

ROSTRUM

FEBRUARY 2008

VOLUME 82

ISSUE 6



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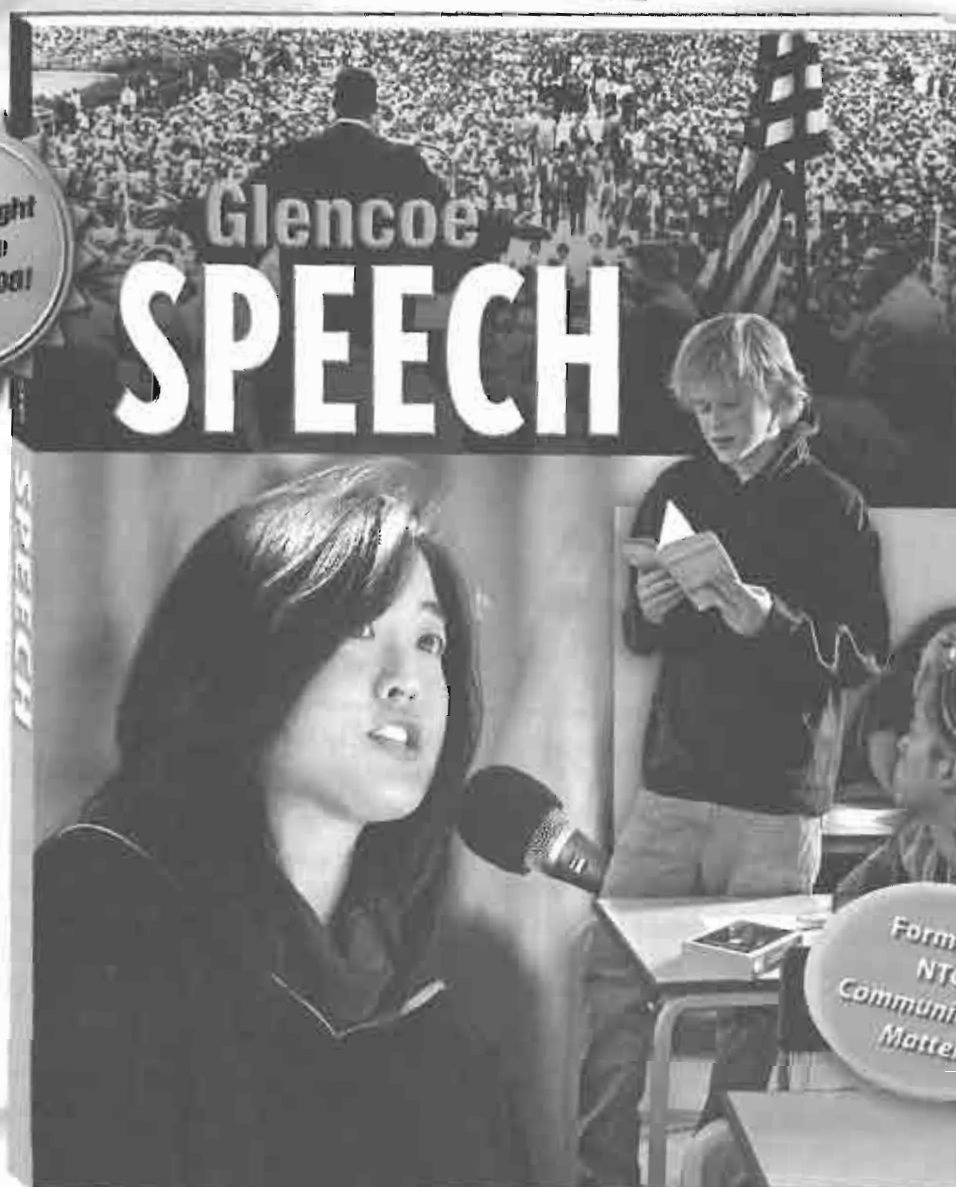
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Building Brighter Futures

Are You An Artist?

By Carol Houlihan Brown
Technical Specialist
Lincoln Financial Group

Are you an artist? Before you answer this question, please consider the following stories.

I have been very fortunate over the years. I have had teachers and mentors who have opened my mind and expanded my horizons. Many of them were not teachers by trade. Jerry Knutson was an upper level manager with the phone company. He was managing a huge IT organization, mostly made up of maintenance programmers during the turbulent post-divestiture years in the early 1980's. The traditional phone companies had all been broken up into 'baby bells'. It was a very challenging time as regional companies were formed and tried to meld together. For those of us who were programmers trying to ride this tide of change, it was a bit like trying to turn a huge ocean liner on a dime (just so you know, it can take MILES for an ocean liner to turn around. Ocean liners do not pivot!)

Jerry Knutson believed in creativity. He knew that in order for programmers to do their jobs effectively, they HAD to be creative. He invested time and energy in his teams and worked to keep us inspired by holding annual conferences. At one such conference, we had a workshop led by Roger von Oech, the author of best selling creativity books A Whack on the Side of the Head and A Kick in the Seat of the Pants. Roger received his PhD from Stanford University in a self-conceived interdisciplinary program in the "History of Ideas". His workshop was hugely inspirational and educational about how to keep the creative juices flowing. I still have my autographed copy of his **Creative Whack Pack** on my desk. It is a card deck that can be used as a creativity tool. I use it daily.

Then there was the amazing Gordon MacKenzie. Gordon came to Omaha, Nebraska (my home town) to do a workshop in the late 1980's. The majority of the workshop content was published as a book years later entitled Orbiting the Giant Hairball, A Corporate Fool's Guide to Surviving With Grace. Gordon stood before the 'dressed for success' corporate audience that day with his long salt-and-pepper hair tied back in a pony tail wearing a multi-colored silk shirt. He bravely told a bit of his own story as a 30-year employee of Hallmark.

Gordon was an artist, struggling to foster creativity in a corporate environment. He described Hallmark as part Disney-land and part blue-suited bean-counters. Finding a balance between these two worlds was what allowed Gordon to keep his creative genius alive.

One of my favorite stories from Gordon's repertoire is entitled "Where Have all the Geniuses Gone?". He tells of how he would go out to speak to school children about creativity. He began to see a pattern. When he would ask younger kids, kindergarten or first grade, if there were any artists in the room, almost every hand would fly up and wave eagerly in response. As he asked that question in older classes, the older the class, the less enthusiastic the response and the fewer the number of hands raised. Gordon muses in his book about why this mysterious pattern existed. He suggests that perhaps the pressure to 'be normal' tends to suppress the imaginative efforts to be original. He challenges us all to 'revive the creative genius' within us.

Gordon's contention is that we are ALL artists. Each and every one of us has a creative genius within. Some tap into this and express it through the arts, visual or performing. Some tap into it and express it through cooking or homemaking. Some tap into it and express it by helping to build caring communities and families. Some tap into it and express it through gardening. There are as many forms and expressions as there are stars in the sky.

So I ask you, can you imagine yourself in kindergarten again. Did you consider yourself an artist then? And I ask you to stop a moment, breathe in deeply, perhaps go outside on a clear, starry night and gaze up into the sky. And tell me, is it not true, once a creative genius, always a creative genius?

Tell me, are you an artist? The only possible answer is Yes...(If you say no, I won't believe you anyway.)

