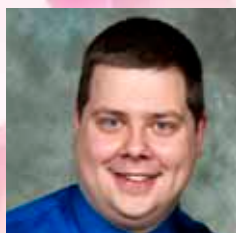


ROSTRUM

A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

VOLUME 86 ■ ISSUE 4 ■ DECEMBER 2011

INTEGRITY ■ HUMILITY ■ RESPECT ■ LEADERSHIP ■ SERVICE



Coach LEADERSHIP



2011 Circle of
Champion Coaches



The University of Iowa

National Summer Institute in Forensics

Two week LD - June 18 - July 1 \$1,300

Three week LD - June 18 - July 7 \$1,900



For program information and online registration visit our website at:

www.iowadebate.com

THE UNIVERSITY OF TEXAS

NATIONAL INSTITUTE IN FORENSICS



Read the Rostrum for announcements about dates and programs for the UTNIF in 2012. It is never too early to start thinking about where you will invest your time this summer. In 2012, you should choose UTNIF!

Find out for yourself why UTNIF continues to grow and is one of the largest, most accomplished, forensic workshops in the country. Offering instruction from the best educators in the country in CX, LD, PF, and all Individual Events is our business. Our pride and reputation are staked on the quality of our teachers and the proven success of our curriculum.

Across the board, in all UTNIF programs, we will take the time to reach students, help them improve, and help them win more contest rounds. Small student to teacher ratios, unique curriculum design, and a student centered philosophy, make the UTNIF one of the best, if not the absolute best, educational experience for its price in the country.

UTNIF

Dept of Communication Studies

1 University Station, A1105

Austin, TX 78712-1105

www.utdebatecamp.com

www.utspeech.net

(512) 471-5518

jv.reed@mail.utexas.edu



20 YEARS FROM NOW,
YOU'LL ARGUE THIS IS WHERE YOU
EMERGED AS A GREAT LEADER.
AND NO ONE WILL DARE REBUT YOU.



Many National Forensic League members go on to do great things. Perhaps, including you. Lincoln Financial Group. Proud sponsor of the NFL. Visit lincolnfinancial.com/nfl to learn more about our sponsorship.



Hello future.®

Board of Directors

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

Don Crabtree, Vice President
Park Hill High School
1909 6th Avenue
St. Joseph, MO 64505
816-261-2661
crabnfl@gmail.com

Kandi King
6058 Gaelic
San Antonio, TX 78240
210-641-6761
mamakjking@yahoo.com

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

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

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

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

Bro. Kevin Dalmasse, FSC
Pittsburgh Central Catholic High School
4720 Fifth Avenue
Pittsburgh, PA 15213-2952
215-514-2859
dalmasse@gmail.com

David Huston
Colleyville Heritage High School
5401 Heritage Avenue
Colleyville, TX 76034
817-305-4700, Ext. 214
david.huston@gcisd.net

James W. "Jay" Rye, III, Alternate
The Montgomery Academy
3240 Vaughn Road
Montgomery, AL 36106
334-272-8210
rye.j@montgomeryacademy.org

From the Editor

Dear NFL,

This month, we recognize coaches for their outstanding leadership and commitment to the NFL. Our coaches are unparalleled in their dedication to students and the forensic community. Many make tremendous personal sacrifices to ensure that new generations of students will receive the life-changing benefits of speech and debate education.

We believe that every coach is valuable to the NFL. For this reason, we are passionate about supporting our educators. In addition to promoting educator achievements, this issue also provides information about resources and services that we provide for coaches. These materials are our way of saying thank you to the thousands of talented educators in our organization.

Please join me in thanking our coaches for their hard work and service. Together, we truly are "Giving Youth a Voice!"

Sincerely,



J. Scott Wunn
Executive Director
National Forensic League



ROSTRUM

A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

125 Watson Street • PO Box 38 • Ripon, WI 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
Emily Hoffman, Graphic Design Assistant

Subscription Prices

- **Individuals:**
\$15 for one year • \$25 for two years
- **Member Schools:**
\$15 for each additional subscription

(USPS 471-180) (ISSN 1073-5526)

Rostrum is published monthly (except June-August) by the National Forensic League, 125 Watson Street, PO Box 38, Ripon, WI 54971-0038. Periodical postage paid at Ripon, WI 54971. POSTMASTER: Send address changes to the above address.

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

TOPICS

December 2011 Public Forum Debate

Resolved: In the United States, current income disparities threaten democratic ideals.

November / December 2011 Lincoln-Douglas Debate

Resolved: Individuals have a moral obligation to assist people in need.

2011-12 Policy Debate

Resolved: The United States federal government should substantially increase its exploration and/or development of space beyond the Earth's mesosphere.



VOTE

Online Voting for 2012-2013 Policy Debate Resolutions

From now until January 3, 2012, school advisors may log in to the NFL Points Application and vote for one of two final Policy Debate resolutions for 2012-2013.

Only one advisor from each active school may log in to the Points Application at the following URL:

www.NFLonline.org/points_application

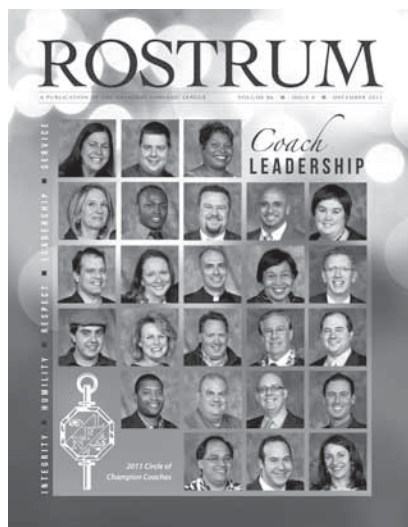
Simply select "Policy Debate Vote" from the left side navigation in order to cast your ballot.

Voting will conclude at 4 p.m. CST on Tuesday, January 3, 2012.

Questions? Email us at nfl@nflonline.org.

ROSTRUM

VOLUME 86 ■ ISSUE 4 ■ DECEMBER 2011



"Never tell people how to do things. Tell them what to do, and they will surprise you with their ingenuity."

~ George Patton



In This Issue


- 3 Letter From the Editor
- 8 Board Election Information
- 10 Board Meeting Recap:
Elaborating on Recent Rules Changes
- 18 Serving the League: Districts Focus on
Retention and Recruitment
- 22 Educators Thrive in Coach Scholarship
Program
- 23 My Cure for the Common Burnout:
Attend a Coach Workshop
by Bethany Piety
- 25 Depending on the Kindness of Coaches
by Bobby Phelps
- 30 Coach Leadership: Strategies and Goals
by Jace T. Lux and Craig T. Cobane, Ph.D.
- 37 Coaching Obligations: A Reminder of
the Power of Coaching
by Charles Walts, Ph.D.
- 39 Reflection: Remembering Pittsburgh
NFL Coach Gil Stoehr
by Bill Lemonovich
- 40 New Diamond Coach Recognition
- 44 Coach Profile: Max H. Brown
- 46 Donus D. Roberts Quad Ruby
Coach Recognition
- 47 Welcome New Schools
- 48 NDCA Coaches Focus
- 54 District Standings

TABLE OF CONTENTS • TABLE OF CONTENTS • TABLE OF CONTENTS

GiveYouthAVoice.org



Raise money for your team!

The NFL has partnered with  CAUSECAST to create a custom online donations system to allow speech and debate teams to collect funds for upcoming events! This platform serves as an easy and convenient way to reach out to new and potential supporters to meet your team's financial needs.



Create Your Own Personal Fundraiser in 3 Easy Steps...



Step 1:
Pick your team name



Step 2:
Create your team profile



Step 3:
Promote your fundraiser

Get started today using your NFL Points Application username and password!



IVY SCHOLARS PROGRAM

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

PROGRAM DESCRIPTION

The Ivy Scholars Program offers four innovative, intensive summer educational experiences for 2012 that feature interdisciplinary college-level non-credit academic study with leading scholars and practitioners. A very select group of high school students from across the United States and around the world will learn from members of Yale's world-class faculty, scholars from other leading institutions, distinguished fellows, and top government and business practitioners on a wide range of issues facing national and international leaders. Over the past several years, instructors have included such luminaries as Paul Kennedy, John Lewis Gaddis, Charles Hill, Adam Tooze, John Negroponte, Paul Solman, Steven Smith, Walter Russell Mead, Jonathan Schell, and others.

STUDENT PROFILE

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

FOUR INTENSIVE ACADEMIC AND LEADERSHIP DEVELOPMENT EXPERIENCES FOR 2012:

- **Program in American Political Philosophy and Legal Thought • 8 July – 21 July 2012**
 - Focus on the great ideas and thinkers in American political philosophy and legal thought
 - Ideally suited for scholar-leaders who are considering careers in politics, law, and public service
 - Designed for rising junior and senior high school students as well as post-high school, pre-college students
- **Program in Economics and Financial Literacy and Analysis • 8 July – 21 July 2012**
 - Focus on the great ideas and thinkers in economics
 - In-depth training in financial literacy and analysis
 - Designed for rising junior and senior high school students as well as post-high school, pre-college students
- **Global Leaders Development Program • 28 July – 11 August 2012**
 - Focus on executive writing skills, group facilitation and deliberation skills, and study of major global challenges
 - Tracks include *Global Health*, *International Security*, and *International Institutions and the United Nations*
 - Designed for rising sophomore, junior, and senior high school students
- **Studies in Grand Strategy for Rising High School Seniors • 29 July – 12 August 2012**
 - Focus on strategic writing skills, advocacy and persuasion skills, and the study of Grand Strategy
 - Designed for rising seniors and top alumni of the Global Leaders Development Program

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

[HTTP://IVYSCHOLARS.YALE.EDU/](http://ivy scholars.yale.edu/)



NATIONAL FORENSIC LEAGUE

Election Year for National 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 national Board of Directors by so advising the Executive Director in writing before February 1, 2012, **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, 2012, **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, 2012, **by certified mail.** Each candidate may include a photo to accompany the column.
- Each provisional, member, and charter chapter 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, 2012, 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 its total strength.
- All seats are not up for election. Board members Kandi King, Tommie Lindsey, Jr., Billy Tate, and Pam Cady Wycoff were elected in 2008, and their seats are up for election in 2012.

■ Ballots will be mailed to schools in April 2012.

Frequently Asked Questions

■ What is the general time commitment as a member of the national Board of Directors?

Board members are expected to attend three regularly scheduled meetings. These meetings are scheduled by the board and generally occur in early fall, late spring, and at the national tournament. The fall and spring meetings generally run two and a half days, and the national tournament meeting is a few hours on the day prior to registration day. In addition to meetings, board members are periodically asked to participate in committee work and are sometimes asked to attend state conventions and workshops as representatives of the league.

■ What is the role and specific time commitment of a board member at the national tournament?

Board members are asked to attend several public events during the day and in the evening, as well as serve various volunteer roles during the competition hours.

■ Is there a financial cost to being a board member?

No stipend or salary is given to a member of the Board of Directors. However, travel expenses (related to board member responsibilities) are paid by the league.



NATIONAL FORENSIC LEAGUE

Board of Directors Responsibilities and Expectations



- **The board determines the league's mission and purpose, and ensures effective organizational planning. Directors:**
 - Promote and uphold the mission, purpose, goals, policies, programs, services, strengths, and needs.
 - Serve as ambassadors by upholding the constitution and acting in a manner that is in the organization's best interest.
 - Determine, monitor, and strengthen the organization's programs and services.
- **The board governs the organization through broad policies and objectives and determines, monitors, and strengthens programs and services. Directors:**
 - Serve in leadership positions and undertake special assignments willingly and enthusiastically.
 - Prepare for and participate in three annual full board meetings (mid-autumn, late spring, and the day before the national tournament), committees, and other organizational programs and activities.
 - Ask timely and substantive questions at meetings—consistent with their conscience and convictions—while supporting the majority decision on actions passed by the board, as well as suggest agenda items as needed for meetings, ensuring that significant, policy-related matters are addressed.
 - Maintain confidentiality of the board's closed executive sessions, adjudicate objectively on the basis of information received from individuals and urge those with grievances to follow established policies, and speak for the board or organization only when authorized to do so.
 - Gain an awareness of trends in the field of forensics.
 - Orient new board members and evaluate board performance.
- **The board selects and removes the Executive Director, whose performance it evaluates. Directors:**
 - Counsel the Executive Director as appropriate and offer support during the variety of problem solving and public relations interactions that arise with groups and individuals.
 - Refrain from requesting special information or projects from staff without first consulting the Executive Director.
- **The board ensures legal and ethical integrity and maintains accountability. Directors:**
 - Serve the organization as a whole, rather than any special interest group or constituency, and maintain independence and objectivity, acting with a sense of fairness, ethics, and personal integrity.
 - Uphold the premise that even the appearance of a conflict of interest that might bring harm to the board or organization is undesirable, and will disclose any possible conflicts to the board in a timely manner.
 - Seek advice from the Executive Director before accepting or offering gifts from or to anyone who does business with the organization.
- **The board provides proper financial oversight, ensures adequate resources, and approves sale of League assets. Directors:**
 - Exercise prudence with the board in the control and transfer of funds.
 - Understand and evaluate the organization's financial statements and otherwise help the board fulfill its fiduciary responsibilities.
- **The board enhances the organization's public standing. Directors:**
 - Support the organization through annual giving according to personal means.
 - Assist the Executive Director, Development Director, and Development Board by implementing fundraising strategies through personal influence with corporations, individuals, and/or foundations.

