football league, I told her that they were symbolic diamonds; clearly disappointed, she quickly ended the conversation. I knew that the symbolism would be lost on her anyway, so I was happy to let her go. I knew she wouldn't understand the hundreds of students at Downers Grove South High School who are represented by those diamonds. She wouldn't grasp the hours that those kids spent perfecting their craft or their triumphs and struggles along the way. I was certain she could never fully appreciate just how proud I am to have been a part of their journeys. Each diamond I have received has given me pause to reflect on all of those memories, to look forward to continued adventures in forensics, and to thank my students past and present for the gifts they have given to me as a coach. Sure, I am a girl who loves bling; but there is no gem that shines brighter than our students."



Bill Jordan

Glendale High School, MO
December 7, 2008
16,779 points

Beginning his 33rd year, Bill Jordan coached seven years at Webb City High School, and for the past 25 years, Bill has been at Glendale High School in Springfield, Missouri.

At the national tournament, Bill's students have placed in the semifinals and finals of Foreign Extemp., top eight and top sixteen in Public Forum, and eight times have performed in the Super Session of Student Congress. Bill's Congress finalists have earned a 5th, a 3rd, and two National Championships: Most Outstanding Senator in 1986 and 1995. Bill has served in the national tournament tab room and during the 1990's worked on the National Tournament Judges' Committee.

During his tenure Glendale earned the Leading Chapter Award three times and the District Tournament Travelling Trophy three times. Bill has coached four National Forensic League All-American students.

Bill has served on the District Committee and as District Chair. He has received the NFL Distinguished Service Key and Distinguished Service Plaque, second honors.

Bill currently serves on the Missouri State High School Activities Association Speech Advisory Committee, and has been the recipient of the Missouri State High School Activities Association Distinguished Service Award. Bill has been recognized by the National Federation of High School Associations as their Outstanding Speech, Debate, and Drama Educator for Region 5, and has received the National Federation's Citation Award for Speech, Debate, and Theatre.

Sixth Diamond Coaches



Diane Mastro-Nard

Cardinal Mooney High School, OH
April 16, 2009
16,509 points

Diane Mastro Nard, endearingly known and addressed as just “Mastro,” began her formal coaching career at Cardinal Mooney High School in 1976, inheriting an outstanding program upon the death of Coach Denny Barrett. The NFL was nothing new for her, though, as she was a four-year competitor in Dramatic Interpretation from Fitch High School in Youngstown, Ohio.

Upon graduating from YSU with a BA in Speech, Drama, and English (later an MA in Curriculum and Instruction), Diane accepted a position as teach and drama director at CMHS in December of 1973. Thirty-seven years later, she boasts of “Division Coach” status and being the Forensics Advisor, stepping back as Forensics Director in 2005 and enabling former Mooney competitors to lead the program.

“I have been blessed coaching thousands of students who achieved National, State, and District titles... teams who strove to capture the same. I was (and still am) as relentless in coaching as my students were in winning. I was fortunate enough to have good health, brave students, administration, faculty, alumni, and parents who believed that forensics is the greatest teacher of them all, besides a fabulous husband whose successful coaching career in football and basketball embraced the same endless seasons as mine!”

Diane continues to teach and coach today, now honored as a six-diamond coach in the National Forensic League, because “unlike everything else in this world, nothing replaces the competitive spirit, the desire to achieve, and the ability to know how!”



Darrel Harbaugh

Field Kindley Memorial High School, KS
May 4, 2009
16,023 points

Darrel Harbaugh has coached debate and speech at Field Kindley Memorial High School in Coffeyville, Kansas for the past 31 years. He is the District Chair of the South Kansas NFL District and was a co-host of the 2007 Kansas Nationals. You may recognize Mr. Harbaugh from the national Extemp prep room, as he has been a tournament volunteer for many years.

Mr. Harbaugh has coached 61 students to the national tournament and has had national finalists in the Senate and House of Student Congress, United States Extemporaneous Speaking, and Expository Speaking. Under his guidance, twelve students have been recognized as NFL All-Americans, and Field Kindley High School has won four state policy debate championships, three state LD debate champions, and many individual speech champions.

Mr. Harbaugh has received three NFL District Chair Gold Awards and three NFL Distinguished Service Awards. As a teacher at Field Kindley High School, Darrel has been recognized twice as a Teacher of the Year by the Chamber of Commerce and he has been named a Kansas Speech Communications Association Teacher of the Year.

“It has been my privilege to work with many wonderful young men and women over my career. In small, rural communities like Coffeyville it is becoming more difficult to maintain a competitive speech program. Whereas many small schools are dropping competitive speech, Field Kindley High School continues to support debate and forensics because of the many student successes over the years. I appreciate all of the hard work and dedication of all of my students.”

Fifth Diamond Coaches



Dr. Elizabeth Ballard
Norman High School, OK
November 16, 2008
13,035 points

Dr. Elizabeth “Betsy” Ballard has taught debate and competitive acting at Norman High School in Norman, Oklahoma for 34 years. She is a past district Teacher of the Year, National Board Certified Teacher, and the District Chair of West Oklahoma NFL.

She has promoted NFL activities every year of her teaching life, and believes in NFL’s positive development effects upon students. She has qualified students to NFL nationals over twenty times, and her students have placed in the top six on three occasions in the events of Lincoln Douglas Debate, Poetry, and Extemp Commentary.

To her students, her school, her colleagues, and her extended NFL family, Dr. Ballard sends a shout-out: “Do what you love. Love what you do.”

“Do what you love. Love what you do.”

~ Dr. Elizabeth Ballard, fifth diamond coach



Mark V. Kapfer
Blue Valley West High School, KS
December 9, 2008
14,684 points

Mark V. Kapfer recalls that, second semester, senior year (1969) the debate coach at Lawrence High told him that he ought to debate. “She thought I was a sophomore,” he recalls. “That was my first real contact with debate. The comment did point me toward the Argumentation and Debate class at the University of Kansas. I remember my first competitive round being at Emporia State in front of Marvin Cox. The second was in front of David Matheny. However, I really never understood debate fully until I started coaching in 1974. Then, with the help of coaching workshops at Emporia State, I was able to achieve some sort of expertise. I have never stopped learning and studying. Starting at Grinnell and moving to Alma, Wamego, Highland Park, Shawnee Heights, and Blue Valley West has allowed 35 years to pass. I have achieved some distinction, at least in longevity. I remain humbled (debate will do that).”