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National Forensic League

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From the Editor

J. Scott Wunn



Dear NFL,

I want to thank all of the schools that participated in the 2007 UNF/NFL Global Debates. This fall's events marked the 5th straight year that the National Forensic League and the United Nations Foundation have partnered together to promote and organize The People Speak series of public discussions and debates.

Members of the NFL have the opportunity to share a unique voice in the essential discussions on our environment. These conversations enable us to serve our communities by educating them about critically important issues such as carbon emissions, global warming, and air pollution. Equally important, they provide members with a platform to demonstrate the importance of debate and speech education. I applaud all of the coaches that continue to stress community outreach and public dialogue and debate as a major facet of their programs.

This spring, NFL schools will get yet another opportunity to participate in the Global Debates series. This time, NFL schools all over the country will discuss the world's struggle to maintain access to fresh water sources. At the conclusion of the March Global Debates, outstanding schools participating in the program will be invited to attend the 2008 United Nations Foundation Youth Leadership Summit.

I encourage all schools to visit www.thepeoplespeak.org and get actively involved in these important conversations concerning our environment. Your unique contributions can make a difference.

Sincerely,

J. Scott Wunn

Rostrum

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Sandy Krueger, Publications Director
Andrea Neitzel, Publications

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Member Schools:

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subscription

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

Topics

February Public Forum Debate Topic:

Resolved: That Russia has
become a threat to US interests.

March/April Lincoln Financial Group/ NFL L/D Debate Topic

Resolved: Hate crime
enhancements are unjust in the
United States.

2007-2008 Policy Debate Topic

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

NEW

2008-2009 Policy Debate Topic

Resolved: The United States
federal government should sub-
stantially increase alternative
energy incentives in the United
States.

2008-2009 Policy Debate Topic

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

The demand for energy worldwide is expected to grow over 50 percent by
2030, and most economies are fundamentally fossil-fuel based. International
competition for these fossil fuels is growing intense and access to oil especially
is often located in places that are geographically hard to reach and geopolitically
challenging. The United States federal government needs to articulate a sound
and sustainable energy policy that pursues alternative energy resources, so that
it has access to available, sustainable, and secure sources that move the country
away from its addiction to fossil fuels.

Affirmative plans would require the use of incentives to promote alternative
energy sources, including but not limited to solar, wind, geothermal, hydroelectric,
and nuclear power, as well as, biofuels, hydrogen fuels, new technologies, and
conservation measures. Negative approaches to the topic would include a number
of case specific solvency debates, the problems and impacts of using government
incentives, and many different disadvantage scenarios such as foreign policy
implications of decreasing oil imports, collapse of economies such as those of the
Middle East and Russia, and relations disadvantages, as well as, a good number
of disadvantages specific to particular affirmative solutions. Counterplan ground
might include states/private industry, as well as, international solutions, and
critical argumentation might include capitalism and the environment. Current
federal policy tends to support big oil and other fossil fuel companies; ultimately,
our very civilization will pay a high price for our lack of oversight and action
on the issue of energy.

Topic Release Information

*L/D Debate Topics available by calling NFL Topic Hotline (920) 748-LD4U
OR*

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

L/D Topic Release Dates:

| | | |
|-------------------|----|----------------------------------|
| <i>August 15</i> | -- | <i>September-October Topic</i> |
| <i>October 1</i> | -- | <i>November-December Topic</i> |
| <i>December 1</i> | -- | <i>January-February Topic</i> |
| <i>February 1</i> | -- | <i>March-April Topic</i> |
| <i>May 1</i> | -- | <i>National Tournament Topic</i> |

Public Forum Topic Release Dates:

| | | |
|--------------------------------------|----|----------------------------|
| <i>August 15</i> | -- | <i>September Topic</i> |
| <i>1st of prior month</i> | -- | <i>October-April Topic</i> |

Policy Debate Topic for New Year

- Topic Ballot & Synopsis Printed in October *Rostrum*
- Final Ballot for Policy Debate Topic in December *Rostrum* Topic for
following year released in February *Rostrum*

ROSTRUM



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Two-Week—June 21-July 6, 2008

2008 PUBLIC FORUM INSTITUTES

One-Week—June 28-July 6, 2008

Two-Week—June 28-July 13, 2008

PARTIAL 2008 POLICY STAFF

JON SHARP: Assistant Director of Debate, University of Kentucky; champion debater, Emory University; Institute Instructor, Stanford, Bates & Kentucky for over ten years; PhD candidate, USC.

ROGER SOLT: Assistant Director of Debate & Debate Coach, University of Kentucky since 1981; has coached numerous champion college debaters; has served as Institute Instructor at numerous Institutes including Wake Forest & Michigan.

STEFAN BAUSCHARD: Director of Debate, Lakeland High School, New York; Assistant Debate Coach, Harvard University; Wake Forest Institute Instructor 1998-2006.

ANDREW JENNINGS: Champion debater, Silver Lake High School; currently champion debater, University of Kansas; 3rd place speaker & runner-up champion, Harvard University, 2007; Institute Instructor, University of Kansas 2004-07.

BRETT BRICKER (pending): Champion debater, Wichita Southeast; currently champion debater, University of Kansas; 4th place speaker & runner-up champion, Harvard University, 2007.

CYRUS GHAVI: NDT semi-finalist, Emory University, 2005; Instructor, Kentucky Institute 2005-08 & Emory University 2004-08.

BRIAN MANUAL: Debate Coach at Cathedral Prep; this year's team has reached the finals at Wake Forest and Michigan and the semi-finals at Bronx and Georgetown Day.

MIKE WASCHER: Debate Coach, Celebration High School; Kentucky Institute Camp Manager.

2008 PUBLIC FORUM STAFF

(other staff being added)

JONATHAN PEELE: Director, Manchester Essex.

PARTIAL 2008 L-D STAFF

BALDWIN, JASON, M.A.: Winningest debater in LD history, including the TOC 1st place & Top Speaker; accomplished debate coach and author of numerous articles on LD, Philosophy; Ph.D. candidate at Notre Dame; 12-time Kentucky staff member.

CYNDY WOODHOUSE, B.A.: Successful high school competitor; experienced LD workshop instructor who has authored several LD theory articles and coached numerous debaters to the late rounds of national tournaments, including the NFL National Tournament; former coach of Vestavia Hills High School and current coach at Iowa City West High school.

JON CRUZ: Director of Forensics & Lincoln-Douglas Debate, The Bronx High School of Science; has served as Director for multiple summers at the Victory Briefs Institute & edits the Victory Briefs web site; he has coached debaters to championships & final round appearances at the NFL Nationals, Novice Nationals & the Wake Forest National Earlybird.

PATRICK MAHONEY: Champion debater, Strake Jesuit College Prep., Houston; only junior to clear at the 2006 TOC; winner of Greenhill, Wake Forest & University of Texas tournaments; finalist at Bronx & Grapevine; semi-finalist St. Mark's, Stanford & Victory Briefs; in the bid round or better of thirteen TOC qualifying tournaments in 2005 & 2006.

DOUG JEFFERS: Champion debater, Dulles High School, Texas; winner of the NFL National Championship in LD in LD in 2005; Assistant Coach, The Bronx High School of Science; Texas A & M junior.