Board Meeting Recap

Elaborating on Recent Rules Changes

At its spring meeting, the board moved to require unaffiliated judges for Congressional Debate, as well as to introduce three new district sweepstakes awards. At the fall 2011 meeting, the board created a specific allowance for online source of material for interpretation events, starting with the 2012-13 season. This article clarifies these recent rules changes.

Congressional Debate

In Congressional Debate, a judge affiliated with a particular school must not judge a student from that school. This rule was introduced after several districts requested clarification of the rules for judges in Congress. The board felt it was unfair to expect any less for competitive integrity in Congress than in any of the other main events.

Districts are encouraged to reach out to local groups such as American Legion, Kiwanis, Lions, League of Women Voters, Optimists, Rotary, VFW, etc., to ask for volunteer judges. Districts that have done this in the past have had great experiences. In some cases, the partnership has helped facilitate future requests for donations from these civic and service organizations, impressed with the caliber of the activity and the seriousness of purpose and demeanor brought to the task of debating in Congress.

At www.NFLonline.org/AboutNFL/LeagueManuals, download the "Congress Judge Overview (Dist. Tourn.);" document to share with community judges.

District Sweepstakes

NOTE: The following does not change the existing district sweepstakes award; it adds three additional awards. It also does NOT add Congress to the overall district sweepstakes award.

In addition to an overall district sweepstakes award, awards will be given for the three distinct divisions at the district tournament: congress, debate, and speech. Each of these areas functions essentially differently, and often are held on different days/weekends. This also allows schools whose programs focus on one or two of the areas to have a chance at earning some type of squad award.

A school's top eight speech, top six debate, and top five congress entries will count toward calculation in each area, respectively.

Computing the sweepstakes award for speech and the award for debate function in the same manner as those two areas are figured for the overall sweepstakes award.

In Congress, the majority of districts qualify two representatives and two senators. This consistency is different than in other events. The Senate is balanced by school representation, and House chambers—varying from 16-29 entries apiece—are added at 30,



The rule change regarding online source material for interpretive events does not take effect until the 2012-13 school year.

61, and 91 students. Congress uses an 8-place rank standard, so sweeps points are consistent with placement, in the inverse (1st place = 8 points, while 8th place = 1 point).

Interpretation: Source of Material

NOTE: The following does NOT apply to the current school year; it takes effect next fall.

Beginning with the 2012-13 school year, main and supplemental interpretation events (DI, HI, Duo, Prose, Poetry, and Storytelling), will allow limited use of literature that originates from online sources that do not offer traditionally printed and published copies. The rationale is that digital publication is not a "trend," but a new norm for how people acquire and purchase books, scripts, etc. Further expansion of this rule is possible, as the NFL continues to examine various online digital publication formats.

Online sites available for use will be individually reviewed according to standards provided on the Literary Digital Publications Rubric. From February 1-April 1, 2012 NFL coaches (and companies) may submit additional source suggestions to the national office for consideration and approval. Please see www.NFLonline.org/Main/InterpSource after January 1 for information on how to submit a site for consideration, potential questions, sample rubric tests and an introductory list of example sites.

This new rule accounts for many issues and was designed to be conservative in order to be comparable to the current printed and published expectations. Additionally, since websites offer varying publication formats or add additional literary material or formats after being pre-approved, the use of the literary digital publication rubric best ensures that material selected from the website meets the standards established. Insisting on a specific medium—web page, and not PDF or anything else—best ensures unalterable material, allowing easier text verification of original material by officials. This upholds literary standards, is designed to deter the production of original material by students and coaches, encourages the use of stable websites, and strives to provide accessibility to all interested parties.

The initial list of pre-approved online sources will be made public on the NFL website by June 1 for the 2012-13 school year.

The approved site list will be evaluated, revised, and updated yearly with submission for final approval by the NFL for the following competitive year. Beginning in the 2012-13 academic year, submissions from member coaches will be accepted beginning

(continued on next page)



November through March 1 for approval for the following academic school year. Submissions made after the deadline cannot be added to the list for use in competition until the following year.

Literary Digital Publications

Rubric

A. Source Parameters: This rubric is designed for literary material accessed from websites that do not offer traditionally printed and published material. Sources available in traditionally printed and published format are to follow current NFL rules for that format of material.

B. Rubric Standards: The following standards are to be used for evaluating websites producing digital publications and in turn the format of the digital publication found on that website that may be used for NFL main and supplemental interpretation events. Website approval is the first requirement. The publication format of the specific literature selected from the website is the second requirement.

1. Website offers online material published directly on its web page(s). These pages must be printable. Downloaded files will NOT be accepted. The NFL defines a web page as a document coded with hypertext markup language (HTML), displayed in a web browser. The NFL defines a downloaded file as a specific non-HTML format, such as PDF, or word processing document.
2. The literary material is from a website with strict editorial

submission standards that include editorial review and acceptance.

- a. Personal sites (Facebook, live journals, blogs) will not be accepted.
 - b. Personal professional sites (those where a writer who has his/her own site and can place his/her words for sale or view) are not acceptable.
 - c. Publish it sites (those with one click upload or that accept submissions without a selection process) will not be accepted.
3. Texts must come from a verifiable website that can be accessed universally by any user. The site and literary text needs to be verifiable on the web if challenged.
- a. Unmarked/casual sites where individuals can easily post work either for performance or criticism will not be accepted.
 - b. The website has been in existence for a minimum of two years prior to submission for the upcoming school year (several online tools allow for verification of the existence of a website).

Manuscript Verification Requirements

Students/coaches will need to bring the following items to the District Tournament and submit them to the NFL upon student entry to NFL National Tournament:

- A. Manuscript items to be printed directly from the screen:
 1. The first page in the website (the home page).
 2. All other links pages needed to navigate to the literary text selected for competition shall be printed out and the link must be highlighted in the manuscript.
 3. All web pages upon which the cutting appears.
- B. Each page must have printed in the header and/or footer:
 1. Date the page was printed.
 2. Web address.
- C. Only the printed manuscript shall be considered adequate proof of authenticity. In other words, the student or coach must provide printed pages or an identical copy for examination.
- D. The highlighted manuscript submitted for material verification will follow the same rules designated for printed and published material.
- E. The website and online version of the digital publication needs to be available for comparison if challenged. Online access is the fundamental responsibility of the District Committee and/or individual filing the protest. NOTE: If the committee cannot gain online access and the above requirements have been met, the piece is to be considered legal for use. ■





Free Judge Training Now Online!

FIND NEW INSTRUCTIONAL VIDEOS ABOUT JUDGING AND EVENTS ON *NFLTV.ORG*

With the help of *NFLtv.org*'s new online content, judges can achieve basic competency in the mechanics and ethics of judging forensic competitions. The NFL is excited to take this step and promote consistent, thoughtful forensic adjudication throughout the United States.

The interactive series also can be helpful to explain events to new students and coaches and help other educators understand what we do. Members may access these materials at any time, for free!



NFL Academic All American Award • Application Form

Student Name _____

School _____

School Address _____

NFL District _____

To the National Forensic League:

The above named student qualifies for the Academic All American Award by meeting ALL of the criteria checked below. (Each line must be checked for verification.)

_____ NFL Degree of Superior Distinction on record (750 points)

_____ GPA of 3.7 on a 4.0 scale (or its equivalent)

_____ **School transcripts with GPA must be included**

_____ ACT score of 27 or higher, or SAT score of 2000 or higher

_____ Completed at least 5 semesters of high school

_____ Character reference from both the student's coach and principal

NFL Chapters may present an Academic All American Award to any NFL member who meets the above criteria.

By signing below, we certify that the above / enclosed information is true and accurate, and that the student nominated, in addition to the above criteria, has demonstrated character, leadership, and commitment.

NFL Sponsor / Coach Signature

NFL Sponsor / Coach Name (PRINT or TYPE)

Principal Signature

Principal Name (PRINT or TYPE)

Student Signature

Student Name (PRINT or TYPE)

Complement your Academic All American Certificate of Achievement with the
Academic All American Pin!



*elegant gold plated pin with
alternating blue and gold stripes*

I have enclosed money for the following:

QTY

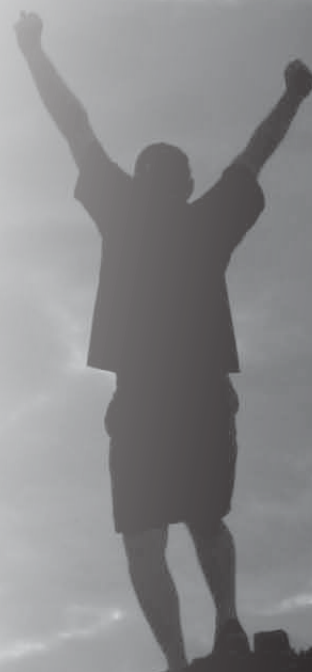
_____ **\$10 Application Fee**
*(includes a hand-lettered
Certificate of Achievement
to be presented to student)*



_____ **\$13 Academic All American Pin**

Total Enclosed \$ _____

Academic All American Award



Forward application,
along with \$10 application
fee and transcripts to

NFL

PO Box 38

Ripon, WI 54971-0038

updated 11/11/11

HARVARD DEBATE COUNCIL

2012 SUMMER WORKSHOPS



*Congress • Public Forum • Policy
Extemp • Public Speaking & Argumentation*

for students in grades 9-12

hdcworkshops.org

NATIONAL FORENSIC LEAGUE



June 13-18 ★ Dallas, Texas

FINAL ROUNDS COMPLETE SET

www.NFLonline.org

INCLUDES:

Awards Ceremony

Main Events

- Congressional Debate – House
- Congressional Debate – Senate
- International Extemp
- Lincoln-Douglas Debate
- Original Oratory
- Policy Debate
- Public Forum Debate
- United States Extemp

Supplemental / Consolation Events

- Expository, Commentary, Supplemental Debate
- Impromptu

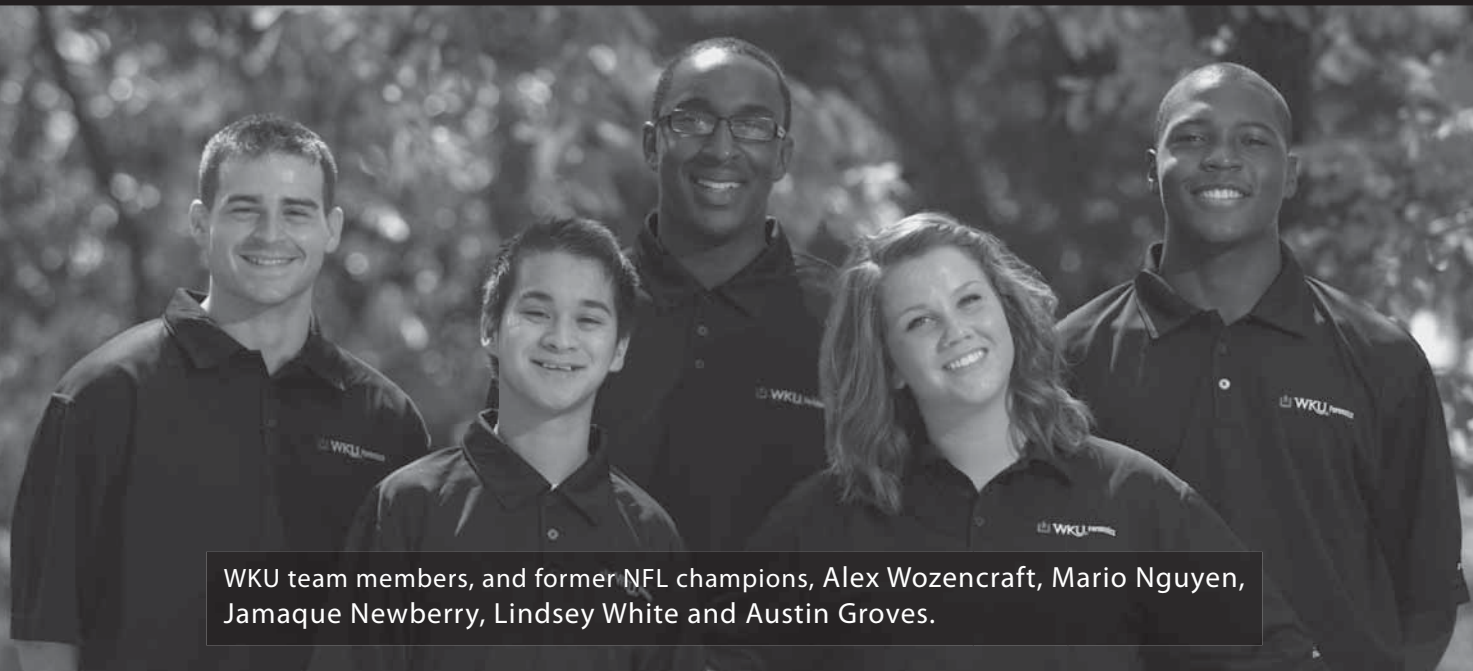
- *Relive the excitement of the Dallas 2011 Nationals.*
- *Learn from the top finalists from every event.*
- *Enjoy watching your favorite performances again and again.*
- *Share your experience with family, friends, and teammates.*
- *Order yours today! 2011 Complete Set and individual events available online.*

VISIT NFLONLINE.ORG TO ORDER



**Summer
Forensic
Institute**

July 8 - 14, 2012 at Western Kentucky University



WKU team members, and former NFL champions, Alex Wozencraft, Mario Nguyen, Jamaque Newberry, Lindsey White and Austin Groves.