Fifth Diamond Coaches



Helen Engstrom

Munster High School, IN
March 25, 2009
13,015 points

Helen Engstrom first started the Munster High School Speech and Debate Team in 1965 with 13 students. Over the years Mrs. Engstrom and her coaching staff have built the program to a yearly number of over 225. Her goal has been to prepare her students for the adult world by giving each of them marketable skills that will enhance their adult careers and personal lives. One of her mottos has always been that "You win with class and you lose with class." Her teams have won the Bruno Jacob Award twice. They have won several state championships over the years. Munster has had finalists at numerous national tournaments and has qualified students for nationals each year from 1968 through 2009.

Mrs. Engstrom has been elected to the National Coaches Hall of Fame and the Indiana Coaches Hall of Fame. She has won a National Federation's Outstanding Coaching Award and has served as a member of the Indiana High School Forensics Association's Executive Council.



Ron Jackson

Savannah R3 High School, MO
April 13, 2009
13,375 points

Ron Jackson started teaching the fall of 1983 at South Harrison R-II High School where he started a NFL Chapter. He started with six students in the class and left two years later with over 25 students competing. Ron moved to Kansas City area and taught at Fort Osage High School for five years, then moved to North Kansas City and taught there for 17 years. The past two years he has been the Assistant Principal at Savannah High School in Savannah, Missouri. He continues to help with coaching the students there and has run the Heart of America District Student Congress.

Ron has coached many students to the state tournament with seven state champions. He has qualified over 75 entries to the national tournaments. His students earned 5th place in Dramatic Interpretation in 1993, 4th place in Policy Debate in 1994, 10th place in Lincoln Douglas in 1996; 5th place in Lincoln Douglas 1997. Six of his students have advanced to Super Session in Student Congress (1997, 1998, 1999, 2000, 2001, and 2007).

Ron has worked with the John C. Stennis National Student Congress since 1997. For over ten years he has served as parliamentarian or tab personnel and was Assistant Director to Congress at the 2004 National Congress held at Salt Lake City.

Ron is a proud father of two. Both Alyssa and Sarah Jackson are proud NFL members. He spends time visiting his oldest daughter who works in live entertainment at Walt Disney World. He also spends time watching Sarah play soccer at college. Sarah is also the assistant coach for the Savannah High School girls' soccer team.

Fifth Diamond Coach



Kandi King

Winston Churchill High School, TX
September 26, 2009
13,791 points

Kandi's involvement with the NFL began in 1965. Since then, over 80 of her students have qualified to the national tournament, with many students advancing to elimination and final rounds and one being named the Policy Debate Top Speaker. An educator at Winston Churchill High School in San Antonio, Texas, Kandi's accolades include the Bruno E. Jacob award (2004), the Albert Odom award (2004), Barkley Forum Key Coach, UIL Denius Sponsor Excellence award, The National Federation of State High School Association Outstanding Speech Educator (1993), and Texas Speech Teacher of the Year (1992). Kandi has been a member of the NFL Board of Directors since 1998 and also serves as the District Chair of Central Texas, a position she has held for over a decade. As chair, Kandi has received Bronze, Silver, and Gold awards. Kandi was inducted into the Texas Forensic Association Hall of Fame in 2007 and the National Forensic League Hall of Fame in 2008.

Fifth

NFL Hall of Fame Nominations Due!

**Nominations must be postmarked
no later than February 2, 2010.**

Mail nominations AND coach biographies (300 word limit) to:

Sandy Krueger | National Forensic League
PO Box 38 | Ripon, WI 54971

or e-mail to:

sandy.krueger@nationalforensicleague.org



PUBLICATIONS CLEARINGHOUSE

Did you know?



Visit our online
store today!



The **NFL** offers a growing
library of **downloadable**
resources in the online store!

Popular resources from **CDE** and
Victory Briefs are available
instantly, from **your own** computer.

**Over 30 speech
and debate titles
ready to download
at your fingertips!**

You can find them in the same great
store where you already find **DVDs**,
honor society insignia, and more!

<http://www.nflonline.org/community/catalog>

“Next season doesn't begin in the fall. Next season begins at Western Kentucky University.”

YOU CAN'T ARGUE
With Success



WKU Summer Forensics Institute

July 11-18, 2010 (The Institute has been extended to a full week!)

At WKU, we realize that becoming a great competitor takes more than flash and style. It takes heart, substance and hard work to master the activity and make final rounds at Nationals. The WKU Summer Forensics Institute offers personalized, intensive study in four major areas for senior division, and three major areas for junior division students:

Senior

- **Debate:** Public Forum Debate and Congress
- **Interpretation:** Dramatic, Duo, Humorous, Poetry, Prose and Solo Acting
- **Limited Prep:** Extemp
- **Public Speaking:** Original Oratory

Junior

- **Interpretation:** Duo Acting, Improv. Duo, Poetry Interp. of Lit., Prose and Storytelling
- **Limited Prep:** Extemp
- **Public Speaking:** Public Speaking



WKU Summer Forensics Institute

The Winning Choice

<http://www.wku.edu/pcal/camp>

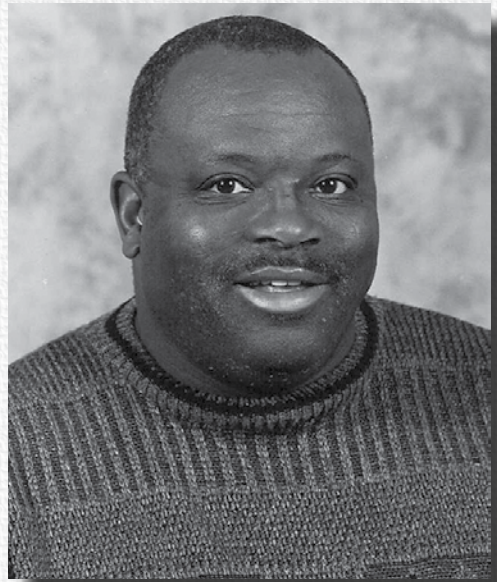


1906 College Heights Blvd., Bowling Green, KY 42101, Phone 270.745.6341, www.wku.edu/forensics

Fourth Diamond Coaches



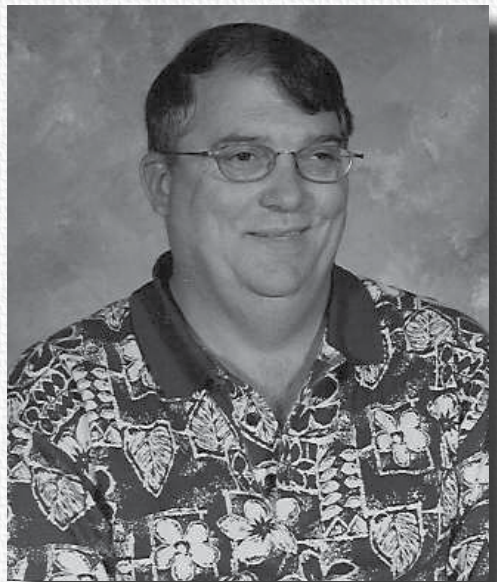
Robert Brittain
Columbia City High School, IN
November 22, 2008
10,003 points