*For Institute information and application, contact: Dr. J. W. Patterson, Director of Debate, 225 Funkhouser Building, University of Kentucky, Lexington, Kentucky, 40506-0054, 859-257-5523, jwpatt00@uky.edu <http://www.uky.edu/Provost/CheilgrenCenter/Debate>

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- Michael Antonucci, Director of Debate, Lexington High School
Senior Research Assistant, Northwestern University
- Josh Branson, Senior Debater, Northwestern University
2005 NDT Champion and Copeland Award Winner and 2006 NDT Top Speaker and All Time Point Leader
- Caitlin Bruce, Senior Varsity Debater, Northwestern University
- Chris Lundberg, Assistant Director of Debate, Northwestern University
Assistant Coach of Three National Debate Tournament Championship Teams
- Tristan Morales, Senior Research Assistant, Northwestern University
2005 and 2003 NDT Champion and Copeland Award Winner
All Time Record: 34-2 Lifetime NDT Win-Loss
- Jonathan Paul, Associate Director of Debate, Greenhill School
National Debate Tournament Champion, 2002
- Tripp Rebrovick, Senior Varsity Debater, Harvard University
2005 NFL National Champion and TOC Top Speaker
- John Warden, Senior Varsity Debater, Northwestern University
2007 NDT Quarter-Finalist and 2005 TOC Runner-Up

Welcome to Our New Faculty Additions for 2008!!!

- Greg Achten, Director of Debate, University of California at Berkeley
Coach of 2005 NDT Runner-Up and 2006 Copeland Award Runner-Up
- Dan Fitzmier, Associate Director of Debate, University of California
Assistant Coach of Four National Debate Tournament Championship Teams

Becky Opsada, Director of Student Residential Life
Northwestern University Debate Institutes

NFL announces the addition of several Penguin books to its Publications Clearinghouse!



NFL now offers new titles in its Publications Clearinghouse. Additions include collections of famous speeches, quotation books, public speaking guides, and more. Best of all, each book is offered at a discount from list price!



Visit www.nflonline.org/OnlineStore/InstructionalBooks to see the complete list of titles and descriptions of each book

Join the Global Debates!

The world's demand for fresh water is outpacing our current sources. It's not difficult to imagine a global conflict focusing not on oil, not on land, but access to fresh water. Water is a central component to other global issues like climate change and global health concerns.

Who owns water? Who has the right to determine access to water? Does this right belong to individual states, national governments, a global institution, or to companies?

You get to discuss this answer as part of the March 2008 The People Speak Global Debates. The resolution is: "Resolved: Water should be considered national property."

How can I get involved in the TPS Global Debates?

- **Build Your Team:** Each debate team will have four students - two for the pro, two for the con side. Your team will research the Global Debate topic and prepare clear, persuasive arguments for both sides of the issue.
- **Register:** Any U.S. or international high school can participate in the Global Debates. You must register your event to be eligible to vote. Register your school at www.thepeoplespeak.org/globaldebates. (If you registered for the October 2007 Global Debate, there is no need to register again.)
- **Find out more:** Go to www.thepeoplespeak.org for hints and strategies on how to create a public debate in your school and topic guides, "Debateabases," research and other resources to help you prepare your arguments.
- **Hold your Debate in March and Vote:** All schools should plan to hold their debate between March 1 and March 24, 2008. Your goal is to reach the largest student audience in your school to attend the debate and vote on the Global Debate topic. We'll provide the ballots. The site has tips and advice on how to organize this public debate.
- **Get points:** All schools will be eligible to compete to send their four-person student debate team (plus two teachers/adult chaperones) to the **United Nations Foundation Global Youth Leadership Summit** in New York City. Held in July 2008, this will be an opportunity to meet other student activists, learn even more about the issues and take advantage of special opportunities including a special UN tour and the opportunity to meet high ranking UN officials. All you have to do is complete different activities detailed on www.thepeoplespeak.org like sending in photos from your event, creating 60 second PSAs, writing blog entries about the debate topic. It's easy to get tons of points! Check out the site for more information.

About The People Speak: The People Speak inspires young people to be active on the global issues that will shape all of our futures. We help to build the next generation of global leaders. Learn more at www.thepeoplespeak.org.

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At NFL, our organization is the definition of grassroots. From coaches and students to alumni and parents, every member of our community plays a vital role in growing debate and speech education.

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NFL Youth Leadership Fund, P.O. Box 38, Ripon, WI 54971

F[☀]orensic Fun in the Sun

NFL Announces Summer Workshop Scholarship Program

Pack your flip flops, sunglasses, and a notebook to jot down some great ideas – it's time for some forensic fun in the sun! The NFL is offering a chance for member coaches and teachers to receive full and partial scholarships to attend one of several summer coach workshops. Several summer forensic institutes have partnered with the NFL to provide this service to the community.

What institutions are participating? A list of sponsoring summer programs that are involved will be updated daily at www.nflonline.org/Partners/Partnerships.

Who can apply? Any NFL forensic teacher or coach can apply by April 11, 2008. To apply, go to the NFL website (www.nflonline.org/Partners/Partnerships) and click "Apply Now."

For more information on how to apply or for any speech and debate summer forensics institute that wishes to participate in the NFL Summer Workshop Scholarship Program, please contact the National Office (920-748-6206 or nfl@nflonline.org).



NFL Summer Workshop Program

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www.baylordebate.com

Bradley University Summer Forensic Institute

Dates: July 13-26
Location: Peoria, IL
Events offered: Interp, Oratory, Extemp
www.bradley.edu/continue/sfi/index.html

CDE National Institutes

Dates: July 15-31
Location: Albuquerque, NM
Events offered: Extemp, Lincoln-Douglas, Policy, Public Forum
www.cdedebate.com

Florida Forensic National Coaches Institute

Dates: July 18-August 1
Location: Davie, FL
Events offered: Student Congress, Oratory, Public Forum, Interp, Lincoln-Douglas
www.ffi4n6.com

George Mason Institute of Forensics

Dates: July 26-30
Location: Fairfax, VA
Events offered: Interp, Oratory, Extemp
www.gmuforensics.org/gmif

IDEA Debate & Citizen Journalism Institute

Dates: June 29-July 19
Location: Dccemko Resort near Dikili Town, Turkey
Events offered: Advanced Argumentation and Rhetoric, Coaching Debate, Worlds Debate, Lincoln-Douglas, Parli
www.idebate.org

Liberty Debate Institute

Dates: June 22-June 28
Location: Lynchburg, VA
Events/type of instruction offered: lectures, small group discussion, and debate observation.