WKU SUMMER FORENSIC INSTITUTE

The WKU Summer Forensic Institute (SFI) offers personalized, intensive study in four major areas for senior division, and three major areas for junior division students. Tuition includes all meals, dorm fees, and instructional material. WKU's SFI challenges students to become the very best and then gives them the tools needed to be champions. If you want to compete like a champion, you need to work with the champions at WKU's SFI.

July 8 - 14, 2012
Application Deadline: July 1, 2012
The most affordable summer
forensic institute around!

\$700 - out of state students
\$500 - Kentucky students
\$300 - commuter students (no meals or lodging)

***Take advantage of early registration!
Discounted rates if you register
by May 23!***

***\$650 - out of state students
\$450 - Kentucky students
\$250 - commuter students (no meals or lodging)***

For more information, contact Jace Lux - jace.lux@wku.edu - 270-745-6340
WKU Forensics; 1906 College Heights Blvd. #51084; Bowling Green, KY 42101-1084
www.wkuforensics.com

Serving the League

Districts Focus on Retention and Recruitment

by Adam J. Jacobi

Coaches Are Our Greatest Resource

A recent National Center for Education Statistics study shows that 23% of teachers not mentored leave the profession after two years, compared to 10% of mentored teachers. On average, 15% of speech and debate programs lose their advisors annually. However, districts that have mentorship in place with a simple phone call or chat at a tournament on a regular basis experience the lowest attrition of coaches.

A coach recently posited a question that many of us in the speech and debate community have asked: Why is it that a principal immediately replaces a football coach when he retires, but is not always desperate to replace a forensic coach?

Answering this question can provide insight as to why certain schools go without speech and debate programs.

One could argue that athletic teams get more attention and funding than academic ones. Statistically, that would be correct—but it is non-unique. Why do golf teams receive less attention from principals than football and basketball teams? One reason: the latter are spectator sports that attract a lot more attention for a school. Parents and communities get excited about these teams for the source of pride they bring.

However, speech and debate teams can bring equal, if not greater, pride and recognition to one's school. Harnessing that power is key. That's where the culture and infrastructure of the NFL come into play. Building a strong forensic program must be about advocacy: highlighting the positive impact of speech and debate on the lives of young people, and showing how its value-added education augments student achievement, attendance, and conduct, while also providing many

of the character-enhancing benefits found in other sports, be they athletic or academic.

As a membership-based organization, the NFL thrives on its 108 districts and the total number of schools enrolled each year. Since principals and school boards often compare their schools to other schools in the immediate area, it is to our collective benefit to expand the universe of schools involved in forensics, so when a principal asks the question: "If every other school in our conference offers speech and debate, why don't we?"

December is a critical time for encouraging schools to renew their membership. Statistics show the NFL's renewal rate drops drastically after the first of the year. Coach attrition also results in fewer renewals.

A solid, grassroots affinity between coaches and their NFL district is extremely important in fostering recruitment and retention efforts. Districts most successful in building their roster of chapters—and spurring those chapters toward charter chapter strength—are the ones in which the district chair and committee are in frequent communication with their local coaches, and therefore, knowing well ahead of time when coaches are retiring, away on medical leave, suffering budgetary constraints, etc. That knowledge of potential issues is critical in proactively

"The most effective districts encourage existing speech and debate programs in the area to join the NFL, and have a great support network among coaches."

motivating schools to find an interim or replacement coach in order to prevent programs from falling between the cracks.

The most effective districts also encourage existing speech and debate programs in the area to join the NFL, and have a great support network among coaches. Notable initiatives include follow-through of mentorships; meetings of district coaches to discuss rules changes and other district efforts; and student workshops and coach clinics that are co-sponsored by NFL districts and in-state leagues or associations, often highlighting the honor society aspect of NFL membership.

This fall, district chairs have been hard at work reaching out to schools who haven't renewed their NFL membership, as well as recruiting potential new schools for their districts. During the first week of September, the national office sent each district chair complete lists of active schools in 2010-11, as well as schools who hadn't renewed after the 2009-10 year.

Several districts have taken advantage of District Impact Grants, which are stimulus funds from the national office, most often used to subsidize school dues and individual student membership fees, offset district tournament costs, or reimburse expenses from an ambassador. The ambassador program allows a retired coach, college student, or other interested

third party to reach out to school administrators, school boards, and educators in the area and help them establish an NFL chapter.

Other ambassadors can breathe new life into struggling programs by mentoring coaches, identifying sources for judges, and accomplishing other tasks that often overwhelm new coaches.

Below is just a snapshot of those districts whose chairs are new this year—demonstrating how their innovation and enthusiasm has infused their districts with positive growth strategies.

Arkansas and Carver Truman (Missouri)

Longtime NFL coach Tim Hollis successfully rallied more than a dozen schools in Arkansas to form the NFL's newest district! The amount of energy and excitement shared among the schools has been exciting, and they're looking forward to having their own qualifier. Since the Carver-Truman district lost the Arkansas schools, chair Bobby Stackhouse (who grew up and competed in Arkansas) has been hard at work recruiting additional schools. Mind you, Bobby is the coach at Joplin High School in Missouri, which was decimated by a tornado this past spring.

New Mexico

Chair Margo Batha has been hard at work reaching out to schools with fledgling speech and debate

programs, and welcoming them into the NFL fold. Her mentor, recently retired coach Noel Trujillo, has been instrumental in offering advice.

New York State

While participation in recent years has been concentrated outside New York City, chair Charles Sloat has reached out to the Albany area, to encourage more participation. The district is considering waiving fees to offset travel costs for the Albany schools.

Lone Star and North Texas Longhorns (Dallas Area)

Retired coach and Lone Star chair Cindi Timmons has been working closely with former NFL coach and Dallas Urban Debate Alliance Director Nicole Serrano to incorporate urban debate schools within the two districts. The NFL district is waiving its qualifier tournament entry fees, so the UDL programs can compete at the tournament and help raise participation numbers. Cindi and Nicole also have been working closely with middle schools in Dallas, encouraging them to build programs, sowing the seeds for a sustained demand for high school forensics in that area.

Our thanks go out to these and other coaches for all of their hard work. We hope you will join these leaders in their efforts to serve the league and give youth a voice. ■



NFL ONLINE

BUILD YOUR SKILLS THIS WINTER!

Online Professional Development

Enrich your coaching skills and build your transcripts with CEUs or graduate credit by taking convenient online courses in forensics.

Professional Coach Accreditation

Administrators turn their heads when they receive an official letter from the NFL, congratulating their coach on achieving professional accreditation as an educator in the forensic arts. Compile your credentials, tally your years of coaching, add up your NFL points, and apply to a growing roster of coaches finally getting the credit they deserve!



VISIT US TODAY:
www.NFLonline.org



GMIF HIGHLIGHTS 2011-2012!!!

Outstanding Appearances in 2011
Eliminations Rounds!

Wake Forest: 9 Finalists & 2 Semi Finalists
Yale: 15 Finalists, 16 Semi Finalists & 11
Quarter Finalists
St. Mark's: 2 Finalists & 6 Semi Finalists



Want a Jumpstart on
Your Holiday Gifts?

George Mason Institute of Forensics 2012

JULY 8 – 22

EXTENSION: JULY 22 - 25

*Sign up and pay in full before
January 1, 2012 and get a \$200
discount on GMIF tuition!*

For more information:

www.gmuforensics.org/gmif

GMIF students have the opportunity to:

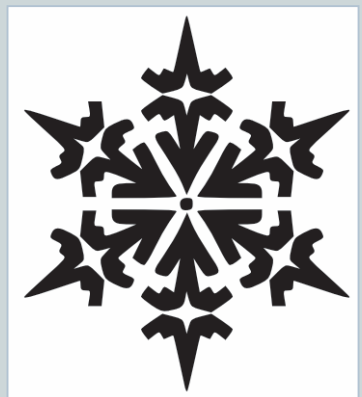
- **Tour the Monuments of Washington, D.C.**
- **Attend World Premier Theatrical Productions**
- **Meet with a National Security Council Advisor**
- **Meet with a Speechwriter for the President**
- **Engage in a Poetry Slam**
- **Work with Students from Around the World**

For more information about GMIF contact:

Director of Forensics

Dr. Peter Pober / gmif2012@gmail.com

(703) 993-4119





Educators Thrive in Coach Scholarship Program

by Jenny Corum Billman

The NFL's Coach Scholarship Program enables NFL coaches to train with the nation's top speech and debate coaches during their summer break. As part of the 2011 program, educators received awards to attend one of 13 top summer forensic institutes across the country. A total of 25 received awards based on their applications and essays.

When asked, "What would you tell other coaches who are interested in the Coach Scholarship Program?" one scholarship recipient wrote, "It was an amazing experience that was irreplaceable. I am so much better prepared to coach this year!"

A fellow attendee responded, "GO! Even if you don't think you need to... you should go. The interactions with other coaches made the entire time away from my family so worth it. As educators, parents, etc., we don't always have the opportunity to unplug and just focus on our teams. This camp gives one the opportunity to do so, and it helped me decide on the direction I want to take my team in the future."

Yet another coach concluded, "Thank you for the opportunity to learn again! I pick up new skills every summer!"

The NFL will begin taking applications for the 2012 program on February 15. Scholarships are available for all areas of forensics including public speaking and interpretive events, debate, and congress. Scholarship options include full (tuition, lodging, and meals), tuition-only, and discount awards. For more information, including goals and learning objectives for the program, visit us at www.NFLonline.org/CoachingResources/CoachWorkshops.

Thanks to our outstanding summer institutes!

- Capitol Classic Debate Institute
- Dartmouth Coaches Workshop
- Florida Forensic Institute/National Coaches Institute
- Gustavus Adolphus College Summer Speech Institute
- Kansas State Wildcat Debate Workshop
- Mean Green Workshops
- Nebraska Debate Institute
- Ohio University
- Sun Country Forensics Institute
- The Perfect Performance Workshop at Hattiesburg High School
- Victory Briefs Institute
- Western Kentucky University Summer Forensic Institute
- Whitman National Debate Institute

 **Did you know?**

100% of coach scholarship recipients who responded to our survey rated their experience as either good (4/5) or outstanding (5/5)!

My Cure for the Common Burnout: Attend a Coach Workshop

by Bethany Piety

Each year, teachers leave the forensic community because they are burned out. I knew that burnout was a huge possibility when I took on my coaching job at Edina High School in Minnesota. I had just graduated from my masters program, was adjuncting for a few colleges, working retail, and trying to be the best mom and wife I possibly could be. I knew that burnout was imminent if I did not seek out some options for support and development as a coach during the off-season.

I had heard about the Gustavus Coach Workshop program the week after I accepted the offer from my school to be the head speech coach, and I knew that I needed to find a way to go and learn everything I could from coaches whom I had respected greatly over the years.

I am so glad that I attended the institute. An editorial piece does not begin to give justice to the incredible experience that the Gustavus Coach Workshop program offers speech coaches. It is a program that is not for the faint of heart, as it had the propensity to get my heart racing at many moments during the week.

While I am a high school speech coach, I am not a high school teacher. I stepped into the position as head speech coach in the fall of 2010, and found that I had a lot of work to do. As any first year coach could say, I spent much of my first year restructuring my team in a way that worked for myself and my new coaching staff. While I was not burned out at the end of the season, I found myself wondering how I

might be able to more efficiently organize my program.

The Gustavus Coach Workshop provided an extended block of time for me to clear my mind of the distractions of my college students, family, and day-to-day life to focus and prepare for my upcoming season. I realize now how lucky I was to have the support of the NFL, the MSCA, and my family to take a week off of life, and to allow myself the time to reflect, connect, and prepare for the 2011-12 season.

I had not been to Gustavus since I had competed there as a college student, and I must say, I was a bit nervous to return to the place where I had competed so many times. The nerves quickly wore off as I realized that I was not the only coach feeling the pressure. We were quickly whisked into our first of many meetings for the week, and it was there that I discovered that the attendees of the workshop are not just new coaches—they are assistant coaches, seasoned coaches, new coaches, and they make the commitment to return to the camp to learn more, give back, and support the coaching program. At that point I stopped feeling as though I had subjected myself to coach “re-education,” and realized that I was a part of something bigger and better than I had initially realized.

Being a part of the Gustavus Coach Workshop opened my eyes to the incredible community of speech coaches there is in the country; something that we often forget about when we are elbow-deep in the trenches of our season. The

program materials, the breakout sessions, and time to work with mentor coaches was physically taxing at times, but emotionally therapeutic and professionally rejuvenating.