Tommie Lindsey, Jr.
James Logan High School, CA
December 28, 2008
31,069 points



Tony F. Figliola
Holy Ghost Prep, PA
January 31, 2009
10,109 points



James Wakefield
Ft. Lauderdale High School, FL
March 8, 2009
12,259 points

Fourth Diamond Coaches



David S. Smith
Highland High School, UT
February 10, 2009
10,005 points



Max H. Brown
Blue Valley North High School, KS
March 14, 2009
10,053 points



Mark Quinlan
Centennial High School, MN
March 31, 2009
10,179 points



Charlotte Tyree
Plymouth High School, IN
March 31, 2009
10,038 points

Fourth Diamond Coaches



Nelson L. Warren
Remington High School, KS
April 6, 2009
10,007 points



Cat Horner-Bennett
Taos High School, NM
May 1, 2009
10,019 points



Charlotte E. Brown
Gregory Portland High School, TX
September 21, 2009
11,625 points

"I was fortunate enough to have good health, brave students, administration, faculty, alumni, and parents who believed that forensics is the greatest teacher of them all."

~Diane Mastro-Nard, sixth diamond coach

Third Diamond Coaches



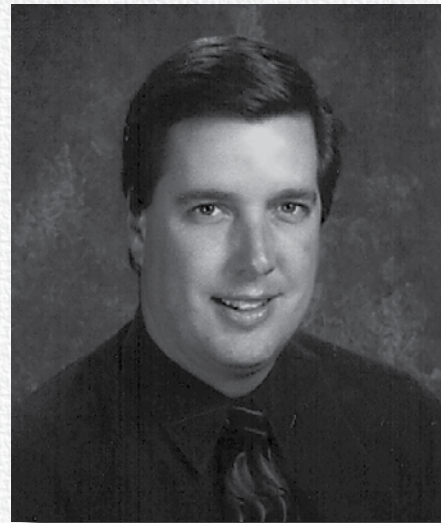
Renita Johnson

William P. Clements High School, TX
October 6, 2008
6,654 points



Thomas Williams

Howland High School, OH
November 2, 2008
13,079 points



Tom Mosberger

GlenOak High School, OH
December 6, 2008
6,001 points



Kim Jones

Bellarmino College Prep, CA
January 6, 2009
6,034 points



David Huston

Colleyville Heritage High School, TX
January 14, 2009
6,012 points



Robert Kelly

Chesterton High School, IN
January 28, 2009
6,007 points

Third Diamond Coaches



Chris Riffer

Blue Valley High School, CA
February 4, 2009
18,667 points



Sharon Volpe

North Allegheny Sr. High School, PA
February 4, 2009
8,858 points



Aaron Timmons

Greenhill School, TX
February 9, 2009
6,007 points



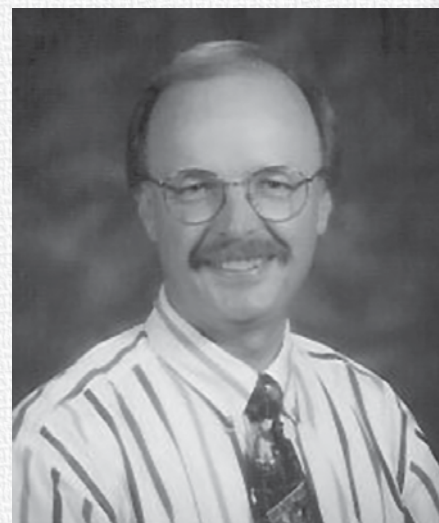
Matt Davis

Lincoln East High School, NE
February 16, 2009
6,069 points



Jennifer S. Bergan

Roosevelt High School, SD
February 20, 2009
6,043 points



Mark E. Stucky

Moundridge High School, KS
March 6, 2009
6,017 points

Third Diamond Coaches



Anne Wallin

Standley Lake High School, CO
March 12, 2009
6,025 points



Diane Forbes

Carroll High School - Southlake, TX
March 23, 2009
7,286 points



Tony Rosenberger

River Valley High School, AZ
April 13, 2009
7,154 points



Karen Wilbanks

Plano Sr. High School, TX
April 30, 2009
6,014 points



David Williams

Newton High School, KS
May 21, 2009
11,106 points



Sammy Green

Spring High School, TX
September 21, 2009
6,011 points

Sure, the fall
season is busy.

But *now's*
your chance!



Invest in yourself.

Make the most of your
winter break by ramping up
on coursework and earning
graduate credits or CEUs!

Learn online, anytime.



National Forensic League

www.mnsu.edu/nfl

contact **Kathleen Steiner** for more information • call 507.389.2213 • e-mail kathleen.steiner@mnsu.edu

Second Diamond Coaches



Jennifer McCarty
Eastview High School, MN
June 10, 2008
3,349 points



Bro. John McGrory
Chaminade High School, NY
October 3, 2008
3,009 points



Kim Falco
Franklin High School, TX
October 20, 2008
3,033 points



Ned W. Lauver
Wooster High School, OH
November 15, 2008
1,514 points



Tim Laner
Augusta High School, KS
November 18, 2008
3,007 points



Eric Ewan
Pekin Community High School, IL
November 22, 2008
3,024 points



Jerome Robinson
Granada Hills Charter High School, CA
November 25, 2008
3,004 points