Mean Green Workshops

Dates: June 22-July 5
Location: Denton, TX
Events offered: Lincoln-Douglas, Policy, Student Congress
www.meangreenworkshops.com

Nebraska Debate Institute

Dates: July 25-August 2
Location: Lincoln, NE
Events: Lincoln-Douglas, Policy
<http://nitdebate.lps.org/stories/>

Spartan Debate Institute

Dates: July 6-11
Location: East Lansing, MI
Events offered: Lincoln-Douglas, Policy, Public Forum
<http://debate.msu.edu>

The Championship Debate Group

Dates: July 27-August 1
Location: Austin, TX
Events offered: Lincoln-Douglas, Policy
www.thechampionshipgroup.com

Victory Briefs Institute

Dates: July 20-August 2
Location: Los Angeles, CA
Events offered: Lincoln-Douglas, Policy, Public Forum
<http://www.victorybriefs.com/institute/>

Sun Country Forensics Institute for Coaches

Dates: July 13-19
Location: St. George, UT
Events offered: Lincoln-Douglas, Policy, Public Forum and all NFL Individual Events

University of Iowa National Summer Institute of Forensics

Dates: June 30 - July 6
Location: Iowa City, IA
Events offered: LD, Policy
<http://www.continuetolearn.uiowa.edu/debate/>

Western Kentucky University Summer Forensic Institute

Dates: July 13-18
Location: Bowling Green, KY
Events offered: Interp, Oratory, Extemp
www.wku.edu/forensics/sfi/index.html

Whitman National Debate Institute

Dates: July 20-27
Location: Walla Walla, WA
Events offered: Lincoln-Douglas, Policy, Public Forum
www.whitman.edu/rhetoric/camp/index.htm

NFL

SUMMER WORKSHOP PROGRAM

FOR COACHES AND TEACHERS

Scholarship Application

(type or neatly write)

Name: _____ Home Phone: _____

School: _____ Mobile Phone: _____

School Address: Street _____ City _____ State _____ Zip _____

School Phone: _____ Fax: _____ No. of yrs. coaching: _____

Email: _____ No. of yrs. teaching: _____

Please check all boxes that best describe your educational interests:

- ☐ Individual Events education and coaching
 ☐ Lincoln-Douglas Debate education and coaching
☐ Policy Debate education and coaching
 ☐ Student Congress education and coaching
☐ Public Forum education and coaching

Please expand on your educational needs below including your coaching strengths and weaknesses (please be specific and feel free to type a separate document for details and elaboration):

List up to three summer programs you would like to attend in order of preference. Please only list the summer programs that you would be willing to attend if given a scholarship. Please indicate if you would consider attending if only a partial scholarship were available.

| <u>Name of Program (In order of Preference)</u> | <u>Dates</u> | <u>Would you accept a Partial Scholarship?</u> |
|---|--------------|--|
| _____ | _____ | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| _____ | _____ | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| _____ | _____ | Yes <input type="checkbox"/> No <input type="checkbox"/> |

Please send this form to: or **Tyler Billman/National Forensic League**
tyler@nflonline.org **c/o NFL Coach Summer Workshop Program**
125 Watson Street, Ripon, WI 54971

☐ Please check this box if you understand and agree that by filling out this application for the NFL Summer Coaches Workshop Program you will participate and abide by any scholarship given by a sponsoring program or will otherwise tell the NFL National Office by Thursday May 1, 2008. Failure to submit a document noting your inability to attend may obligate you to compensate the sponsoring school of your scholarship expenses.

Deadline for application: April 11, 2008

Illinois State University

Summer Speech Institute



Important Dates: *First Week:* *July 15-July 20*

Second Week: *July 22-July 27*

Why should you chose ISU ?

- ◆ *Students may choose to work on their events for one or two weeks*
- ◆ *Our counselors are all nationally ranked on the high school or college circuits*
- ◆ *Access to University literature and research*
- ◆ *We're competitively priced*
- ◆ *We offer full & partial scholarships*
- ◆ *We accept all major credit cards*
- ◆ *Dramatic Interpretation*
- ◆ *Extemporaneous Speaking*
- ◆ *Humorous Interpretation*
- ◆ *Impromptu Speaking*
- ◆ *Duo Interpretation*
- ◆ *Original Oratory*
- ◆ *Poetry/Verse*
- ◆ *Prose*
- ◆ *...and any state event!*

What do campers have to say?

"The performers were very talented, the lectures were useful and well developed."

"I loved the two-week option!"

For more information:

**Megan Hogue
School of Communication
Campus Box 4480
Normal, Illinois 61761-4480**

**mhouse@ilstu.edu
309-438-8447**

Student Challenge

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

PAYCEN FROM IDAHO

It's hard to say what exactly forensics has given me because it has given me so much! I think the biggest compliment came when I had a coach tell me "I really enjoy reading your writings in *The Rostrum*!" To know that somebody actually reads the things I have written in the *Rostrum* magazine makes me so happy. So I guess you could consider these writings to be my greatest gift to forensics. What has it given to me? Friends!

NATHAN FROM CALIFORNIA

The most important gift that I have received from our forensic team is the ability to cooperate with other people and help others succeed even if they are better than you, and the idea that it is okay to be criticized by others, even if it means humility for success. Also, forensics gave me the ability to go on stage and have absolutely NO stage fright.

The most important gift that I can give to the NFL community is to say that all of our coaches deserve a large round of applause, because they go out of their way and unselfishly give of their own personal time to help high school students like me. They deserve much more recognition than they are given. Thank you!

TRISTEN FROM NEW MEXICO

The best gift is being yourself around new people.

The best gift to give is letting people be themselves around you.

ROY FROM TEXAS

The most important gift that I have received has to be the friends I have gained from entering the debate and theatre programs. My theatre and debate friends are amazing and I couldn't imagine life without them. The gift I can give would be to spread the word about debate and theatre to get more people involved to experience these amazing things.

ISAIAH FROM WASHINGTON

The most important gift I have received is the friendships that came from being involved with forensics.

The most important gift I can give is breaking stereotype boundaries. I am a member of the Washington 4A state championship football team. By being involved with forensics, people see that athletes are just as capable of academic accomplishment as everyone else.

MICHELLE FROM TEXAS

I am surprised how much I have improved my speaking skills and how I am able to prove my position in my LD Debate rounds....My gift to the NFL Community is---ME-a challenge for the taking!

AIREAL FROM PENNSYLVANIA

I believe that the most important gift I have received from Forensics is the chance to voice my opinion. Being a teen, it is hard to get people to listen to you. If you tell your friends something on an important subject, they may not listen but if you tell your friends something important, they will give you a chance to speak. I am a very opinionated person and I think the right to be heard is the best gift you can receive.

STACEY FROM MONTANA

I think that the most important gift that forensics has given me is the confidence to walk into a room with my head held high, knowing that I have the ability to compete mentally with students my age. Being able to speak your mind, in a tactful manner, truly is one of the most important things I think any student can learn.

I think the best gift I can give back to the NFL community is to pass on that ability to my novice team members. I guess it is a passing the torch type of situation. I feel that it is my duty to help them as much as possible so that they can see all the benefits of being involved in forensics.

Student Challenge

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

ALEXANDRIA FROM ALABAMA

The most important gift I've received from forensics would have to be the overwhelming sense of camaraderie between all of the students. As a freshman, I was not expecting upperclassmen to help us, or even speak to us. I have learned, however, that in forensics everyone can get along. I have met several new people through debating, and my school year has been so much more enjoyable than it would have been without forensics.

The most important gift I can give to the NFL community would be, I hope, a good contribution to the realm of speech and debate. Hopefully I can make impressions, inspire people, and show that, with dedication, anyone can excel in forensics.

CHLOE FROM OHIO

The most important gift I've received from forensics is the experience of giving speeches at tournaments. It is full of knowledge and skills. Since I'm in International Extemporaneous Speaking, I feel like I know more about the world than I ever did before and it has made me aware of all the issues and problems we have.

The most important gift I can give to the NFL community is encouragement for others and spreading the word to others who are not already in NFL.

HEATHER FROM NEW YORK

The most important thing forensics has given me is confidence. Before I

entered the speech and debate program I was extremely shy, and now I know the importance of talking to others and being able to speak in public.