By week’s end, I felt ready to not only return to my family, but also to reconnect with my team in a whole new way. Kris Kracht, Jill Lofold, and the unbelievably talented staff at Gustavus were not only inspiring, but motivating. I felt incredibly blessed to have the opportunity to immerse myself in their coaching sessions with students, and to learn about their coaching journeys. I know now that when I begin to doubt myself as a coach, I will have an amazing support system in my fellow Gustavus Coach Workshop graduates and leaders that I can turn to.

I genuinely look forward to returning to the Gustavus coaching institute in the future. The opportunity to focus for an extended period of time on something that I am deeply passionate about is invaluable. The depth and breadth of information and resources available by attending the program is more than one can take on in just one week, and I understand why coaches return to learn year after year. I feel that this incredible opportunity may be my ticket to not burning out as a coach in years to come. ■

***Bethany Piety** is the head speech coach at Edina High School and an adjunct instructor. She currently holds an M.A. in Communication Studies from Bethel University and is working toward her high school teaching license.*

APPLY FOR COACH WORKSHOP SCHOLARSHIPS!



Coach workshop scholarships enable NFL coaches to train with some of the nation's top forensic educators at institutes throughout the country.

Scholarship options include:

- *Coverage of tuition, plus lodging and meals*
- *Coverage of tuition only*
- *Discounted tuition rates*

The application period extends from February 15 to April 1, 2012.



For more information, or to apply, visit www.NFLonline.org/CoachingResources/CoachWorkshops.

2011 Coach Scholarship Recipients

- Vicky Allen, Kingfisher High School, OK
- John Augillard III, Alief Hastings High School, TX
- Melissa Barry, San Dieguito Academy, CA
- Jason Caldwell, Brownsboro High School, TX
- Kelly Cimino, Decatur Heritage Christian High School, AL
- Jill Collura, Freemont High School, NE
- Ginny Connolly, Sewickley Academy, PA
- Jesse Dover, Homewood High School, AL
- Joseph Drevlow, Drevlow Home School, MN
- Margaret Dubel, La Costa Canyon High School, CA
- Ross Eichele, Blaine High School, MN
- Cassie Elliot, Perry High School, OH
- Dyson Ellis, Alta High School, UT
- Kathryn Gross, Loyola High School, MI
- Rodger Huckabee, Kuna High School, ID
- Tori Marshall, Grants Pass High School, OR
- Starlyn Nackos, Murray High School, UT
- Jacob Nielson, American Leadership Academy, UT
- Tara Norick, Columbia Falls High School, MT
- Bethany Piety, Edina High School, MN
- Bobby Phelps, Fort Osage High School, MO
- Kurt Shelton, University High School, NJ
- Jennifer Stanton, Delhi Central School, NY
- Luana Uluave, Waterford High School, UT
- Andrew Waldron, Forest Lake High School, MN

EDUCATORS THRIVE • EDUCATORS THRIVE • EDUCATORS THRIVE

Depending on the Kindness of Coaches

by Bobby Phelps

I was hired as the Fort Osage High School Speech and Debate teacher/coach two days before classes began in August 2009. With no previous experience, I made a promise to my principal that I would network to find the help and support I needed to learn and succeed. This help was easy to find within my coaching community. I was encouraged to utilize the resources available through the NFL, including taking part in the Coach Workshop Scholarship program.

I navigated to the Professional Development Portal on the NFL website, which I utilized the previous year to attend the National Tournament Clinics in Kansas City. The Coach Workshop Scholarship page offered a list of many summer camp scholarships. My students compete in all of the debate and

speech events challenging me as a new coach. With this in mind, I applied for a scholarship to the Florida Forensic Institute/National Coaches Institute (FFI/NCI) which offered a broad spectrum of events and coach-specific resources. This decision proved rewarding.

I was accepted into the program, offered a scholarship to FFI/NCI, and soon welcomed by directors Bob Marks and Howard Miller. I knew I was in the right place when I kept running into NFL national champions among the camp staff. I joined three other coaches attending NCI, and we were provided with unlimited access to labs, lectures, and one-to-one conversations with staff coaches. These coaches were extremely generous with their time and expertise. I learned new resources

for Extemp, creative approaches to cutting an interpiece, effective speech techniques for Congress, and competitive strategies for Public Forum Debate. I not only made new friends but also gained new competencies from some very amazing coaches.

The FFI/NCI website promised, "Coaches at all levels will leave the NCI with materials and ideas that will sustain their programs for years to come." For me, this promise was definitely fulfilled, and then some. The two weeks I spent with the FFI campers and staff gave me a new perspective and hope as a new coach. I am grateful to them and to the NFL for the opportunity. ■

***Bobby Phelps** is the speech and debate director for Fort Osage High School in Independence, MO.*

THE FINAL WORD

Remember, the NFL will begin taking applications for the 2012 Coach Scholarship Program on February 15!

- *"Apply! It was a fantastic way to make connections with other coaches, as well as learning curriculum and drills to use with my team. I have already recommended it to another coach."*
- *"A coach is foolish to not apply for this scholarship, no matter what experience level they have. There is always something to learn, even if just to be recharged by the enthusiasm of the students and the student instructors."*
- *"The workshop was an incredible experience! I really enjoyed having the chance to meet with other coaches, and consider how I manage my own team."*
- *"The scholarship program is an absolute 'must have' for any coach in need of intensive training, especially those who come from budget-conscious schools."*



YOU should be in Denton for the Mean Green Workshops

- ✓ **Focus on Skills.** We want you to leave as a better debater! Instead of endless hours in the library, you spend time with instructors and in practice sessions learning skills to move to the next level!
- ✓ **Diverse Options.** Whether you're headed to the TOC or UIL Districts, we can get you ready. Our Kritik Lab, Skills Session, and Sophomore Lab are just examples of our unique and varied options.
- ✓ **Attention to Geography.** From cutting edge techniques, theory, and arguments to localized approaches for judges and tournaments in your specific region and circuit, we want you to leave with what's most valuable for your situation!
- ✓ **Unbelievable staff.** Why pay thousands more? Work with some of the best minds in debate.
- ✓ **Your comfort and safety** are the primary concerns for Residential Life Director **Kandi King**!

Policy Debate

Director: Dr. Brian Lain, University of North Texas

Two, Three, and Four Week Sessions: June 24 – July 21, 2012

2011 Faculty Included:

Andy Casey (UNT), RJ Giglio (Caddo/OU), Josh Gonzalez (Iowa),
Scott Gottbreht (Johns Hopkins), Scott Herndon (UTD), Dr. Tracy McFarland (Dallas Jesuit),
Louie Petit (UNT), Grant Peretz (GBS/UNT), Colin Quinn (UNT), Lauren Sabino (UNT),
Amy Schade (Grapevine/UNT), Sarah Spring (Iowa), Geoff Smith (Wakeland),
Tara Tate (Glenbrook South), Christopher Thomas (UTSA), Toby Whisenhunt (Highland Park)

Lincoln-Douglas Debate

Director: Aaron Timmons, Greenhill School

Two and Three Week Sessions: June 24 - July 14, 2012

2011 Faculty Included:

Jalon Alexander, Jonathan Alston, Arti Bhatia, Bekah Boyer, Anjan Choudhury,
Claire Daviss, Pat Donovan, Sam Hamad, Beena Koshy, Rachel Lanier, Todd Liipfert,
Courtney Nunley, Dr. Scott Robinson, Coral Rojas, Ed Williams, Jared Woods

Public Speaking, Congress, & Extemp * With labs for beginners, home school, and middle school!

Director: Chris Agee, Newman Smith

One and Two Week Sessions: June 19 - July 2, 2012

Public Forum Debate * A roaring success returns for year two! Fastest growing event in Texas!

Director: Doug Dennis, Saint Francis

One and Two Week Sessions: June 19 - July 2, 2012

No Application Fees! Check out our website with details, store, online registration, evidence, forums, and more:

www.meangreenworkshops.com

For more information, write Institute Director **Jason Sykes**:

director@meangreenworkshops.com

Dates, staff, and fees are tentative and subject to change. Watch the website for updates.



EXCELLENCE

Speech has a long tradition of excellence at Gustavus.

- 10th Place at the 2011 and 2010 American Forensic Association National Individual Events Tournaments.
- Top 20, 2009, 2008, and 2007 American Forensic Association National Individual Events Tournaments, placing 18th in 2009.
- One of 11 schools to be nationally ranked five consecutive years. Ten of 11 are Division I institutions.
- National Champion - Prose - 2011 AFA-NIET
- National Champions, President's DII, at the 2011 National Forensic Association National Tournament
- Four American Forensic Association National Individual Events Tournament All-Americans.
- Qualified for the Interstate Oratorical Association National Contest seven consecutive years, including a national finalist in 2008.

GUSTAVUS 
GUSTAVUS ADOLPHUS COLLEGE

150 YEARS AND **COUNTING**

For more information

Kristofer Kracht, Director of Forensics
507-933-7486 | kkracht@gustavus.edu

Forensics scholarship information can be
found at gustavus.edu/go/forensics

800 West College Avenue | St. Peter, Minnesota
507-933-8000 | gustavus.edu



2011 CIRCLE OF CHAMPION COACHES

In the Spotlight



(left to right) Joseph Wycoff, MN; Pam Cady Wycoff, MN; Gabriel A. I. Alisna, HI; Andrew G. West, NC; Kevin Roberts, TX; Lisa Miller, FL; Casey Miller, FL; Jane JT Martinez, AZ; Chris Riffer, KS; Bro. Kevin Tidd, OSB, NJ; Robert Baron, MN; John Horner, MO; Teresita P. Zulaybar, MP; Daniel Deshon Hodges, SD; Bryan Hagg, SD; Jan Heiteen, IL; Andrew Charrier, MN; Maryrose Kohan, CO; Greg Sobetski, CO; Cheryl Frazier, IL; Matthew Murphy, CO; Grant Wylie, CO. Not pictured: Russ Reidelberger and Adam Jenkins.

Coach Leadership

Strategies and Goals

*by Jace T. Lux and
Craig T. Cobane, Ph.D.*

As participants in the activity of forensics, we all are well aware of its importance. Alexander and Strickland (1980) claim that among the benefits to students who participate in forensics are enhanced reasoning, research, analysis, speaking, and organizing skills. Colbert (1995) notes that substantial evidence exists to support a strong correlation between participation in debate and the development of critical thinking skills.

As an activity with so many recognized benefits, participation in forensics spans the nation. From its humble beginnings in literary societies, competitive speech and debate has grown to unforeseen levels of popularity over the last century. High school and college competition teams exist in all 50 states, and, according to the official website of the National Forensic League, there are currently more than 120,000 active high school student members who participate in speech and debate competitions annually. Bartanen (1994) states, "During this school year, thousands of high school and college students will participate in some form of organized speech competition" (p. 1).

The value of forensics is well documented, but the role of the coach and the institutional context have received considerably less attention. This essay is the start of a conversation about how forensic coaches can develop the appropriate leadership context for their students. This article will draw upon the literature of leadership and lessons learned from years of experience working in nationally competitive university forensic programs and with a range of talented and gifted high school and college students.

Our goal is to address the importance of coach leadership by first considering your institutional context and by using that knowledge to intentionally develop and maintain a team culture that allows young people to develop the skills, experience, and confidence to be successful not just in forensics, but in life. The essay will draw upon the substantial literature on leadership and end with a discussion of the future of coach leadership.

Organizational Context: What are the Expectations?

Coaches, as do all effective leaders, must set goals for the team, and appropriate goals cannot

"We would posit that the coach's primary responsibility is that of a teacher; coaches must never forget that, first and foremost, they are educators and mentors of young adults."

be set until the coach has clearly defined why the team exists. Therefore, coaches must understand the organizational context at the school and the team's *raison d'être*. For many schools, academic extracurricular activities such as forensics exist only to balance out the large number of athletic teams (and the corresponding amount of money invested) at the school. For others, the forensic team is the pride and joy of the entire school, and its accomplishments are widely celebrated. In these cases, administrators such as principals and even superintendents expect teams to achieve success at the national level. Coaches need to understand the reason their team exists, and bear this information in mind when establishing goals for the season. They also should clearly communicate those goals with students, and let students participate in goal setting within this context.

Role of Coach: Forensic Championships or Champion Students?

It is important for the coach to establish and reinforce the culture of a team. An organization's culture is its patterns of behavior, values,

traditions, expectations, policies, and other intangibles that make that organization unique (Watkins, 2003). Culture is never static; it is always evolving and changing. An institution's or team's culture is passed on to new members both formally and informally. Since the general dynamic of a high school team is that its student participants will change every four years, the constant variable is often the team's coach. Therefore, it is imperative that the coach retains and passes on the important components that make up the team culture to new members. It is a mighty task, but a necessary one.

As coaches create the culture and develop appropriate goals within their institutional context, how do they balance expectations with their duty as an educator? We would posit that the coach's primary responsibility is that of a teacher; coaches must never forget that, first and foremost, they are educators and mentors of young adults. Although an educator has multiple roles, primary among them is preparing students academically for the next stage of their education and for a successful future. After all the tournaments are over and the trophies are gathering dust, creating

better prepared students for the challenges of life is at the heart of what we do as educators.