Kenneth King
Shawnee Mission West High School, KS
December 1, 2008
4,160 points



Kristen Gonsoir
Groton High School, SD
December 14, 2008
3,016 points

Second Diamond Coaches



Walter D. Cook
Northrop High School, IN
December 15, 2008
3,019 points



Jeremy Hill
Lamar Consolidated High School, TX
January 13, 2009
3,445 points



Karen L. Minick
Bear Creek High School, CA
January 26, 2009
3,298 points



Daniel C. Jensen
Gothenburg High School, NE
February 4, 2009
3,636 points



Dan Sackett
Carl Sandburg High School, IL
February 4, 2009
3,020 points



Heidi L. Mick
Platte County High School, MO
February 22, 2009
3,109 points



David D. Smith
University High School, WA
February 22, 2009
4,165 points

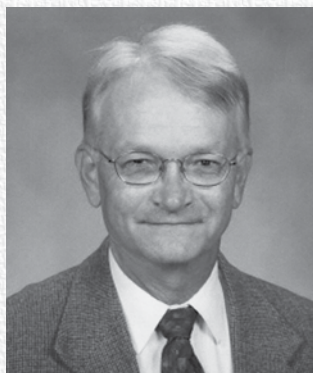


Sally Graham
Castle View High School, CO
March 2, 2009
3,009 points



Scott C. Johnstone
St. Thomas More High School, LA
March 5, 2009
3,564 points

Second Diamond Coaches



Charles Cravens
Walker High School, MN
March 15, 2009
3,005 points



Adam J. Jacobi
Rufus King High School, WI
March 19, 2009
5,536 points



James Fedje
Eastview High School, MN
April 1, 2009
4,128 points



Lee Ann Hyer
Davis High School, UT
April 20, 2009
6,716 points



Julia Y. Millush
East Carteret High School, NC
April 27, 2009
3,013 points



Janet Willford
San Ramon Valley High School, CA
May 6, 2009
3,039 points



Julie Ward Johnson
H. D. Jacobs High School, IL
May 8, 2009
3,019 points



Donald E. Hendrixson
Moses Lake High School, WA
June 2, 2009
3,011 points



Ashley G. Bowser
Broken Arrow High School, OK
September 28, 2009
5,315 points

First Diamond Coaches



Laurel Bushman

Tigard High School, OR
October 22, 2007
2,100 points



Angelo Brooks

Homeland Security High School, MD
April 1, 2008
1,502 points



Tyler Unsell

Park Hill High School, MO
July 16, 2008
1,507 points



Joseph Gazzola

The Bronx High School of Science, NY
October 16, 2008
1,534 points



Stacy Howell

Ridgeland High School, MS
November 3, 2008
1,930 points



Jessica Pasel Kranz

Logansport High School, IN
November 4, 2008
1,575 points



Jennifer Gruter

Clackamas High School, OR
November 7, 2008
1,523 points



Kristi L. Wallace

All Saints Episcopal School, TX
November 15, 2008
1,503 points



Curtis N. Shephard

Maize High School, KS
November 19, 2008
1,926 points

First Diamond Coaches



Aaron M. Dechant

Shawnee Heights High School, KS
December 8, 2008
4,251 points



Kristi Hodgkiss

North Lamar High School, TX
December 8, 2008
1,803 points



Gregory A. McGee

Mayde Creek High School, TX
January 27, 2009
1,517 points



Michael F. Concialdi

Rolling Meadows High School, IL
February 3, 2009
1,524 points



Karen H. Keefer

Mountain View High School, CA
February 4, 2009
1,501 points



Wendy Kuper

Riverside High School, WY
February 4, 2009
1,521 points



Shane Guilbeau

Lafayette High School, LA
February 8, 2009
2,770 points



Bro. Kevin M. Tidd, OSB

Delbarton School, NJ
February 9, 2009
1,507 points



Daniel Jewett

Manchester Essex Regional High School, MA
February 10, 2009
3,072 points

First Diamond Coaches



Edward Henry
Rio Grande High School, MN
February 22, 2009
1,506 points



Laura Whitcombe
Harrison High School, IN
February 22, 2009
1,510 points



Janet F. Bucknell
Cody High School, WY
February 24, 2009
2,074 points



Karla S. Penechar
Raymore-Peculiar High School, MO
February 25, 2009
1,523 points



Susan L. Hayes
Unionville High School, PA
March 1, 2009
1,752 points



Julie Alexander
Lawrence Central High School, IN
March 4, 2009
1,501 points



Deirdre Sullivan
Bellarmine College Prep, CA
March 4, 2009
1,514 points



Nick Sevano
Spring Valley High School, NV
March 9, 2009
1,521 points



Dee Hallock
Hamilton High School, MT
March 10, 2009
1,517 points

First Diamond Coaches



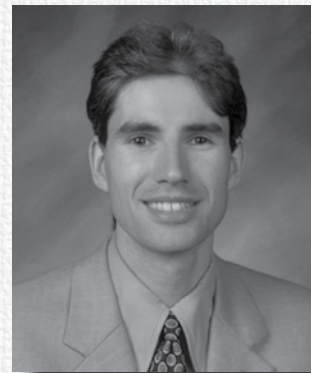
Susan K. Marco

Dassel Cokato High School, MN
March 14, 2009
1,521 points



Scott Sieling

Bloomington Jefferson High School, MN
March 16, 2009
1,537 points



Charles Donovan

Loyola-Blakefield High School, MD
March 24, 2009
1,504 points



Donald J. Sada

Staples Motley High School, MN
March 25, 2009
1,515 points



Patrice Jean-Baptiste

Milton Academy, MA
April 5, 2009
1,504 points



Amy Bushmeyer

Warrensburg High School, MO
April 6, 2009
1,548 points



Einar Wm. Johnson

West Torrance & North Torrance HS, CA
April 16, 2009
1,500 points



Deborah S. Everett

Park Tudor School, IN
April 17, 2009
1,501 points



Corey McCool

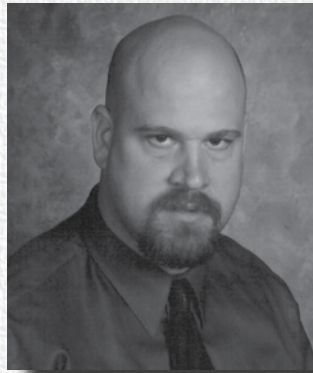
Annie Wright School, WA
April 17, 2009
1,501 points

First Diamond Coaches



Brett Young

Westmoore High School, OK
April 20, 2009
1,514 points



J. Patrick Moss

Chase High School, NC
April 26, 2009
1,520 points



Joel Underwood

Seattle Academy of Arts & Science, WA
April 28, 2009
1,538 points



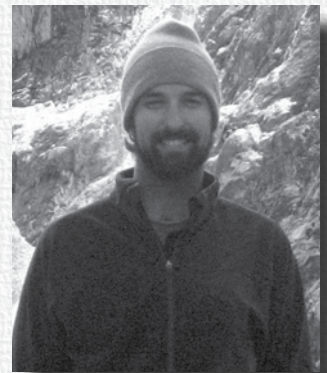
Kristine Compton

Hortonville High School, WI
April 29, 2009
1,977 points



William Swafford

Lee County High School, GA
May 3, 2009
1,504 points



Joseph Uhler

L. C. Anderson High School, TX
May 7, 2009
1,614 points



David C. Ralph

Seaman High School, KS
May 12, 2009
1,520 points



Sabrina Denney Bull

Millard North High School, NE
May 20, 2009
6,257 points



Deon Garner

Warwick High School, VA
September 26, 2009
1,519 points

HAPPY HOLIDAYS FROM GMIF!