DAVID FROM CALIFORNIA

When thinking about the question, several things ran through my head. Perhaps it's the trophies I've won, or the competition. But what I found to be the most important gift that I've received because of forensics is the friendship of everyone around me. As a freshman, the first few days of school felt foreign and weird. However, forensic meetings are still the only thing I look forward to throughout the school year. I hope that I can extend as much friendship and knowledge that I've gained from my team, and return it back to the NFL community.

NEW STUDENT CHALLENGE FOR THE MONTH OF FEBRUARY

*In light of the January primaries and caucuses,
who do you think will be the next President of the United States?*

THE JULIE BURKE FOUNDATION IS SEEKING NOMINATIONS FOR THE 2008 TOC JULIA BURKE AWARD

Coaches, judges and debaters, you may now make a nomination for the TOC Julia Burke Award more easily than ever before! Just go to The Julia Burke Foundation's website home page (www.JuliaBurkeFoundation.com) and click the link which says "Submit a Nomination for the TOC Julia Burke Award here."

After entering your name and school affiliation and your nominee's name and school, type your nomination directly onto the form. The nomination may be as long and detailed as you wish, in fact, the longer the better. Click the "submit nomination" box and you will receive a confirmation of receipt within 24 hours. Deadline for nominations is March 15th.

For additional information about the award and The Julia Burke Foundation, please go to www.JuliaBurkeFoundation.com.

GMIF 2008

George Mason Institute of Forensics

July 13- July 27, 2008

<http://www.gmuforensics.org/gmif>



Extemp

- Extempers will be directed by Jason Warren in conjunction with Michael Chen and Adam Johnson
- Be an extemp scholar- join us for an advanced extemp lab experience with in-depth theory and content discussions.
- Attend lectures by notables such as James Carville
- New for 2008- Extempers can minor in Congressional Debate!



Oratory

- Orators will attend a performance like D.C.'s premier political satirists The Capitol Steps
- Tour Washington, D.C.
- Attend Lectures including Argumentation, Topic Selection, and Verbal and Non-Verbal Delivery

Interp

- Interpers will attend live performances at the Kennedy Center
- Select pieces from our extensive script library.
- Participate in workshops and lectures led by national champions and coaches.
- View performances by past and present national champions.

Contact Information: Dr. Peter Pober
Phone: 703-993-4119 Fax: 703-993-1096
Email: ppober@gmu.edu Website: <http://www.gmuforensics.org/gmif>



idea

IDEA INTERNATIONAL DEBATE AND CITIZEN JOURNALISM INSTITUTE

Dikili Town, TURKEY--June 29-July 19



This year, IDEA is offering "British Parliamentary Debate," "Worlds Schools Debate," "Lincoln Douglas Debate," "Coaching Debate," "EFL Conversational English," "EFL Persuasive Writing," "Citizen Journalism and Media," "Art as Advocacy," and "Introduction to Argument and Debate"

Institute Instructors are:

Jackson Miller, Kate Hamm, J.J. Rodriguez, Ioana Cionea, Sharon Porter, Dalbir S. Sehmbly, Arminda Lathrop, Jeffrey Romanow, Bor Ceh

The IDEA Debate and Citizen Journalism Institute is open to high school, university, and post-graduate level students. Students can choose to enroll in specialized debate, advanced debate, and citizen journalism classes. Classes are taught by experienced, dynamic instructors.

In addition to classes, students will take excursions to nearby scenic and historical sites and participate in a wide variety of activities offered at the resort site.

Registration will be open from January 10th until May 20th.

Institute Cost: \$1900 USD

Partial Scholarships based on merit and financial need are available.

**For more information, contact Arminda Lathrop: alathrop@idebate.org
or visit this event at www.idebate.org.**

MEET THE NFL DISTRICT CHAIRS

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

ANN SHOFNER, TALL COTTON

In her tenth year as the District Chair of Tall Cotton, Ann Shofner is no stranger to NFL leadership. Teaching at Tascosa High School in Amarillo, Texas, Ms. Shofner has been coaching for the past 31 years. Throughout the years Ms. Shofner has not lost her love for the activity. She explains that, "You need to love teaching speech in order for students to love learning about speech." This year, she hopes to recruit new schools and increase the number of member schools participating in the NFL Student Congress meet and District tournament. She continues, "NFL motivates speech and debate students to succeed. My students set the goal of qualifying for Nationals so they have the chance to travel outside the state of Texas and other exciting locations. And this year, they all want to go to Las Vegas!"



Ms. Shofner has earned many accolades throughout her career including: Texas Speech Communication Association Teacher of the Year (1988); National Federation Interscholastic Speech and Debate Association Outstanding Speech Educator for Section 6 (1996); President of Texas Forensic Association (1985-1986); and President of Texas Speech Communication Association (1994, 2004). Ms. Shofner is a triple diamond coach. Outside of forensics, Ms. Shofner loves to read and travel. "I am a big fan of the Alaska Iditarod race in March. I follow it closely each year and my goal is to someday win the auction to be able to ride with a musher for the first 11 miles of the race."



DEREK YUILL, EAST LOS ANGELES

A three diamond coach from Gabrielino High School, Derek Yuill leads the district of East Los Angeles. Serving as District Chair for the past five years, Mr. Yuill is ready for yet another season with a few twists. This year, the East Los Angeles district will be running all three of their district tournaments for the first time using Joy of Tournaments. While he admits he is nervous using the new technology, he is looking on the bright side of things: "It's usually warm and sunny during our tournaments!"

Mr. Yuill, in his 18th year of coaching, has this advice for new coaches: "Ask a lot of questions and realize that anything worth doing requires time, sacrifice and patience." Mr. Yuill admits that one of the reasons he loves the NFL is because of "the ladies at the National Office." In his spare time, Mr. Yuill is rooting for his favorite sports team: "How 'Bout Them Cowboys!"

PAM MCCOMAS, FLINT HILLS

Pam McComas, a five diamond coach from Topeka High School in Topeka, Kansas, is in her 13th year as District Chair of Flint Hills, her fourth year on the Executive Council (serving at various points as both a member and alternate), and her 30th year as a coach. Her goal for this year is "to qualify the best of the best to represent the Flint Hills."

Ms. McComas has been named the Outstanding High School Teacher for the Kansas Speech Communication Association; served as President of the Kansas Speech Communication Association; earned National Coach of the Year honors, and (1999) and the Bruno E. Jacob Award (1999); coached 30+ state champions, five national champions and 14 NFL All-Americans; and received a much-deserved place in the NFL Hall of Fame (2004). Additionally, Ms. McComas has served in the National Tournament tab rooms of Policy Debate, Lincoln-Douglas Debate, Speech, and Supplemental Events. She has also served as a final round judge for various events, written articles for Rostrum; and presented workshops on debate and speech as a representative of NFL.



Her advice to new coaches is to "seek mentoring from your experienced coaches in your district." Ms. McComas considers her district to be competitive, honest, and forthright among colleagues. When Ms. McComas is not at a tournament, she is reading, traveling, or spending time with her family.



Coach Profile

MEET FR. RAYMOND HAHN

by
Tyler Billman
NFL Staff



Fr. Raymond Hahn is a four diamond coach from Cathedral Prep School, PA.

What was your first NFL memory?