Put another way, one of the primary roles of the "coach as educator" is to help prepare forensic students academically for college. As alluded to above, the literature on the educational value of forensics is replete with data showing that the research, critical thinking, communication, and problem solving skills developed through participation in high school forensics make students more successful in college. No research that we have found provides evidence that winning a trophy makes you a more successful college student or adult. It is the process of being a student of forensics that leads to success in life—the trophies are a nice bonus. Coaches need to provide leadership in creating, maintaining, and transferring a culture that promotes forensics as a co-curricular program that develops skills for future success, not a competition to win at any cost. No forensic program wants to be compared with the plethora of sports programs that produce "winners" and even national champions, but does not produce graduates who are academically, psychologically, or emotionally

prepared to be successful in college or in life. Coaches should always inculcate a culture that recognizes that success in school and life is more valuable than tournament victories. At the end of a career as a coach, creating teams full of young people who have a 100% graduation rate and are successful, productive members of society is far better than a cabinet full of trophies.

Leadership Theory and Coaching

Obviously, teams cannot exist without strong leadership, and in most cases, the team's coach implements this leadership. But what does it mean to be a forensic coach? Is it simply preparing students for upcoming competitions? While this essay cannot fully answer these questions, we do hope to explore some of what it means to lead a forensic team in a way that maximizes the benefits for student participants and prepares them for the next stage of life. The literature on leadership has some parameters and guidance for both new and experienced coaches on the topic of "coach as leader."

In his 2008 book, *Positive Leadership*, author Kim Cameron introduces the concept of positive leadership. The first of the strategies of positive leadership according to Cameron is the creation of a positive climate within an organization (p. 14). "Positive climate refers to a condition in which positive emotions predominate over negative emotions" (p. 17). Cameron states that this happens when leaders demonstrate compassion for others, including noticing when

something is personally wrong and responding in appropriate ways (p. 24). Leaders also should express gratitude toward others for their efforts (p. 30). A coach has the responsibility to make sure that students feel as though their team is a positive one. Kouzes and Posner (2002) note that effective leaders create a climate of trust (p. 243) and show appreciation for individual excellence (p. 337). When coaches take the time to celebrate the successes of team members, whether in the realm of forensic competition or otherwise, a positive attitude permeates the team.

The second step toward positive leadership is building positive relationships, or those that provide enrichment, vitality, and learning for individuals (p. 35). Within every organization are positive energizers who create and support vitality in others, and negative energizers who deplete the enthusiasm of others (p. 42-43). In order to create positive relationships, leaders should demonstrate positivity themselves, and place positive team members in positions where they can best affect those around them with their infectious attitude (p. 44). The forensic coach who leads with enthusiasm is likely to have more enriched relationships with the students on the team.

The third step that Cameron (2008) advocates is engaging in positive communication (p. 14). Such communication exists when affirmative and supportive language replaces negative and critical language (p. 51). In high performing organizations, the ratio

of positive to negative statements is 5.6 to 1 (p. 52). Organizations with positive communication encourage communication from all team members (p. 56).

Taken together, the challenge of coaching is evident, but the rewards are even greater. If a coach can work within the organizational context of the institution to create and promulgate a culture of excellence, the team—and more importantly, the students—will be successful. This should be the goal of coaches.

Role of Forensics, College Success, and Educated Champions

In this essay, we have presented some of the leadership elements that are needed in a forensic coach. The elements of leadership are key to developing a culture that values educational leadership and success in college (and life) over mere "success in tournaments." We live in a society that praises the short cuts taken in order to win at any cost, while at best giving lip service to the longterm benefits of developing a pattern of hard work, patience, and excellence. Creating a team culture that promotes the latter virtues falls to the coach. It is only the leadership of the coach that can develop and instill excellence in the team. It is only the coach who can show the team how to transfer this culture from one generation of forensic students to the next.

The culture of the team and the goal of the team should be a relentless pursuit of excellence. As Aristotle put it more than two millennia ago, "We are what we repeatedly do. Excellence, then, is

Imagine... a stress-free ceremony.

The materials you need for a remarkable honor society ceremony are now available as a single, easy-to-use resource—the NFL’s free *Honor Society Guide*. The guide, which complements the pre-existing *Chapter Manual*, includes downloadable resources such as press releases, invitations, programs, scripts, and more. Visit www.NFLonline.org to download your guide.



Be free to focus on what really matters.

not an act, but a habit.” Coaches should be unrelenting in their development of a culture that promotes a drive for excellence: as a student, as a competitor, and as a young adult. This is how forensics develops students to be successful no matter their future educational and career goals. Increasingly, the role of coaching will be creating

the culture of excellence. The creation of this culture on the team is paramount in creating educated champions, because the world needs a generation of students ready for success in college, possessing strong reasoning, research analysis, and speaking skills, and not solely a handful of national champions. ■

Jace T. Lux is the Director of Forensics at Western Kentucky University. He has helped transform the WKU forensic team into the most successful college program in the country over the past decade in both individual events and LD Debate. He will finish his doctoral work in Educational Leadership in the spring of 2012.

Craig T. Cobane, Ph.D. is the Jarve Endowed Professor in Honors and the Executive Director of the Honors College at WKU. His academic background is international relations/security studies, but he is also the author of a number of articles on working with high achieving students and building Honors Colleges/Programs.

References

- Alexander, R., and Strickland, W. (1980). Co-Funding forensics. *Association for Communication Administration Bulletin*, 34, 79-80.
- Bartanen, M. D. (1994). *Teaching and directing forensics*. Scottsdale, AZ: Gorsuch Scarisbrick.
- Cameron, K. (2008). *Positive leadership: Strategies for extraordinary performance*. San Francisco: Berrett-Koehler.
- Colbert, K. (1995). Enhancing critical thinking ability through academic debate. *Contemporary Argumentation and Debate*, 16, 52-72.
- Kouzes, J. M., and Posner, B. Z. (2002). *The leadership challenge*. San Francisco: Jossey-Bass.
- Watkins, M. (2003). *The first 90 days: Critical strategies for new leaders at all levels*. Boston: Harvard Business School Press.

THE BEST PART ABOUT GIVING GIFTS:

YOU CHOOSE WHAT'S INSIDE!



Pick out the perfect thing for every forensic enthusiast in your life at the National Forensic League's online shop—and don't forget something for you, too! Choose from official NFL merchandise to wear your pride; key pins and awards to show off your accomplishments; books and videos to take your competition to the next level; and so much more.



WWW.NFLONLINE.ORG/COMMUNITY/CATALOG

2012 Cal National Forensic Institute

“Exceptional Faculty in the Ideal Setting”

June 17 - 30

Institute Faculty

Jonathan Peele, Speech/Congress Program Director:

Director of Congressional Debate & Individual Events at the Harker School. Has coached NFL finalists in Congressional Debate and interpretation, as well as state champions in events including Oral Interpretation.

Shellie Kingaby, Oratory Curriculum Director:

Forensic coach at Central Cabarrus HS. Has coached orators and interpers to finals at Wake, Blue Key, Emory, Harvard, and semifinals at NFL Nationals.

Robert Sheard, Extemp Curriculum Director:

Head coach at Durham Academy. Coached the 2008 Public Forum NFL national champions and the Harvard Extemp champion.

Juan De La Cruz, Interp Instructor:

Assistant coach at Centennial HS. Has coached state champions in four different states. His students have reached late elims at various national circuit tournaments and semifinals at NFL Nationals.

Brittany Stanchik, Congress Instructor:

Assistant coach for Congress at Desert Vista HS in Arizona. Was a 2009 finalist in Congress at NFL Nationals and coached the 4th place student in House at NFL Nationals in 2011.

Chase Williams, Extemp Instructor:

Assistant coach at Lake Highland Prep. His students' accomplishments include the 2011 NFL Impromptu champion and many more late elimination round appearances.

MORE STAFF TO BE ANNOUNCED LATER



Program Highlights:

- An accomplished, unified staff selected for their ability to positively motivate students to greater competitive success
- Interp and Oratory curricula focused on building lasting skills, not merely returning home with a piece or speech for the year
- The facilities and resources of the country's leading public university
- Congress curriculum that stresses refutation, crystallization, and procedural expertise
- A low student to staff ratio that ensures individualized coaching
- Extemp curriculum that gives students tools for answering questions without depending on a single formula

Applications and additional program information will be available soon at:
campuslife.berkeley.edu/debate

Or feel free to email the director:
JonathanP@harker.org



Beehive Forensics Institute

July 7-23, 2012

bfi.utah.edu

EVENTS

Public Forum
Policy Debate
Lincoln Douglas Debate
Extemporaneous Speaking

TUITION

Resident: \$1500
(Includes room,
board & meals)
Commuter+Meals: \$1000
Commuter without meals: \$750
Discounts for early registration/Utah students

BENEFITS

College Credit
Social Events
Salt Lake Bees Baseball Game
Gateway Mall
Frisbee Golf Tournament
Personalized Instruction
A focus on critiqued practice
Customizable Curriculum

Nearly a century of combined
coaching experience in college
and high school forensics.

Students benefit from a
student-faculty ratio of 7:1

All staff members have coached
state, regional and national
championships.

STAFF

Mario Herrera
Grady HS, Atlanta, GA

Geoff Brodak
California State University, LA

Nicholas Russell
California State, Long Beach

Michael Middleton
University of Utah

PHILOSOPHY

Instruction aims to emphasize the research skills, speaking techniques,
and extensive practice critical to competitors at all levels of competition.

Our regionally diverse and nationally recognized staff offer students in-
sights that have helped them win over a dozen national championships
in high school and collegiate forensics.



UTAH FORENSICS

THE UNIVERSITY OF UTAH

Winners of the camp tournament receive
partial scholarships to the University of Utah

Coaching Obligations

A Reminder of the Power of Coaching

by Charles Walts, Ph.D.

Dr. Charles Walts is the Director of Forensics at the University of Texas at Tyler.

It is often easy to forget that the experiences of students shape whom they are and, more importantly, whom they think they can become. The demands of practice, meetings, travel, and the chaos of the academic year can overshadow opportunities to improve the lives of our students. The daily grind of teaching, grading, planning, budgeting, and a myriad of other responsibilities can render even the most thoughtful educator tired and trying to find a moment of peace between everything. During our brief moments of in-betweenness, students looking for help or conversation often approach us, and it is in these moments that we are the most effective at influencing the course of a young person.

As forensic educators, we often find ourselves in a unique position to influence the development of our students. As a coach for many years, I have found that the hours spent traveling and competing develop a powerful bond that lasts for years after a student has matriculated through the program. Over the course of time, we literally watch our students grow up before us. Many students find their own identities and voices over the course of several years, but an equal number need, if not yearn, for an encouraging push toward adulthood. I believe

that coaching forensics is more than teaching the nuance of performance or the daily grind of operating a forensic organization. At its most fundamental, coaching is an opportunity to change lives. With the influential power of the forensic educator in mind, I wish to outline three obligations that I believe constitute the core ideals of our profession.

The first duty is to leave our students better than we found them. This may sound elementary on the surface, but in practice, improving the lives of our students proves to be extremely difficult. Students come into our classrooms from a varying range of social and economic backgrounds, and a one-size-fits-all approach simply does not address the variances in the human condition. Some students may require emotional support while others only need a task and a goal, but finding that correct balance can be a difficult and often frustrating task. Thus, we must always remind ourselves that our students are growing before us. It is rare that a student who begins during his/her first year is the same person that graduates years later, and the change can be dramatic. When we strive to leave our students better than we found them, we recognize and embrace the

challenge of finding their needs and addressing them. This also requires us to be willing to challenge our own motivations and needs. We may need to alter our teaching methods, change our speech habits, or create unique lessons to address the needs of our students, but we do that with the purpose of improving the lives of our students.

The second obligation encourages our students to be critical consumers of information. I believe that we often find ourselves caught up in the minutiae of competition, hyper-fixated on every detail to provide our students with the greatest chance of competitive success. We cannot let that minutiae consume our larger responsibility to teach our students how to think critically about their world. There is a wonderful book by the philosopher Harry Frankfurt called *On Truth*, a follow up to an earlier work.¹ In *On Truth*, Frankfurt argues that we have a duty to care about the truth; the implication being that if we do not have the underlying cognitive abilities to discern truth from other forms of knowledge, we cannot be productive citizens. This is not to say that our duty is to serve as a lie detector or media censor, but much the opposite. We have an obligation to teach our students ways to test the validity of information they receive on a daily basis. This often means confronting a student's—and our own—confirmation bias and explaining means to confirm and discover information. This obligation also requires coaches to confront the privileged lives our students live.

Our students should reflect upon the economic and social structures that provide them with the vast amount of opportunities that forensics, and other extracurricular activities, generates. This does not mean that we should abandon our privilege or loathe ourselves, but that we have a larger obligation to use our privilege to help others. I think the most salient example of this is the explosion of Urban Debate Leagues across the country. These organizations provide people with an opportunity that they may have never had the chance to do before. The UDLs come about as a result of thoughtful introspection about the disparity of school funding and a wish to bring debate to students who may have never been exposed to such an activity. Thus, to challenge our students to be critical consumers of information, we must also turn that critical gaze inward and understand our own relationship with others.