Tis the Season for Learning!

Our nationally acclaimed staff has coached more national finalists and champions than any other!

Interp Oratory Extemp
Congress Public Forum

Tis the Season for Fun!

Minutes away from our capitol,
GMIF students go out on the town

Experience D.C. First Hand

Musical Theater

Monument Tour and the Newseum



Tis the Season For Winning!

5 Yale Champions– DI, DUO, Extemp, HI, OI!!
Over 40 Elimination Rounds at Nationals in '09!
Learn From the 2nd Place AFA National Team!!



**WANT TO BE A
PART OF GMIF?**
JULY 11-25, 2010

www.gmuforensics.org/gmif
703-993-4119

**FROM ALL OF US AT GEORGE
MASON, HAPPY HOLIDAYS!**

Legalizing the States Counterplan by David Marks, JD

In April, a series of respected debate figures published their disgust with the States Counterplan on eDebate¹. Much of this frustration relies on two assumptions—that uniform state action is unrealistic, and that no one spends time drafting or proposing uniform state laws.

Regardless of your final take on the States CP, these core assumptions are inaccurate.

Almost all law governing the United States economy is uniform state law (the Uniform Commercial Code). Most penal law is also uniform state law (Model Penal Code). There's the Uniform Probate Code, Uniform Trust Code, Uniform Transfers to Minors Act, Uniform Enforcement of Foreign Judgments Act, Uniform Arbitration Act, Uniform Child Custody Jurisdiction and Enforcement Act, and Uniform Interstate family Support Act. In fact, the list could continue for more than 250 laws, not even counting new proposals like the uniform law for sharing health care information.²

Sure, not every single part of these uniform laws was implemented completely, 100% uniformly. But each one of these uniform model laws is analogous to dozens, if not hundreds, of specific plans—the vast majority of which have identical texts in each state's books. This is why most of our daily lives are regulated by the same laws even though we live in fifty different states. When I buy a hot dog from a vendor, that action creates a contract because the same relevant language on contract formation was enacted in every state at more or less the same time.

No literature? The drafters of the bills above had 288 boxes of reports, memos, commentaries and the like³.

So why is it so hard to find states answers? Because of the weirdness of fiat in general,

not the states CP in particular. No politician chooses their normative stance on a law by completely ignoring political feasibility; democracy itself depends on the structural assumption that governments should adopt laws through the lens of political compromise. Debate ignores this aspect of policy desirability by fiat. The reason the literature doesn't write an answer to the states CP within these arbitrary constraints is because a lot of affs have no answers to the states CP within these arbitrary constraints. The only reason the states CP seems more unpredictable is because it's more politically difficult when it hasn't already been done. Politically uncontroversial plans that should be done by uniform state fiat have mostly been accomplished already.

Can't we just accept that bad affs are bad? When there are states answers, people write them: they say the federal government would preempt the states, or that the states wouldn't uphold the international signal, etc. But when there aren't states answers, it's usually because there really aren't any reasons the states shouldn't do the plan—EXCEPT reasons that assume that political feasibility is relevant to policy desirability. Yet the aff was the team that (1) said political feasibility is irrelevant, and (2) chose an aff whose only answer to the states CP depends on political feasibility being relevant! There's no evil negative conspiracy; the aff hijacked itself.

Two more points:

1. Solvency advocates are overrated. If the states have adopted uniform policies before, why not do it for the plan? I don't need a card to advance this as a relevant argument anymore than the aff needs a card to make a logical analytical attack on a disad. The idea that debaters can't make arguments—of any

sort—unless they have a card making it for them seems paternalistic, anti-educational and anti-fun.

2. "But no logical policymaker can choose between the plan and CP" is a similarly overrated argument. No one controls both the Supreme Court and Congress, or both the White House and Congress, or both the Senate or the House, or even both Senators Reid and Baucus. That means no logical policymaker can even choose the plan, unless we define logical policymaker to mean some crazy mutant combination of everyone in the federal government. But even more importantly, the need for a logical policymaker is totally made up. I can decide whether it would be better for the states or federal government to pay teachers, much the same way I can decide whether I would prefer for Joe or Jane to pay for the restaurant tab: "Joe should pay. No, Jane should pay instead." It doesn't matter if I have no influence over who pays; I can still compare the consequences of each or both paying.

At the end of the day, I don't know for sure whether the states CP is net good or bad for debate. But it seems stubborn to act like most law that governs our lives on a day to day basis came about via a totally unpredictable and utopian process. What makes the States CP powerful—the idea of uniformity—is more than just in the literature; it's already a huge chunk of United States law. ■

About the Author

David Marks, JD, received his degree from Columbia Law School. He double-majored in Government and Geography at Dartmouth College, and currently serves as the Director of Policy Debate at the Bronx High School of Science.

¹ <http://www.ndtceda.com/pipermail/edebate/2009-April/date.html>

² <http://www.nccusl.org/Update/DesktopDefault.aspx?tabindex=5&tabid=61>

³ <http://www.law.upenn.edu/bll/archives/ulc/>

Training Judges for Educational Evaluation

by Adam Jacobi

The judge is an important component of speech and debate contests, providing educational feedback to young people who are working to improve their communication skills. Some state organizations offer training programs, while in other areas, responsibility for ensuring qualified judges rests with the coaches or tournament hosts who hire them.

The lowest common denominator seems to be judge instructions created ad hoc by individual tournament directors, without set standards or expectations. Yet, coaches and students are rightfully upset when a judge does not include sufficient justification for a ranking, rating, or decision.

This month's Curriculum Corner *Rostrum* feature discusses the importance of modeling leadership, exploring its various tenets. Taking a cue from Harvard Professor J. Richard Hackman, if we think of the initial stages of coaching as motivation, and coaching the development of pieces or cases as consultation, then judging is assuredly education. From a pedagogical standpoint, each round of competition is a performance assessment. It is incumbent upon our community, therefore, to ensure that judges are providing meaningful assessment through their evaluation.

The Wisconsin High School Forensic Association (WHSFA) has offered training workshops for speech adjudication since 1990. The interactive workshops last four hours, include a workbook and complete rule book, incorporate moderated practice evaluation of videotaped presentations, and offer a simple meal for \$35 per participant. Within seven days of the workshop, participants are expected to complete an open-book test. Once certified, an adjudicator

is expected to complete a test every three years, with a \$5 processing fee to renew their certification. This ensures they are aware of rule changes the organization publishes, and willing to take the modest steps needed to stay engaged with the objectives of the training program.