My first memory is from my Junior year in high school (that was 1964-65). At that time, point recording was a lot more difficult and time-consuming than it is today. In addition to place and win-loss record, you had to list every team you debated by round. Our director, Fr. Joe Finucane, asked me to do the records for all our teams. He must have known that I would spend 34 years recording points and figured that I needed the preparation.

What is your team philosophy?

Anyone who wants to participate, no matter what ability level, is welcome. While we are a pretty competitive program, I have always felt that debate offers so much value to a student that anyone can debate. They find their own level, and if they are satisfied, then I am, too. Those who invest more, get more.

Any fundraising secrets?

Alumni!! I just talked to one of our debaters who was on our National Championship team in '82. He and a friend who was a year older mentioned that I hadn't asked them for money recently. I promised to rectify that omission immediately!

Do you have a forensic mentor? Who are they and how have they affected you as a coach and educator?

My mentor as a student was Fr. Joseph Petulla, who was my first coach. I remember

him for his high expectations and the high standards he set for our behavior as well as performance. We were mentored by older students and alumni, even then. I try to operate very much like that.

My mentor as a coach was Sr. Virginia Hofmann O.S.B. Mostly by her example, she taught me a great deal about dedication and teaching, especially about her devotion to the good of her students. For many years prior to her death, and to the present, we award the Sr. Virginia Hofmann award annually to a person---coach, parent or friend---who exemplifies her single-minded devotion to Forensics and our students. I think of her often as I try to be worthy of her example.

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

Most of my free time that isn't devoted to teaching class -- about 25 hours.

When did you decide to become a teacher and/or coach?

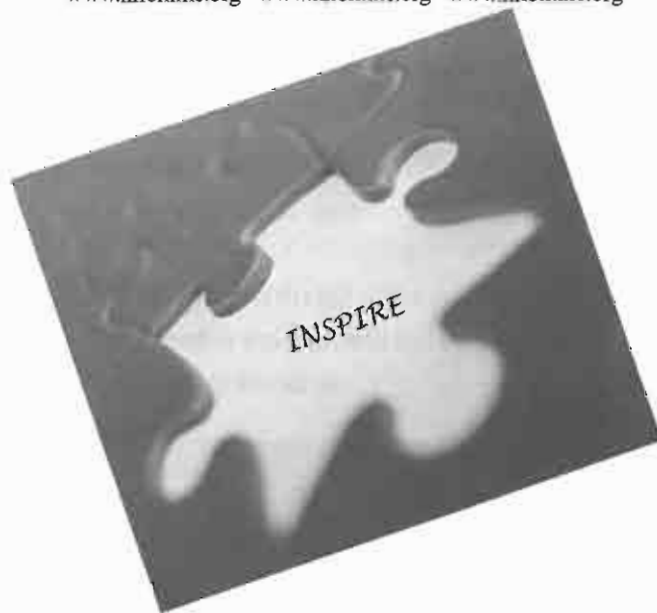
I was inspired by my mother and her brother who were wonderful teachers, and by my teachers in high school. So many, it is difficult to give a full list. I think that I decided to teach during seminary. As I mentioned, many in my family have been teachers--multiple cousins, some who taught with me at Prep--and it just seemed like a natural fit for me. Even before I was ordained, I was student teaching at Prep as a deacon.

What do you consider being your coaching strength?

Organization, brainstorming ideas, setting high standards in a "gentle" way. Willingness to do almost anything for a student.

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

Pennsylvania and the Pittsburgh District of the NFL have a very long tradition of Speech and Debate. In my 34 years of coaching, I have had the pleasure of working with an extraordinary group of coaches whom I have met over the year: and continue to work with. Despite the fact that we are pretty competitive and like to win, we have always been a group of friends and colleagues who have the good of our students as our first order of business. Besides that, they are really talented! The wonderful students I have had the privilege to coach and teach are the second reason that coaching is still exciting. I have been very fortunate to have students who continue to be eager learners, sincere participants in our activity, and full of questions that force me to continue to learn. The third reason that coaching retains a high level of excitement has to do with the faithful alumni who have not forgotten what they were given by other and continue that tradition. I continue to enjoy the relationships that were formed long ago, and some more recently, but as just as lively and warm as ever.



What's unique about Cathedral Prep as an NFL chapter?

We are an all-boys school with a 60+ year tradition of debate (since 1946). We are lucky to have in our debate classroom the first trophy ever won by a Prep debate team. Our debaters won the Knights of Columbus tournament in 1946. The yearbook from that year shows our first coach and the first five debaters in school history.

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

Our novice class is open to anyone. I let them and the older kids do the recruiting. Self-selection.

What is your favorite National Tournament memory?

I will never forget standing in Jesu church at the University of San Francisco at the awards ceremony while our beloved Phyllis Barton read the ballots at the 1982 tournament. Now, I know that the announcer often seeks to create some tension and anticipation by leaving the deciding ballot for last. But the mischievous twinkle in her eye as she did it made me think that she was enjoying our anxiety far too much. It was a 3-2 decision. We won. But she wasn't going to let that be known a second earlier than she had to!

How has the NFL changed over the years?

Technology. When I began coaching, we used hand-written index cards. Later, we began to type on ditto masters. Prep was really high-tech; we had electric machines, not the hand crank ones!! Over the years, we moved to copy machines and collators. I spent many summer days walking around

tables with the kids collating files before they invented a better way. Our libraries in Erie were never as good as those in New York or Chicago. So, we would drive on a Saturday to the University of Pittsburgh or Case Western in Cleveland to use their libraries. It is hard to express the value of the internet and wifi in leveling the playing field on research and opening up access to academic resources to students from outside the major academic centers of our country.

I would be remiss if I did not applaud the efforts of so many which have made our activity so much more inclusive. I honor Paul Slaphey and the efforts of Brent Farrand and Melissa Wade (among so many others!) who have changed the face of Forensics in my circle of friends and students.

What is your vision for the future of NFL?

We must find more ways to attract debate coaches so that many more students can benefit from the experience, skill instruction and critical thinking that Policy Debate teaches.

Why should a school administrator want their school to be involved with the NFL?

For the sake of the kids!

What is the greatest challenge for forensic coaches today?

Cloning ourselves!

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

Network and get to know the veterans. They can be more help than you can imagine. They desperately want to help.

MARQUETTE UNIVERSITY DEBATE INSTITUTE

JULY 20 — AUGUST 2, 2008

The Marquette University Debate Institute offers nationally competitive programs for all levels of debate experience. Successful high school and college coaches work with students in state-of-the-art research facilities to develop excellence in all areas of debate competition. Check us out at

www.mudebateinstitute.com



Small, collaborative lab groups

Two Week Policy Program

The classic two week debate program, including intensive research, lab skill work with accomplished coaches, and a practice tournament.

(Residential - \$1200, Commuter- \$900)



Research-intensive program



Skill-oriented training

One Week Policy Program

A shortened program including intensive research and skill development.