The third obligation is to set our students up for success. This obligation entails two elements of success. First, there is success in competition. Being a positive force for growth and development as a competitor is a powerful tool, and with effective use, students can become great speakers. Included in this is the effective management of the team's paperwork, budget, public relations, and the day-to-day activities. As most of us know, we do a lot more work than many of our students know about just to be able to travel to tournaments. Effective management of these

duties is critical to providing our students with limited distractions on competition days. The second element of this obligation is providing our students with a solid foundation for the future. This means taking steps to help our students prepare for the future. Writing letters of recommendation, searching for scholarships, and listing potential colleges are all positive steps toward helping students receive the education they need to be successful later in life.

When totaled, these three obligations form the basis for a coaching ethic that attempts to address the student as a whole, not just a competitor. These obligations may seem trite and hyperbolic, but take a moment to think about how your students have grown while part of your program. That growth is inseparable from the interactions they enjoy by participating in forensics and your classroom. It may not always be obvious or dramatic, but your interactions with your students have a bigger impact on their lives than you may know. I believe that we should approach our students as whole people. We will be better able to address their individual needs and help them in ways that can have an immeasurable impact on their futures. If there is one singular message to take away from this piece, it is that within that frantic moment between meetings or classes when a student is at our door, asking for a moment of our time, it is that moment that might produce the most guidance for that student. ■

¹ Frankfurt, Harry. *On Truth*. New York: Knopf, 2006.

Reflection

Remembering Pittsburgh NFL Coach Gil Stoehr

The NFL was saddened by the passing of longtime Pittsburgh coach Gil Stoehr on September 23, 2011. Gil had been a speech and debate coach for many years at Keystone Oaks High School, where he coached tirelessly and organized school and regional tournaments in the Pittsburgh area.

When Gil and I were debaters for California University during the 1960s, nearly all of the tournaments were the same style: two-man, cross-x, switch-side—better known today as Policy Debate. We didn't have Internet or any other technology to help us research. Gil was one of the team captains and was a real stickler for research. When I told him I had no ride home after class and therefore couldn't practice, he wouldn't accept that as an answer. He told me that the

team had to be prepared and insisted that we all stay after hours on campus for additional work! I got a ride home that night on the back of Gil's Honda motorcycle after a long session. We did well that tournament, and I learned years later as a coach myself that there really is no substitute for hard work, preparation, and practice!

The work ethic that Gil exhibited both as a competitor in college and for those many, many years as a coach and tournament director is a great example of his leadership ability. He demanded much from his teams, but he always gave completely of himself. He was the kind of individual who had time for anyone who needed his help.

His former students and fellow coaches remember him fondly for his many years of service to the National Forensic



League. After retirement from teaching, Gil continued to devote his time and expertise to several students at many schools in the Western Pennsylvania chapters. His example of leadership could well be expressed by the motto of the national collegiate honorary society for speech and debate, Pi Kappa Delta: *"The art of persuasion, beautiful and just."* ■

~ **Bill Lemonovich,**

*California University Debate Team,
Trinity High School Speech and Debate Assistant Coach*



PI KAPPA DELTA

The Art of Persuasion, Beautiful and Just

New Diamond Coach Recognition



◆ **FOURTH DIAMOND** ◆

Joseph Wycoff

Apple Valley High School, MN

February 6, 2011

10,182 points



◆ **FOURTH DIAMOND** ◆

Joni Anker

Eagan High School, MN

March 27, 2011

10,049 points



◆ **THIRD DIAMOND** ◆

Michael A. Colletti

Amos Alonzo Stagg High School, IL

January 16, 2011

6,045 points



◆ **THIRD DIAMOND** ◆

Tammie Peters

Golden High School, CO

February 7, 2011

6,588 points

New Diamond Coach Recognition



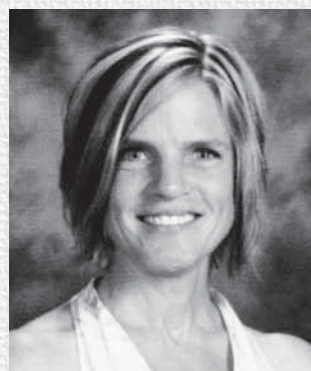
◆ **SECOND DIAMOND** ◆

Paul L. Gaba

Wellington High School, FL

November 17, 2010

5,533 points



◆ **SECOND DIAMOND** ◆

Ashley Novak

Arcadia High School, CA

January 10, 2011

7,411 points



◆ **SECOND DIAMOND** ◆

Wendy Czerwotka

West Plains High School, MO

January 18, 2011

4,006 points



◆ **SECOND DIAMOND** ◆

Matthew R. Good

Raytown South High School, MO

February 16, 2011

9,742 points



◆ **SECOND DIAMOND** ◆

Tim Mahoney

St Mark's School Of Texas, TX

March 24, 2011

3,127 points



◆ **SECOND DIAMOND** ◆

Edward G. Taylor

Oakville Sr. High School, MO

April 2, 2011

3,012 points



◆ **SECOND DIAMOND** ◆

Tara L. Tate

Glenbrook South High School, IL

October 1, 2011

6,325 points

New Diamond Coach Recognition



◆ **FIRST DIAMOND** ◆

Derek Davis

Kerr High School, TX
November 14, 2010
2,890 points



◆ **FIRST DIAMOND** ◆

Carla Marie Reisman

Decatur High School, TX
November 29, 2010
1,749 points



◆ **FIRST DIAMOND** ◆

Eric Pollock

CheongShim Int'l Academy, Korea
January 31, 2011
2,972 points



◆ **FIRST DIAMOND** ◆

Jennifer Kindred

Foothill Technology High School, CA
February 6, 2011
1,641 points



◆ **FIRST DIAMOND** ◆

Daniel L. Hamm

Assumption High School, KY
February 27, 2011
1,525 points



◆ **FIRST DIAMOND** ◆

Mimi Rosenbaum

Mimi Rosenbaum, NJ
March 16, 2011
1,514 points



◆ **FIRST DIAMOND** ◆

Jonathan Hines

College Prep, CA
March 29, 2011
1,504 points



◆ **FIRST DIAMOND** ◆

John Michael Wascher

Lake Highland Preparatory, FL
May 17, 2011
1,522 points



◆ **FIRST DIAMOND** ◆

Sheryl Gusman

Dominion High School, VA
June 9, 2011
1,502 points

New Diamond Coach Recognition



◆ **FIRST DIAMOND** ◆
Travis Fisher
Homestead High School, IN
June 15, 2011
1,549 points



◆ **FIRST DIAMOND** ◆
Jennie Savage
Palo Alto High School, CA
June 21, 2011
2,379 points



◆ **FIRST DIAMOND** ◆
Jeffrey Miller
Marist School, GA
September 4, 2011
3,096 points



◆ **FIRST DIAMOND** ◆
Leslie Wendt
Jersey Village High School, TX
September 19, 2011
2,994 points



◆ **FIRST DIAMOND** ◆
Oliver Parker
Spain Park High School, AL
September 26, 2011
1,517 points



◆ **FIRST DIAMOND** ◆
Stacy Buchholz
Ponderosa High School, CA
September 26, 2011
1,505 points



◆ **FIRST DIAMOND** ◆
Travis James Summers
Ponderosa High School, CA
October 6, 2011
1,502 points



◆ **FIRST DIAMOND** ◆
Jennifer Kwasman
St. Thomas Aquinas High School, FL
October 18, 2011
6,105 points



Max Brown, the 2011 James M. Copeland Coach of the Year, talks about his involvement in forensics over the years and how speech and debate changes students' lives.



COACH PROFILE

MAX H. BROWN

- ***How did you become involved in forensics?*** I started in speech and debate in 1968 at Paola High School.
- ***Why did you decide to become a speech and debate coach?*** I was a theatre major in college and felt a desire to teach. With that came coaching responsibilities, first after school, then with classes. I found I loved it. I began coaching in 1973, first when student teaching at Shawnee Mission East High School, then Bonner Springs High School, later then Shawnee Mission East, Blue Valley High School, and finally, where I have been since 1986, Blue Valley North High School.
- ***Tell us a little about your school and forensic program and the features that make them unique.*** We have a strong speech and debate program. Steve Wood coaches an excellent and large debate squad of 210. I assist him in debate and he assists me in coaching the speech side. We have done well for many years at our state conferences. We have had several national finalists over the years—notably, Dylan Keenan, 2nd place in Domestic Extemporaneous Speaking at the Atlanta Georgia Nationals.
- ***What challenges do you face as a coach?*** Decreasing funding will be an issue with all activities, not just forensics; however, parents and other booster clubs within our school help to make up what our budgets lack.
- ***What is the most fulfilling part of your job?*** Working with students, finding challenging material for them—seeing their faces light up when they find out they've gone to finals! Seeing them take that confidence in all other areas of their lives.
- ***In what ways has the National Forensic League helped you as a forensic coach?*** It has helped me to catalog and document the success of my students and to remind me, as I occasionally scroll through the former alumni, of the many students I've taught who are now working professionally in some aspect of the theatre, or have started companies of their own and are keen to credit forensics as what started them on their path. The NFL has helped me to give them that recognition.
- ***How do your students benefit from membership in the league?*** It encourages them to go to as many tournaments as allowed, to keep up with their points, and to strive to get better. It inspires a healthy competition, as they vie for academic honors in school and with the NFL.

COACH PROFILE.....

- **What do you want your students to take away from their experience on your team?** We work together. We succeed together. We help each other on our squad up that ladder of success and we can all be winners then.
- **Our December theme is coach leadership. How has coaching changed you and made you into a better leader?** It has helped me look beyond the many hours beyond the school day seeing a DI for the 20th time; helped me to find new and better material for students; to inspire them to WANT to do better work and ready better literature; to inspire them to want better for themselves and others in all aspects of their lives.
- **Have you ever had a forensic mentor? How did their leadership shape your coaching career?** I sat for many years at the feet of the great leaders in speech and debate: Ad Ely, Eldon Evans, Larry Brown, Maurice Swanson—the really hard line coaches who inspired me to want to be a better coach.
- **How did you feel when you learned you had been named the NFL Coach of the Year? What does this award mean to you?** I was shocked and surprised. I am honored to

Established in 2004, the James M. Copeland Coach of the Year Award is awarded every year to an NFL coach who displays outstanding leadership and commitment to NFL activities, including leadership of a strong NFL program and exemplifying the tenets of our Code of Honor—integrity, humility, leadership, respect, service.

The 2011 winner of the James M. Copeland Coach of the Year award is Max H. Brown, a four-diamond coach from the Three Trails (Kansas) district. Brown started the forensic program at Blue Valley North High School when the school opened in 1986 and has led the program for 26 years.

Five-diamond coach Steven Wood says of his colleague, “No one spends more time or puts in more effort in helping make kids realize their full potential [than Max].” Brown consistently coaches one of the top programs in Kansas and has led his district with both integrity and a commitment to excellence.

2010 NFL Hall of Fame inductee Cathy Wood adds, “I am always amazed at his tenacity in searching for the right scripts for each of his

students and then coaching them relentlessly until they have achieved success. He is an honored friend and colleague.”

Pamela K. McComas, NFL Board Member and District Chair of Kansas Flint-Hills, jokes that she has known Max Brown “forever,” since the beginning of her more than 30-year coaching career. She comments that he not only is committed and passionate about forensics, but that he “plays a huge leadership role in the Kansas Thespians, in charge of their state convention and programming. He also has stepped up and will play a major role as part of the 2014 Host Committee for the NFL National Tournament.” She continues, “He is extremely well respected for coaching and directing. Everyone would recognize him in the state of Kansas.”

McComas concludes, “Max is an excellent presenter. To watch him run a workshop is absolutely one of the most engaging and fascinating things to see. He is not an introverted individual; there are no holds barred. Especially if he is demonstrating something, he lets it all out there.”

serve in the Blue Valley school district, where I get to work with the dedicated professionals (Steve and Cathy Wood, Chris Riffer, Mark Kapfer, Jared Zuckerman) who continue to inspire me to do better each year—because frankly, they are the best in the business.

- **Why is forensics important? How does it change your students?** It teaches so much more than performing. Confidence, tenacity, work ethic, striving to perfection, and the most important—the value to see their lives as limitless, not limited. ■



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 Congress and Policy. We offer 70 degree temperatures after the hurricane season on the weekend of Friday, January 13 through Sunday, January 15, 2012, along with the best competition in the country in LD, PF, Policy, Congress, Interpretation, Oratory, Extemp. and more. We offer Monday free to enjoy South Florida or South Beach. Please view our invitation and registration online at www.JoyofTournaments.com.



Donus D. Roberts Quad Ruby Coach Recognition

(September 1, 2011 through October 31, 2011)

The NFL is proud to honor coaches who have earned their first 1,000 points.