The WHSFA's objectives for the training program include:

- Describe and demonstrate the impartial qualities expected of a judge.
- Identify the characteristics of students who will be evaluated.
- Understand general contest procedures.
- Use the rules for each specific event appropriately in evaluations provided to participating students.
- Write kind, constructive and instructive evaluations of students.

These objectives provide a solid foundation for judging pedagogy. Judges must understand ethics of competition and how students come from diverse backgrounds (large schools, small schools, rural, urban, suburban) with diverse abilities. There are a number of unique nuts and bolts to competition that judges should know, such as not waiting for all seven Extemporaneous

speakers to arrive. Many initial judges confuse the words "positive" and "constructive" criticism. Modeling comments that refer to *specific* lines in an interpretive selection, or a point in a speech or argument, are paramount to helping a student learn what needs to be improved. A student will learn more from in-depth comments that suggest exactly what to improve than nebulous comments about their holistic presentation. Familiarity with rules and criteria for evaluation helps judges focus on areas where students can grow.

Expectations

Judges are hired either by a school to fulfill an obligation based on entries, or by a tournament to ensure each section of a round is covered. Whomever hires judges should make sure judges understand the knowledge, disposition and conduct expected of them. This starts with an explanation of the itinerary for a tournament day, what materials the judge will need (such as a digital timing device), where and when they are expected to report, and how they must only take their own judging assignments and not trade with other judges. They should always report a conflict of interest, no matter how minor the perception may be, and allow tournament staff to determine whether they should judge certain students.

Judge conduct is an important consideration, too. For liability purposes, tournaments and leagues forbid contestants from entering a room unless a judge is present. Judges should make sure the host classroom's furniture and any items are not disrupted, or returned to where they were before that round began. It is also important to make sure food is confined to the cafeteria/commons (for students) and the lounge (for

A student will learn more from in-depth comments that suggest exactly what to improve than nebulous comments about their holistic presentation.

judges). Judges should remind students leaving to speak quietly in the corridors as other rounds may still be in session. Some individual squads and states ask that their judges dress in business casual as a sign of respect to the contestants, who dress professionally. This also models responsible behavior by adults, whom the students look up to. Cell phones should be silenced, and judges should not allow contestants or observers to have cameras, phones or other recording equipment, to protect the contestants' privacy and uphold copyright regulations.

Most importantly, judges should be able to write legibly. Oral critiques, where allowed, are no substitute for documenting what happened in a round in writing, so the coach can review those comments and issues with the student after the tournament.

Judges are also an important part of the equation for keeping a tournament running on time. Encourage them to be available and *willing* to judge during standby rounds to make a quick substitution when necessary, and staying through the end of the school's commitment. It is important to train them to write evaluations while students are speaking, and turn in ballots/materials completely, accurately, and in a timely fashion. If a question of rules infraction arises, judges should always document concerns and bring them to tournament officials, but rate the round as if there were no question of rules breach (judges do not disqualify on their own).

Judging Speech

Judges should understand how a schematic works, sensitive to speaker order, but also understand the dynamics of cross entry for each particular tournament. Depending on the tournament and state, a judge also may be expected to give time signals. During the speech, the judge should make write constructive suggestions for how the speaker can improve, not simply writing "good," "weak," or "work on..." Instead, they need to explain *how* or *why* a student is

*Every speech
and debate judge
should have a digital
timing device.*



doing well or poorly. A poor score or weak ranking should be justified by indicating shortcomings with the presentation. "Tough round" is an insult; judges should explain the reasoning behind their rank determination, because articulating it on evaluation sheets also keeps judges more "honest" about finding objective qualities by which they weigh the round.

Judges should understand particulars of what to look for in the various original speech, limited preparation, and literary interpretive events. Furnishing them in advance a copy of rules and any evaluation criteria is particularly helpful.

Judging Debate

Perhaps the most important reminder to debate judges is to separate their views from the quality of debating that occurs in the round, and to not intervene. Debaters dictate the important issues. A student may advance an argument that appears foolish. If the opponent fails to show the argument is poor, it stands. In fact, it is probably worse not to attack a weak argument than to make one in the first place. The judge is an

onlooker, taking note of what is being said by, noting when arguments are "dropped," and evaluating which debater is making more sense when there is true clash.

There are two general approaches to deciding a *win* in debate. The first is "strict logic." It holds that if a debater wins one crucial argument, that constitutes a win. The other view is more "holistic." It holds that the debater who does the better job establishing a position and refuting that of the opponent should win the debate. Judges should *flow* the round, to see structure of the debate at a glance, noting where meaningful clash is occurring, and how effectively each side is upholding their arguments.

Judges should understand particular requirements (time limits, round dynamics, scoring structure, etc.) in each of the events: Policy, Congressional, Lincoln Douglas, or Public Forum. ■

For handouts and other tools for training judges, visit www.forensiconline.net/judging.

Do you have resources you wish to share? Send them to Adam Jacobi at jacobi@nflonline.org.

About the Author

Adam Jacobi is the NFL's Coordinator of Programs and Coach Education.

A former two-diamond coach of three NFL champions and an NCFL champion, he has taught courses in speech communication and International Baccalaureate theatre. He has been a certified speech adjudication workshop trainer for the Wisconsin High School Forensic Association since fall of 2001.

December's Book of the Month:

The Encore Effect

Sandborn, M. (2008). New York: Doubleday.

Bestselling author Mark Sandborn, perhaps best known for the popular leadership text *The Fred Factor* (a December 2007 Billman Book Club review), reprises his affinity for change leadership (and alliterative titles) with his aptly named book, *The Encore Effect*. The pocket-sized resource, only 131 pages in length, reads more like a quotation book than a leadership text. Still, nuggets of wisdom—however piecemeal they may seem—abound in its pint-sized pages. For example:

Encore performances are so good that people want to see them again. That's how you know you are more than routine—you are remarkable.

Everything we do in life constitutes a performance, explains Sandborn, and one word summarizes the best performances, “*remarkable*” (p. 11). A performer knows that he or she is remarkable when an audience—consumers, constituents, or others—want more. This phenomenon Sandborn calls the Encore Effect.