(Residential - \$850, Commuter - \$700)



Dedicated faculty



State-of-the-art facilities

SAMPLE DAILY SCHEDULE

| | |
|------------|--------------------------|
| 8:00 a.m. | Breakfast |
| 8:45 | Commuters arrive |
| 9:00 | Lecture |
| 10:00 | Lab meeting |
| 12:00 noon | Lunch |
| 1:00 p.m. | Library research |
| 3:00 | Lab meeting |
| 5:00 | Dinner |
| 6:00 | Lab Meeting / Skill work |
| 8:00 | Commuters Excused |
| 11:30 p.m. | Lights-out |



Great competition

For more information about our program, faculty, and facilities, you can find us at

www.mudebateinstitute.com

The People Speak Global Debates

2007-2008 NFL Incentives

Each chapter or affiliate that holds a People Speak Global Debate event in front of or with a community audience and involves the vast majority of it's school populace during the month of March will receive the following special incentives from the NFL:

NFL Districts

Each District that holds at least 10 events (no more than 5 at one school) and turns in over 7,000 voting ballots to the UNF will be granted 6 free affiliate memberships for 6 new affiliate schools for the 2007-2008 school year. Remember, this year's focus is to involve the whole school.

Each District Chair will receive 2 service citations for each school that holds a People Speak event. The chair must fill out the proper form in order to receive the citations.

NFL Chapters and Affiliates

Each NFL chapter or affiliate will receive an NFL Gift Store Credit Voucher for each event held. Each event will be publicized on www.thepeoplespeak.org

NFL Coaches

Each NFL Coach who organizes an event will receive 5 NFL service citations.

Each NFL Coach who organizes 3 events or more will receive an automatic scholarship to a top forensic summer camp of their choice as part of the NFL's Summer Coaches of Excellence program. Notification to the National Office must be made in order to receive this scholarship.

NFL Students

Each student participant will receive 15 National Community Service Points for the first event and 5 points for each additional event up to 30 total points (these points are in addition to the 750 service/group speaking points allowed per student).

NFL students will receive 1 National Community Service Point per day for participation in online forums or comments on the NFL blog on the People Speak website up to 30 total points (these points are in addition to the 750 service/group speaking points allowed per student). To count for points, the blogs must be logged anytime from February 1st through April 30th. Students may receive no more than 30 points in total for participation in People Speak events

Each student will also receive the chance to win an all expense paid trip to NYC, compliments of the United Nations Foundation.

The Power of Partnership

The Educational Benefits in the Partnership Between
United Nations Foundation and NFL

by
Tyler Billman



Whether it is in controversial cases such as the People v. Larry Flynt or as presidential hopefuls square off in yet another pre-election debate, the American political system runs on the wheels of free speech. This unalienable right becomes even more important in a world where totalitarian dictators limit the dissonance of their people and expanding electronic technologies make monitoring frighteningly simple. Not only is free speech a right, it remains one of the most important ways to gain and protect other rights. Free speech enables the passionate few to stand against oppression, both in the United States and abroad. To be sure, unsheathing free speech in the fight for justice depends not only on superior speaking skills – something a forensic background provides without parallel – it requires a substantial knowledge of global issues and power politics. Taken together, this skill set can provide a powerful mechanism for positive change.

Knowing this to be true, the United Nations Foundation (UNF) has partnered with the NFL to ensure that high school students research and understand pivotal world issues. Since 2003, the UNF has teamed with the NFL to heighten public awareness and advocacy concerning internationally relevant issues by encouraging debate as a framework for discourse. In this vein, the UNF has partnered to create The People Speak Global Debates. This cooperative effort channels the research and presentational training of NFL members into targeted reviews of globally relevant issues. By encouraging students to make informed contributions to ongoing international debates, UNF and NFL can harness the most talented, driven, and capable pool in the United States.

To participate, students research and prepare arguments for a public debate held in their school regarding climate change and its current and future effect on the world. All students who attend the debate vote on a special form for the side they felt was most compelling. Votes are tallied from participating schools with the national and international results appearing on the TPS site. This simple process mimics the everyday decision calculus of high school students, an emerging group of global citizens, which will be replicated innumerable in the coming years. Understanding latent power of this balloting, this year the People Speak Global Debates moved from an annual format to a semi-annual rotation, with programs offered in the fall and spring. March 1-24, 2008 marks the second global debate offered in the academic year (the first happened in October) with the topic, "Resolved: Water should be considered a national property."

Discussing international issues demonstrates an awareness of the interrelationship between events at home and abroad; in this way, The People Speak prepares students to contribute to the highly integrated society that awaits them after graduation. Kniep (1989) identifies four major categories of global issues: peace and security, human rights, and environmental problems, and national/international development. As these broad divisions suggest, these issues pervade many facets of life right here in America (regardless of whether a student understands their dependence on international factors). Angell & Avery (1992) elaborate on this idea, arguing that international conflict, human rights issues, environmental degradation, and problems related to international development are already part of young people's lives. By making these issues part of curriculum, they contend, teachers can validate the connections between high school students' immediate experiences in their own communities and global realities.

Not only will the People Speak Global Debates introduce students to their role as global decision makers and responsible advocates, the debates also fuel superior academic development. Advocates for global education emphasize the need to expose students to multiple perspectives, give them opportunities to practice taking alternative viewpoints, and help them reason from those different points of view (Hanvey 1976; Lamy 1990). To accomplish this, Angell & Avery contend that three instructional strategies or methods seem particularly appropriate for exploring the complexities of global issues: small group discussions, role play and simulations, and thematic resource folders. Well aware of this trend, the UNF has established activities, contests, and material to accomplish all three of the aforementioned strategies by providing toolkits and resource guides for the Global Debates, conducting voting for the debates themselves, and facilitating additional opportunities for discussion through web blogging and video public service announcement contests.

Finally, the People Speak Global Debates will encourage students to avoid merely hearing the news. Instead, they will digest it, examining it critically from myriad angles to determine their personal perspective and, if necessary, their active response. Angell & Avery point out that "students should be given opportunities for decision making and social action" (p. 114). These opportunities should be both inside and outside of a competitive round of forensics. As high school students explore the ways in which global issues affect their lives, they often feel the need to contribute to positive, meaningful change. The partnership between UNF/NFL empowers high school students to make that contribution through written and oral communication.

In the end, educators are becoming more and more vocal in their support of global-issues education. Teaching students about international issues dispenses tools for a globalized world, increases critical thinking and reasoning skills, and affords students the opportunity to be agents of change. Mindful of this, the partnership of UNF and NFL advances global issues education by coupling it with the transformative power of debate. By offering discussion on international issues and asking students to render a decision on those issues, UNF and NFL can celebrate the right of free speech while training youth for leadership.

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Global Debates by the Numbers

By Victoria Baxter, Director of The People Speak

Sometimes, being green is a lonely endeavor. Al Gore isn't around cheering me on when I decide to walk rather than drive. No one (thankfully) is in the bathroom commending me for turning off the water while brushing my teeth. At times, I have to admit, I wonder what difference all these little actions make. Worse is when I start to wonder if I'm the only one that cares.

Then I think about the incredible energy that came out of the Global Debates on lowering carbon emissions and I realize I'm not alone. Think about it – this October, 600 schools in 70 countries held public debates about the best way to lower carbon emissions. My best estimate is that 50,000 young people took part in the Global Debates. Doesn't it feel great to be part of a truly global discussion?

What's even better, we now have over 50 video Public Service Announcements (PSAs) submitted by students. That's almost an hour's worth of inspirational videos to keep all of us going in our quest to lower carbon emissions and address climate change. Check out the PSAs and see: a "Green Diva" in Chile; students from Brother Rice High School in Michigan who know a thing or two about renewable energy; savvy Madison, Mississippi consumers who get the "priceless" value of addressing climate change; and some very interesting dancing feet from Moldova. You can check out all of these videos online at: www.thepeoplespeak.org/globaldebates.