Name	School / State	Points
John Ta	Gabrielino High School, CA	1,284
Jessica P. Wilkinson	Pascagoula High School, MS	1,195
Michael Fisher	Hendrickson High School, TX	1,161
Patrick Johnson	Westview High School, OR	1,144
Matthew Jeremy Herbert	Lawrence High School, KS	1,114
Tina Lee Domino	Klein High School, TX	1,108
Michael R. Johnson	Fort Scott High School, KS	1,106
Isabelle Evans	Fairview High School, CO	1,087
Cory Buchta	McPherson High School, KS	1,079
Paul VanZandt	Sacred Heart Catholic School, MS	1,048
Forrest Denbow	South Grand Prairie High School, TX	1,045
Richard Zuercher	Renaissance Magnet High School, ID	1,043
Katy Cecil	Larue County High School, KY	1,035
Ernest Chomicki	Bradley Tech High School, WI	1,025
Kenneth M. Rohrbach	Three Rivers High School, TX	1,017
Brad Thew	Central Valley High School, WA	1,017
Jared Bushman	Moapa Valley High School, NV	1,015
Stephanie A. King	Rufus King High School, WI	1,011
Carl W. Klein	Catonsville High School, MD	1,006
Mary Beth Baker	Loch Raven High School, MD	1,005
Megan Loden	Cypress Bay High School, FL	1,005
Chris Sprouse	Lake Highland Preparatory, FL	1,003

For Sale: CDE

All copyrights, books, DVDs, reproduction rights, copying rights, legal exclusive use of the CDE name, mailing lists, email lists, subscription lists, exclusive reprint rights, website, journal, games, existent stock, and income. This is not a lease or short-term offer; it is a permanent sale with exclusive passage of *all* rights to the purchaser.

2010 gross \$117,530.75, net profit \$50,234.42. Average yearly profit since 2006 \$27,211.00. Price: \$37,000.00.

If interested, contact William H. Bennett at CDE. Phone 575-751-0515, email bennett@cdedebate.com, fax 575-751-9788, postal PO Box 1890, Taos NM 87571.

Welcome New Schools!

Southaven High School	AL
Central Arkansas Christian	AR
Heber Springs High School	AR
Jonesboro High School	AR
North Little Rock High School - West Campus	AR
North Pulaski High School	AR
Omaha School	AR
Russellville High School	AR
BASIS Flagstaff	AZ
Bioscience High School	AZ
Mission Heights Preparatory High School	AZ
Santa Rosa High School	CA
The Quarry Lane School	CA
Westridge School	CA
Miami Arts Charter	FL
Palm Harbor University High School	FL
Columbus Community High School	IA
Southland College Prep Charter High School	IL
Sheridan High School	IN
Bardstown High School	KY
Bullitt East High School	KY
Liberty High School	MD
Lincoln Academy	ME
Cromwell-Wright High School	MN
Main Street School of Performing Arts	MN

Lebanon High School	MO
Boston Latin Academy	MS
Desoto Central High School	MS
Hernando High School	MS
Horn Lake High School	MS
Lake Cormorant High School	MS
Lewisburg High School	MS
Olive Branch High School	MS
Christ The King Catholic High School	NC
New Providence High School	NJ
The Pingry School	NJ
French-American School of New York	NY
Sequoyah High School - Tahlequah	OK
The Hill School	PA
Carnegie Vanguard High School	TX
Chapel Hill High School	TX
Clear Horizons Early College High School	TX
Collegiate High School	TX
Navasota High School	TX
Pineywoods Community Academy	TX
Ridge Point High School	TX
Waters Edge Christian Academy	TX
Legacy Preparatory Academy	UT
East Rockingham High School	VA
Foster High School	WA



Addressing the Obstacles of Paperless Debate

by Christina Tallungan

After traveling paperlessly to a couple of tournaments this year, there are some distinct benefits. First, students transition significantly faster from round to round at tournaments. There is not a 30-40 minute cleanup period after every debate. Second, students do not lose files as much and do not have to re-print files before debates. Also, there is less travel time necessary since a team is not checking in eight to ten 40 to 50 pound rubber tubs. If you can get your students to pack lightly, you will not have to check any luggage. Last, it can facilitate faster elimination round decisions if all judges have a laptop. Students can flash drive cards to all judges at once instead of judges needing to wait for each other to read different cards. However, coaches and students are not wary of paperless because they know its benefits, but because they are concerned about the obstacles and technical difficulties. Hence, the focus of this article is on some of the major concerns with paperless debate and possible solutions to these difficulties.

As many teams have transitioned to paperless, coaches and students have been working through complications new to the community. Here are some of these complications and advice to coaches and students on how to minimize them.

1. Unrealistic speech documents.

Students add extra pieces of evidence to their speech documents,

thinking that they can get through them and then skip whole sections or various cards in the document, leaving their opponents to hunt through the evidence in the speech document. This phenomenon creates frustration for the team reading the evidence.

Advice: Debate is a game of time management (as I have heard Ed Lee, Director of Debate at Emory University, say many times). Teach students about time management. This issue exists whether a team is using paper or a computer; however, it is just easier to omit evidence mid-speech if they are reading off paper. Regardless, students should have a better sense of how long it takes them to read evidence, especially 2AC blocks and various 2NC/1NR blocks. Realistic speech documents start with knowing one's reading skills. If students must skip or mark evidence, they should signpost these changes to the speech document. Signposting should sound like, "skipping the Kagan evidence," or "card marked at epistemology."

2. Students not flowing.

Many coaches notice that several students have jettisoned the line-by-line organization in debates primarily because they do not flow. A popular explanation for this lack of flowing is the introduction of the speech document in paperless debates. Students busily read the evidence in rounds off the computer and do not write anything onto

Thoughts on this article—or others? Comment on the NDCA website www.debatecoaches.org.

If you would like to submit an article to the NDCA Coaches Focus, please contact Nicole Serrano at nicole.serrano@gmail.com.

"As many teams have transitioned to paperless, coaches and students have been working through complications new to the community. Here are some of these complications and advice to coaches and students on how to minimize them."

their flows. In my opinion, some speeches are not necessary to flow, namely the 1AC and 1NC off-case as long as students understand the affirmative and off-case arguments without writing down taglines. However, it is completely necessary to flow the 1NC case debate, 2AC, and all other speeches. Why? The 1NC on-case creates the structure for the case debate line-by-line and the 2AC off-case creates the organization for the off-case line-by-line. Absent accurate flows, a student's organization may become incomprehensible unless s/he has an amazing memory and can process answers while remembering what the 1NC case debate and the 2AC off-case debate was in order. Some teams may laud the depreciation of technical line-by-line; however, the reality is that it makes it much more difficult to follow a team's answers if there is no established structure to a student's speech.

Advice: First, you can take away the crutch during practice debates: don't allow students to share speech documents during practice debates. Because your students have access to all the same evidence, it does not harm them to remove the speech document crutch during these debates. Students will protest that they don't know the evidence, but it is their responsibility to highlight their own school's files. They are capable of doing evidence comparison even without their opponent's speech document. Second, hold a high standard for

your student's organization in the practice rounds. It is easy to zone out as a judge for practice rounds because you are tired after teaching, have a ton of grading to do, etc. Flowing the practice debate as meticulously as possible and being able to call out misapplied or disorganized arguments afterward teaches debaters that it is something that matters to winning a debate. Third, continue to teach flowing drills. Short, timed flowing drills with students who need to respond to the line-by-line after flowing will improve their skills. Full practice debates are not necessary and, many times, not ideal for teaching students to flow and go line-by-line. Have one student read a 2AC block and then have another student just answer that 2AC block. Or, if you want to teach your 2AC to go more line-by-line, have a 1N read case arguments and then have the 2AC answer them. The last two tips have nothing to do with being paperless except for the fact that it focuses students' attention on these basic skills in the hope that execution in competition will follow.

3. In-round technical difficulties.

These problems go on and on; however, the most prominent issues are flash drive issues, computers crashing, and scrolling problems.

Advice: Flash drive issues include computers not recognizing flash drives, teams taking too long to flash drive documents (to their partner and to each of their opponents),

viruses on flash drives, and losing flash drives. First, if a student has chronic problems with her/his computer recognizing flash drives, that student needs to create an alternate way to share files—Bluetooth, Dropbox, etc. Dropbox or other online storage solutions do require access to wireless to share files, though. It is the student's responsibility to provide a speech document to his/her opponents and to compensate for any technological obstacles. A little planning goes a long way to fixing this issue. Second, judges should be clear about their policy for using prep time to flash drive speeches. Does prep time end when a student stands up and says "flashing speech now" or after the flash drive is pulled out of the computer? Does flash driving evidence to your partner count as prep time? A judge can decide to start prep time if it appears a team is "stealing prep time" under the guise of flashing a speech. Lastly, every student in the debate should have a flash drive and should have some form of anti-virus software on their computers. Doing these things solves viruses and losing a single flash drive.

Computers crashing is a fact of life, and there is rarely anything anyone can do except maintain their computers as a preventive measure that will keep them running as smoothly as possible. If computer crashes mid-speech, the student should stop the timer, tell the judge what happened, and

NFL Hall of Fame Nominations Due!



Nominations must be postmarked no later than
February 2, 2012.

Mail nominations with coach biographies
(300 words or less) to:

Emily Hoffman | National Forensic League
PO Box 38 | Ripon, WI 54971

or email to:

emily.hoffman@nationalforensicleague.org

Who is eligible?

Coaches with 25 years of NFL membership, or who are retired, are eligible for this prestigious award.

Keep in mind, your identity as nominator will remain confidential. Therefore, your statement of nomination and coach biography (300 words or less) should be written in the third person and focus on the coaching history and qualifications of your candidate.

then act efficiently to restart her/his computer and open the speech document from the flash drive. If the student's computer won't restart, s/he should speak off the viewing computer (assuming the other team is not using it). If the other team is using the viewing computer, then the student may need to use her/his partner's computer. In most cases, computers just need to be restarted. If a student's computer crashes while creating a speech document, they may be in more trouble. Students should constantly save their speech documents as they work on it to avoid catastrophic loss of prep time and data. Data should be saved to the flash drive and your computer. Debate synergy automatically does that with a shortcut so students do not have to save it twice.

Coaches can bring one extra laptop with them in case of a technical emergency. It is lighter than carrying the printer around the tournament, and many times it is not needed. However, coaches will be very grateful they have it when a student runs up panting and sputtering on about her/his "stupid computer."

Viewing the speech document in full screen, using a mouse to scroll, and practicing with speech documents minimize scrolling issues. One of the best ways to avoid unnecessary scrolling is organizing a speech document well. If the speech document is organized properly according to the flow, then students will only need to read their speech document straight down.

Despite the difficulties with "going paperless," the trend will

continue to move toward more paperless teams because of the overall economic benefits and the convenience. Tournaments have considered alternate formats to address the advent of more paperless debate—changing prep times, writing rules for speech documents or flash driving procedures, etc. This issue will continue to evolve and someday, someone may read this article and laugh at the petty problems of the newly paperless. Coaches and students should continue to dialogue openly about how to address the obstacles to paperless debate. ■

Christina Tallungan is the Director of Debate at Notre Dame High School in Sherman Oaks, CA.

www.speechcritiques.com

*Tournament critiques not giving
you the information you need?*

Not enough time to attend the tournaments you'd like to?

No time to give your kids the personal attention they need?

WE'RE HERE TO HELP!

Speech
Critiques
.com

- We provide tournament quality critiques of your video recorded speech.
- Seasoned judges and coaches give you the advice you need.
- Built and maintained by coaches, for coaches.
- Take your speeches to the next level!
- Check out the details at our website: www.speechcritiques.com



***Start your engines for
the race to Indianapolis!***

www.ffi4n6.com
www.ffi4n6.com
www.ffi4n6.com

FLORIDA FORENSIC INSTITUTE

*This fall, Florida Forensic Institute alumni have already begun
to make their way toward the finish line in Indianapolis:*

- ❖ 2011 Wake Forest Invitational Champion in Original Oratory
- ❖ Finalists in Public Forum Debate at the 2011 Yale Invitational
- ❖ 2011 Yale Invitational Champions in BOTH Dramatic Interpretation and Oral Interpretation
- ❖ 2011 New York City Invitational Champions in BOTH Dramatic Interpretation and Oral Interpretation

Take your victory lap, FFI students!

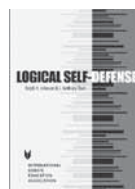
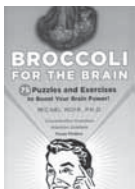
July 20–August 3, 2012
Extension August 3–6, 2012

Oh the weather outside is frightful...



So stay inside with a good book!

Whether you need information about the mechanics of an event, tips to build your leadership potential, titles on current events, or anything in between, we carry the book that has just what you need.



**NATIONAL
FORENSIC
LEAGUE**

Speech and Debate Honor Society

www.NFLonline.org

Please join us for the
2012 Stanford Invitational!

Hosted by the
Stanford Debate Society at
Stanford University, Palo Alto, CA

Saturday, February 11 – Monday, February 13, 2012

For more than twenty years the Stanford Debate Society has been providing a high quality tournament experience for some of the nation's top high school students. The 2011 Stanford Invitational Tournament included nearly 1500 students from 125 schools across the nation. We hope you will join us for the 2012 tournament!