“Remarkable” does not always mean that a performer is the best in the round, because in the world of the Encore Effect, a person competes with her or himself. Instead, “remarkable gets it done and leaves the impression that there’s a whole lot more where that came from... a remarkable performance is one that is so unique and valued that people notice and tell others about it” (p. 19). In forensics, the honor

society nature of NFL is designed to promote remarkable, rather than competitive performances, which likely happen as often in classrooms as on stages. Incentives for participation ensure that remarkable members succeed in their own right, not in just comparison to others.

No one cares unless you do, too.

No performance is truly remarkable without passion. Sandborn explains, “If you are going to get the marketplace excited about your brand—about you—you have to get people excited about who you are and what you do... Remember: No one will be more passionate about your performance than you are yourself” (p. 48). Fortunately, he writes, passion can be stoked by practices

If you need an inspirational saying to hang in the team room, a simple thought on which to ruminate, or just quotations for impromptu practice, Mark Sandborn is your man.

such as studying and learning, using small achievements to fuel larger ones, and looking to other passionate people as role models (p. 54). Not sure what in your life, if anything, elicits passion? Sandborn advises to do the work to which you are assigned

Sandborn explains, “Remember: No one will be more passionate about your performance than YOU are yourself.”

with gusto: “When people are excited about you and what you have to offer, the possibilities that will open up may surprise you” (p. 50).

You’ve got to put the time in.

Remarkable performances don’t just happen: Extensive preparation must occur before the show ever begins. Sandborn talks about “the crucial 5 percent,” which is “the extra 5 percent of effort that no one else will be able to match.” (p. 64). While remarkable performances may be enhanced by talent, hard work is single the biggest contributor to the Encore Effect. However, practice must be intentional and thoughtful before it yields dividends. “Let’s face it,” Sandborn writes, “Practice sounds like something artists, athletes, and actors do—not people in the everyday work world... But to become a remarkable performer, you’ve got to learn a more disciplined way to practice... without it, your performing days—not to mention your encores and callbacks—may be numbered” (p. 69). Thoughtful practice requires careful attention to detail, as Sandborn notes: “More often than not, when we perform remarkably, our success can be attributed to our attention to the details. And if we perform poorly, it was a lack of attention to detail that probably did us in” (p. 93). In other words, you’ve got to put the time in.

Why this book?

For starters, *The Encore Effect*’s performance metaphor is not lost on forensic educators. When Sandborn writes that every performance is significant, we understand it. After all, NFL national champions are crowned based on cumulative ranks: We know that every round matters. Moreover, the brevity of the book may render it more accessible to time-strapped forensic coaches, many of whom are already buried in reading. Finally, this book succeeds at delivering axioms. If you need an inspirational saying to hang in the team room, a simple thought on which to ruminate, or just quotations for impromptu practice, Mark Sandborn is your man.

The Encore Effect is, in many ways, an obvious sequel to *The Fred Factor*. And everyone knows that few sequels can match the original. Still, if you are looking for a light read with some good old-fashioned advice, give this one the once-over. ■

About the Author

Jenny Corum Billman is the Coordinator of Public Relations for the National Forensic League. She holds an MA and a BA in Communication, both from Western Kentucky University, where she was a 4-year member of the forensic team and a Scholar of the College.

CALLING ALL AUTHORS

The NFL is looking for
new, fresh articles
to publish in our
monthly magazine.

Visit us online for
more information:

**[www.nflonline.org/
Rostrum/Writing](http://www.nflonline.org/Rostrum/Writing)**

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 does not constitute endorsement by the NFL.

NFL DISTRICT STANDINGS

(as of November 2, 2009)

Rank	District	Average No. Degrees	Leading Chapter	No. of Degrees
1	New York City	203	The Bronx High School of Science	601
2	Three Trails (KS)	200	Blue Valley North High School	521
3	East Los Angeles (CA)	188	Gabrielino High School	639
4	California Coast (CA)	170	Leland High School	548
5	Ozark (MO)	164	Central High School - Springfield	505
6	Southern Minnesota	159	Eagan High School	487
7	Florida Manatee	155	Nova High School	499
7	Kansas Flint-Hills	155	Washburn Rural High School	286
7	Northwest Indiana	155	Plymouth High School	345
10	Sierra (CA)	152	Sanger High School	661
11	San Fran Bay (CA)	145	James Logan High School	514
12	Nebraska	139	Millard North High School	275
13	Heart Of America (MO)	134	Liberty Sr. High School	509
14	Show Me (MO)	129	Blue Springs High School	285
15	South Texas	122	Bellaire High School	703
16	Central Minnesota	121	Eastview High School	376
17	Rushmore (SD)	120	Sioux Falls Lincoln High School	374
17	East Kansas	120	Shawnee Mission East High School	292
19	Northern Illinois	118	Glenbrook South High School	292
20	Southern California	116	Claremont High School	269
20	Northern South Dakota	116	Watertown High School	221
22	West Kansas	114	Buhler High School	248
23	Sunflower (KS)	111	Wichita East High School	226
24	New Jersey	106	Montville High School	175
25	Illini (IL)	105	Downers Grove South High School	291
26	Eastern Ohio	104	Perry High School	211
27	Northern Ohio	101	Canfield High School	187
27	New England (MA and NH)	101	Manchester Essex Regional High School	234
29	Carver-Truman (MO)	98	Neosho High School	321
29	Rocky Mountain-South (CO)	98	George Washington High School	271
31	Idaho Mountain River	95	Hillcrest High School	234
32	Montana	93	Flathead High School	178
33	North East Indiana	92	Chesterton High School	337
34	South Kansas	91	Fort Scott High School	239
34	Golden Desert (NV)	91	Green Valley High School	315
36	Hoosier Crossroads (IN)	89	Kokomo High School	183
36	Colorado	89	Cherry Creek High School	310
38	Inland Empire (WA)	88	Central Valley High School	117
38	North Dakota Roughrider	88	Fargo South High School	158
38	Tarheel East (NC)	88	Pinecrest High School	155
41	East Texas	87	Klein High School	185
41	Florida Panther	87	Trinity Preparatory School	258
41	Deep South (AL)	87	The Montgomery Academy	234
44	Chesapeake (MD)	85	Walt Whitman High School	313
45	Southern Wisconsin	84	James Madison Memorial	163
46	Sundance (UT)	83	Bingham High School	199
47	Arizona	81	Desert Vista High School	350
47	Idaho Gem of the Mountain	81	Mountain Home High School	238
49	Utah-Wasatch	80	Sky View High School	170
49	Eastern Missouri	80	Ladue Horton Watkins High School	173
51	Michigan	79	Portage Northern High School	154
51	North Coast (OH)	79	Gilmour Academy	182
53	Central Texas	78	Winston Churchill High School	209