SCHEDULE OVERVIEW:

- Varsity LD and Policy: Saturday through Monday
- Parli, Public Forum, JV Policy, and JV LD: Prelims and most Elims Saturday through Sunday, late Elims Monday morning
- Individual Events and Congress: Saturday and Sunday

*** schedule subject to change until finalized on Joy of Tournaments*

DEBATE:

- Varsity and JV Policy; Varsity and JV LD; Open divisions of Parli, Public Forum, and Congress
- Seven preliminary rounds in our Varsity Policy AND Varsity LD schedule (All 5-2's will clear)
- Four preliminary rounds of Congress
- *TOC Qualifier in Policy, LD, Public Forum, and Congress*

INDIVIDUAL EVENTS:

- HI, DI, Duo, NX, IX, OO, Impromptu, Expos, Spar
- National and International Extemp in separate patterns: serious Extemp students get eight prelim rounds!
- *TOC Qualifier in Extemp*

SPECIALTY AWARDS

- Over the last four years, prizes have included iPods and video iPods, with 25 given to event winners in 2011.
- The top ranking non-senior in every Varsity IE will receive a 50% scholarship award to attend the 2012 Stanford National Forensic Institute Individual Events camp! (One per student maximum, not combinable for a multiple event winner)

Invitation available at www.snfi.org/invitational or email invitational@stanforddebate.com for information.

NFL DISTRICT STANDINGS (as of November 1, 2011)

Rank	District	Average No. of Degrees	Leading Chapter	No. of Degrees
1	Three Trails (KS)	274	Blue Valley North High School	767
2	Florida Manatee	215	Nova High School	577
3	Kansas Flint-Hills	191	Manhattan High School	368
4	East Los Angeles (CA)	189	Gabrielino High School	612
5	New York City	175	The Bronx High School of Science	857
6	Calif. Coast (CA)	169	Leland High School	782
7	Northwest Indiana	168	Munster High School	351
8	Show Me (MO)	162	Belton High School	351
8	Sierra (CA)	162	Sanger High School	582
10	East Kansas	160	Shawnee Mission East High School	443
11	San Fran Bay (CA)	152	James Logan High School	509
12	Rushmore (SD)	147	Sioux Falls Lincoln High School	444
13	Northern South Dakota	140	Aberdeen Central High School	315
14	Sunflower (KS)	138	Campus High School	265
15	Southern Minnesota	137	Eagan High School	389
16	Illini (IL)	133	Downers Grove South High School	354
16	Nebraska	133	Millard North High School	370
18	Heart Of America (MO)	132	Liberty Sr. High School	490
19	Ozark (MO)	131	Central High School - Springfield	515
20	Rocky Mountain-South (CO)	130	George Washington High School	353
21	New Jersey	129	Ridge High School	362
22	West Kansas	128	Salina High Central	277
23	Northern Illinois	123	Glenbrook South High School	361
23	Eastern Missouri	123	Pattonville High School	280
25	Eastern Ohio	122	Jackson High School	261
26	Southern California	118	Claremont High School	311
27	South Texas	115	Bellaire High School	620
28	Central Minnesota	111	Eastview High School	427
29	Carver-Truman (MO)	110	Neosho High School	315
29	Colorado	110	Cherry Creek High School	365
31	New England (MA and NH)	106	Shrewsbury High School	224
31	South Carolina	106	Southside High School	301
33	South Kansas	105	Fort Scott High School	262
34	East Texas	103	Klein High School	224
35	Great Salt Lake (UT)	102	Skyline High School	253
36	Southern Wisconsin	101	Brookfield East High School	267
36	Northern Ohio	101	Canfield High School	274
36	Utah-Wasatch	101	Sky View High School	184
36	Montana	101	Bozeman High School	214
40	Sundance (UT)	100	Bingham High School	275
41	Golden Desert (NV)	98	Green Valley High School	285
42	Idaho Gem of the Mountain	97	Mountain Home High School	292
43	Tarheel East (NC)	95	Cary Academy	207
43	West Iowa	95	West Des Moines Valley High School	267
43	Lone Star (TX)	95	Plano Sr. High School	197
43	North East Indiana	95	Chesterton High School	305
43	Wind River (WY)	95	Green River High School	220
43	Florida Panther	95	Lake Highland Preparatory	248
49	Idaho Mountain River	94	Hillcrest High School	221
49	North Coast (OH)	94	Solon High School	171
51	Heart Of Texas	93	Hendrickson High School	234
51	Deep South (AL)	93	The Montgomery Academy	245
53	South Florida	91	Ransom Everglades Upper School	173
54	North Texas Longhorns	90	Colleyville Heritage High School	186

*(as of November 1, 2011)***NFL DISTRICT STANDINGS**

Rank	District	Average No. of Degrees	Leading Chapter	No. of Degrees
55	Greater Illinois	89	University High School	111
55	New Mexico	89	East Mountain High School	160
57	Northern Lights (MN)	88	St. Francis High School	252
57	Central Texas	88	Winston Churchill High School	268
59	Arizona	87	Desert Vista High School	358
59	Georgia Southern Peach	87	Carrollton High School	224
61	Carolina West (NC)	86	Myers Park High School	176
61	Big Valley (CA)	86	Turlock High School	154
63	New York State	84	Scarsdale High School	228
63	Northern Wisconsin	84	Appleton East High School	255
65	Western Ohio	82	Mason High School	154
65	Western Washington	82	Gig Harbor High School	180
67	Mississippi	80	Oak Grove High School	182
67	Nebraska South	80	Lincoln East High School	182
69	Florida Sunshine	79	Pine View School	188
69	Michigan	79	Portage Northern High School	128
71	Colorado Grande	78	Centennial High School	109
72	Hoosier Crossroads (IN)	77	Kokomo High School	194
72	Hole In The Wall (WY)	77	Cheyenne East High School	181
74	Inland Empire (WA)	76	Gonzaga Prep High School	120
74	Chesapeake (MD)	76	Baltimore City College High School	130
74	Space City (TX)	76	Cypress Woods High School	207
74	Georgia Northern Mountain	76	Henry W. Grady High School	230
78	Rocky Mountain-North (CO)	75	Rocky Mountain High School	132
79	Pittsburgh (PA)	73	North Allegheny Sr. High School	318
80	West Los Angeles (CA)	72	La Reina High School	178
80	Louisiana	72	Lafayette High School	157
82	Valley Forge (PA)	71	Pennsbury High School	131
82	Tall Cotton (TX)	71	Seminole High School	147
84	Hoosier Heartland (IN)	70	Fishers High School	144
85	North Oregon	69	Westview High School	196
85	Puget Sound (WA)	69	Kamiak High School	175
85	North Dakota Roughrider	69	Fargo Shaley High School	153
88	Capitol Valley (CA)	68	Granite Bay High School	175
89	UIL (TX)	67	Lindale High School	135
90	Tennessee	66	Morristown West High School	220
91	Kentucky	65	Danville High School	148
91	East Iowa	65	West High School - Iowa City	179
93	LBJ (TX)	64	Princeton High School	154
93	Arkansas	64	Fayetteville High School	82
95	West Oklahoma	61	Norman North High School	168
95	Sagebrush (NV)	61	Reno High School	147
95	Western Slope (CO)	61	Montrose High School	92
98	Hawaii	58	Punahou School	100
98	East Oklahoma	58	Jenks High School	174
100	South Oregon	56	Ashland High School	93
101	Gulf Coast (TX)	52	Gregory Portland High School	160
102	West Texas	49	El Paso Coronado High School	114
103	Maine	48	Cape Elizabeth High School	105
104	Pacific Islands	47	CheongShim Int'l Academy	98
104	West Virginia	47	Wheeling Park High School	96
106	Virginia	45	Broad Run High School	186
107	Iroquois (NY)	40	Towanda Jr.-Sr. High School	97



Our team is made up of students from 14 different states representing 21 different majors on campus. Forensics Team Recognition:

- The only collegiate forensics team ever to win the Individual Events National Championship, the Debate National Championship, and the International Championship in the same year
- Winners of the International Forensic Association World Championship every year in attendance
- Recognized by the United States Senate and House of Representatives for Forensics Excellence

For more information about WKU Forensics, visit www.wkuforensics.com



The academic experience of a highly selective private institution with the educational and research opportunities available at a major public university.

- Recognized as one of the nation's top producers of J. William Fulbright grants
- Recognized for excellence in science, mathematics and engineering by the prestigious Barry Goldwater Scholarship program
- More than \$2 million in renewable scholarships awarded annually to the Honors freshman class

Apply to the Honors College by January 15 at www.wku.edu/honors

Three Distinct Opportunities you do not want to miss...



Kristina Medero
Ft. Lauderdale, Florida
Honors College Class of 2015
Featured on HBO's "Brave New Voices"



Deadline to apply is January 15

Presidential and Award of Excellence Scholarships

- Requires a 31 ACT/1360 SAT and 3.95 unweighted GPA
- Valued between \$10,000-14,000 annually, covering full tuition, room & board, and books

Regents Scholarship

- Requires a 28 ACT/1240 SAT and 3.90 unweighted GPA
- Valued at nearly \$8,000 annually, covering full tuition

National/International Academic Scholarship (NIAS)

- Requires a 24 ACT/1090 SAT and 3.4 unweighted GPA
- Covers 75% of the difference between the non-resident tuition rate and the Kentucky resident tuition rate

Application and information on many other scholarships available at www.wku.edu/financialaid

The academic experience of a highly selective private institution with the educational and research opportunities available at a major public university...

The HONORS COLLEGE at WKU®

The Honors College at WKU is home to over 1,000 scholars with the 2011 entering freshman class average ACT/SAT ranking among the top 6% in the nation.

- Recognized by the Chronicle of Higher Education as one of the nation's top producers of J. William Fulbright grants
- Recognized for excellence in science, mathematics, and engineering by the prestigious Barry Goldwater Scholarship program
- More than \$2 million in renewable scholarships awarded annually to the Honors freshman class
- One of nine institutions in the nation home to a Chinese Language Flagship Program
- Less than half the cost of most private institutions

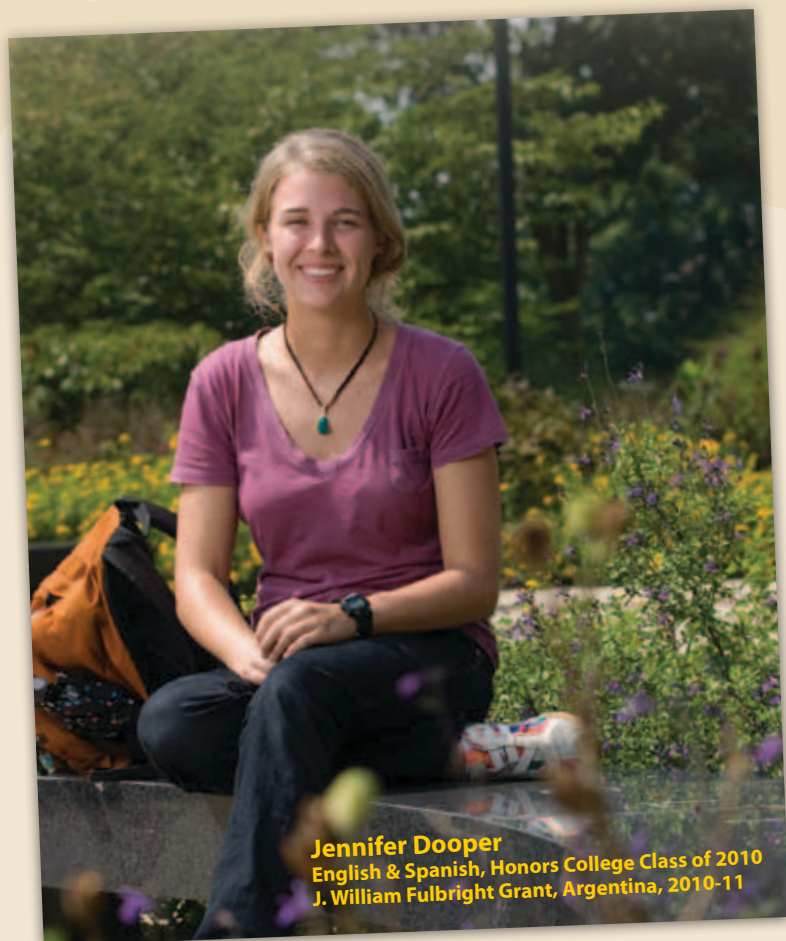
Applications for Fall 2012 now available.

Minimum application requirements for Incoming Freshmen include **any one** of the following:

- 27 ACT composite or combined verbal and math SAT of 1210
- 3.8 unweighted high school GPA
- Top 15% of graduating high school class

The Honors College encourages applicants to apply to the Honors College by the WKU Scholarship deadline of January 15. Honors College applications are considered for competitive admission in the incoming freshman class of 300 students on a rolling basis. Applications available online at www.wku.edu/honors.

**Rising high school Juniors and Seniors
plan your visit to the Honors College at WKU today!**



Jennifer Dooper
English & Spanish, Honors College Class of 2010
J. William Fulbright Grant, Argentina, 2010-11



Located in Bowling Green, Kentucky – home to downtown arts and theatre events, Fortune 500 companies, the Bowling Green Hot Rods minor league baseball team, and historic, natural beauty.

Visit us online!



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.

 **Lincoln**
Financial Group®

Hello future.®

Lincoln Financial Group is the marketing name for Lincoln National Corporation and its affiliates. ©2008 Lincoln National Corporation. LCN200712-2010949