NFL DISTRICT STANDINGS

(as of November 2, 2009)

Rank	District	Average No. Degrees	Leading Chapter	No. of Degrees
54	Northern Lights (MN)	77	St. Francis High School	206
54	West Iowa	77	West Des Moines Valley High School	223
56	Greater Illinois	76	Belleville West High School	140
56	New York State	76	Scarsdale High School	129
56	Great Salt Lake (UT)	76	Skyline High School	174
59	Wind River (WY)	75	Green River High School	180
60	Georgia Northern Mountain	74	Henry W. Grady High School	209
61	Carolina West (NC)	73	Myers Park High School	198
61	West Los Angeles (CA)	73	La Reina High School	160
63	South Carolina	72	Southside High School	221
63	Hole In The Wall (WY)	72	Cheyenne East High School	198
63	Northern Wisconsin	72	Appleton East High School	218
66	East Iowa	71	West High School - Iowa City	197
67	Kentucky	70	Grant County High School	161
67	Heart Of Texas	70	Westlake High School	155
69	Space City (TX)	69	Kerr High School	135
70	Pittsburgh (PA)	68	North Allegheny Sr. High School	204
70	Valley Forge (PA)	68	Truman High School	134
70	Nebraska South	68	Lincoln East High School	192
73	West Oklahoma	67	Norman North High School	204
74	Louisiana	65	Lafayette High School	148
74	Mississippi	65	Oak Grove High School	164
76	Florida Sunshine	64	Pine View School	150
76	New Mexico	64	Albuquerque Academy	133
78	Tennessee	62	Morristown West High School	143
79	Western Washington	61	Gig Harbor High School	160
79	North Texas Longhorns	61	Flower Mound High School	164
81	Big Valley (CA)	60	James Enochs High School	127
82	Rocky Mountain-North (CO)	59	Rocky Mountain High School	129
82	Colorado Grande	59	Air Academy High School	120
82	Lone Star (TX)	59	Plano Sr. High School	183
85	Capitol Valley (CA)	58	Mira Loma High School	154
85	Hoosier Heartland (IN)	58	Ben Davis High School	99
87	Pennsylvania	56	Bellwood-Antis High School	114
88	Georgia Southern Peach	56	Carrollton High School	106
88	Western Ohio	56	Notre Dame Academy	106
90	Gulf Coast (TX)	55	Gregory Portland High School	157
91	South Florida	54	Michael Krop High School	116
92	UIL (TX)	53	Hallsville High School	135
93	North Oregon	51	Sprague High School	118
93	East Oklahoma	51	Jenks High School	184
95	Sagebrush (NV)	50	Reno High School	161
95	Tall Cotton (TX)	50	Seminole High School	107
97	Hawaii	49	Punahou School	120
98	LBJ (TX)	47	Princeton High School	143
99	Puget Sound (WA)	45	Ridgefield High School	81
100	South Oregon	44	Ashland High School	117
101	Virginia	43	Salem High School - Salem	85
102	West Texas	42	Ysleta High School	65
102	West Virginia	42	Wheeling Park High School	67
104	Iroquois (NY)	40	The Family Foundation School	91
105	Maine	39	Bangor High School and Lewiston High School	65
106	Pacific Islands	0	Marianas High School	37



Welcome new affiliates!



Bob Jones High School, AL
Salpointe Catholic High School, AZ
Champion School, CA
Citrus Valley High School, CA
Cleveland High School, CA
Downtown Magnets High School, CA
Sacramento Waldorf High School, CA
Westview High School, CA
Rye High School, CO
Doral Preparatory Academy, FL
Holy Trinity Episcopal Academy, FL
Leilehua High School, HI
Evanston Twp. High School, IL

Nokomis High School, IL
Northside College Prep, IL
Tipton High School, IN
Boyle County High School, KY
Randall K. Cooper High School, KY
Chanhassen High School, MN
Raymond High School, MS
Desert Pines High School, NV
Southwest CTA, NV
Northern High School, NC
Maple Heights High School, OH
Westlake High School, OH
Douglas McKay High School, OR

Aquinas Academy of Pittsburgh, PA
Ringgold High School, PA
Sioux Falls Christian High School, SD
Bushland High School, TX
Ennis High School, TX
Forney High School, TX
Fossil Ridge High School, TX
Lake Highlands High School, TX
Liberty Christian School, TX
Llano High School, TX
Parkland High School, TX
Union High School, WA
Hedgesville High School, WV

District Student of the Year Award **n o m i n a t i o n s**

Coaches, please remember to nominate your
graduating seniors for this prestigious award!

The official application is available for download at:
www.nflonline.org/DistrictInformation/StudentoftheYear

honor

NATIONAL FORENSIC LEAGUE





FULL SCHOLARSHIPS AVAILABLE!

On December 11th, auditions and interviews will be held for team membership at Western Kentucky University. Select students may earn full scholarships.

BE A PART OF THE TRADITION.
BE A PART OF THE EXCITEMENT.
BE A PART OF THE EXCELLENCE!

WESTERN KENTUCKY UNIVERSITY

YOU CAN'T ARGUE
WITH SUCCESS

A premier Kentucky Tournament featuring Public Forum, Broadcast Announcing, Declamation, DI, HI, Duo, Extemp, Impromptu, Improv Duo, OO, Poetry, Prose and Storytelling.

Hilltopper Classic

December 12, 2009

Interviews and auditions to compete at the University with the Number One ranked Forensics team in the country. Select students may earn academic scholarships.

Auditions

December 11, 2009

The Hilltopper Classic is an opportunity to qualify to compete at the National Individual Events Tournament of Champions, among the nation's best and brightest.

NIETOC Qualifier!

Schools out of the tri-state area receive entry discounts and shuttle service from the Nashville airport.

Sign Up TODAY!

Western Kentucky Forensics has distinguished itself as the premier program in the United States. WKU has won SIX American Forensic Association National Championships and EIGHT National Forensic Association National championships in debate and SIX championships in individual events. Don't miss your chance to compete among the best and win a place among the champions. Go to www.wku.edu/forensics.

Come and be a part of the tradition of excellence!



LYNDON B. JOHNSON

OBJECTIVE:

EDUCATION:

EXPERIENCE:

ACCOMPLISHMENTS:

-Member of the National Forensic League.

SOME OF THE GREATEST RESUMÉS IN HISTORY
STARTED JUST LIKE YOURS.

We applaud your persistence in preparing for your future. Especially so early in life. Lincoln Financial Group. Proud sponsor of the National Forensic League. Visit LincolnFinancial.com/nfl to learn more about our sponsorship.



Hello future.®