Students also sent in their original creative blog posts about how they lower carbon emissions in their own lives and the reasons why everyone else should too. We'll be featuring all of these great posts and PSAs online throughout January and February. Stop by www.thepeoplespeak.org to check them out.

I'm really looking forward to March's Global Debates on water. The resolution is: "Resolved: Water should be considered national property." Here are some numbers to get us thinking about how important this topic is:

- One ton of recycled paper saves 3,700 pounds of lumber and 24,000 gallons of water.
- Little leaks add up. A leaky faucet dripping at a rate of one drop per second over the course of year adds up to about the same amount of water as a small above ground pool!
- In the developing world, over 50% of the hospital beds are occupied by people suffering from preventable diseases caused by unsafe water and poor sanitation.
- On average, women and girls in developing countries walk almost four miles a day, carrying 5 gallons of water back to their families.
- Global policymakers are estimating that more than 50 countries on five continents might face conflicts based on access to water. Tensions over access to water are already happening between U.S. states.



There are even more resources, facts and figures to help you plan your March Global Debate on water at www.ThePeopleSpeak.org/globaldebates. The new toolkit will be out in March and will provide all you need to organize a public debate in your high school. Our new points activities will provide you will ideas to become even more aware and active on the issue of water. I look forward to hearing from you all in another successful Global Debates!

Don't forget that participating in the March Global Debates and completing the points activities will greatly increase your chances of winning one of 10 trips to the UN Foundation Youth Leadership Summit at the United Nations this July 16-19, 2008. We're working hard to create an informative and interactive summit. You'll have the chance to learn more about the work of the UN, meet high ranking officials, and other opportunities.

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| Scholars Sessions: | June 22-July 12, \$2500 |
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Director: Aaron Timmons, Greenhill School

2007: Dr. Scott Robinson, Jonathan Alston, Beena Koshy, Kris Wright, Neil Conrad, Perry Beard, Stephen Babb, Chetan Hertzog, Eric Melin, Jennifer Miller, David McGough, Katherine Thompson, Gary Johnson, Laura De la Cruz, Liz Mullins, & Nathan Abell

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| Three Week Session: | June 22-July 12, \$2300 |
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Dates, staff, and fees are tentative and subject to change. Watch the website for updates!

MEAN GREEN

Students Have a Great Experience

"Way cool Stepp!" was the response from one of my debaters when I mentioned the People Speak event. They suggested asking another group to be involved in the debate with us so that we might reach more students with the topic. We brainstormed for several groups like the Environmental Club, or an AP class who might take on the project with us. Mrs. Lisa Ellison, the AP Government teacher, said her kids heard from my kids that we were seeking a debate partner for an audience debate.

We let them choose the side, and compromised on the format which ended up to be a four on four Public Forum type debate. Originally we booked the auditorium hoping for an audience of three to five hundred. We were over-booked by a principal meeting and took a smaller venue which held about 120 people.

"Way cool Stepp!" was the response from one of my debaters when I mentioned The People Speak Event.

Lisa and I invited all of our classes, which included English Classes 9-12, and various government classes. We debated for about thirty minutes during our Student Resource period. "I have never heard a live debate. I thought it was great. I loved that we got to decide the winner," said one of my senior composition students after her experience. Another student was surprised by his opinion. "When I went into the debate, I was for government regulation. I mean, everyone knows how bad greenhouse gases are, right? But when it was over, I really voted for the voluntary idea. Who knew!?" was the response of a 9th grade English observer.

The debaters also had fun. "I was a lot more nervous debating in front of 120 people. It was definitely different from a regular round. Don't get me wrong - it was fun! I hope we do another one," said one sophomore debater. Overall, it was a great experience for the observers and the participants. We'll do more!!

By Chris Stepp, Kokomo HS in Kokomo, IN



31 Photo by Nick Cooper

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ILLINOIS STATE UNIVERSITY SUMMER DEBATE INSTITUTE: JULY 13 -19, 2008

Buhler High School

by
Meriah Forbes

Debate Team

Buhler High School debate students know that debate is more than a weekend activity; it's a lifestyle. Passing periods in the squad room echo with the opinions and beliefs of one student or another, whether it be about what brand of pen is best for flipping or which candidate gave the best response in last night's presidential debate. The issue of global warming was not an unfamiliar subject to these between-class debates, but it had always been just that: a quick conversation between a few friends. This October, however, the debate over global warming became organized, informed, and global.

Like the debaters at Buhler High, students across the world participated in The People Speak Global Debates sponsored by the United Nations Foundation. The October 2007 resolution concerned global warming and whether market mechanisms are preferable to regulatory approaches to curb carbon emissions. In this event, participating students research and prepare arguments for each side and present a clear debate to their peers and community. Once the debate is completed, viewers vote on which side was more convincing. These results are then submitted and published on The People Speak website. The purpose of the debates is to encourage student and community interest in important global issues.

Buhler coach Richard Young introduced a Rostrum article announcing the event to his debaters. While this event is open to any student, debaters Brandon Brunner, Chelsea Corkins, Austin Enns, Meriah Forbes, and Rebecca Rodriguez saw it as a prime opportunity to share a structured debate round with their peers. "Debate teaches you to approach an issue in an organized way that considers each perspective thoroughly. This event was a great way to share that skill with students who've never seen a debate before," said Meriah Forbes, coordinator of the debate for her school.

As well as sharing a great activity, debaters also developed a new understanding of the controversy around global warming and the problems that it poses. Debating about a well-known issue also increased student interest in the debate. Many students already had an opinion on whether global warming exists or not, but discussing the approaches to diminish its effects was an eye-opening experience for some. Chelsea Corkins stated "Global warming demands response on every level. The resolution was about government action, but individual interest is key." This interest is exactly what The Global Debates create and foster. Issues that are addressed in these debates are problems that students will face in their future.

Being the first Global Debate held by Buhler, there were a few small problems. To publicize the debate to their peers the students made posters and announcements, but the attendance was lower than expected. Rebecca

Rodriguez believed that holding it after school prevented many from attending. October is also a busy month for policy debaters in Kansas, so finding time was a difficult task. Austin Enns stated, "It was difficult to balance the research for the Global Debate with policy debate. I wish I could have spent more time preparing." They hope that earlier planning and publicity will help increase the numbers and decrease time conflicts in the future. The debaters at Buhler High School look forward to presenting another debate in March about water property rights. I am eager to debate this resolution," said Brandon Brunner. "Water affects so many aspects of life that awareness needs to be increased."

The results of the Buhler debate favored a regulatory approach using a carbon tax to lower

emissions, while internationally, market mechanisms are favored. And while no real policy action is taken, these debates make a real difference in the understanding and enthusiasm youth posses about real issues. Interest is key to action, and the Global Debates are a valuable way to make action possible.





Reach for the **Summit!** Summer 2008 Offerings

National Speakers' Forum: June 28th - July 12th
Nova Southeastern University, Ft. Lauderdale, FL.

InterProd: July 19th - August 2nd
Emerson College, Boston, MA.

Lyceum for Oratory: July 19th - August 2nd
Emerson College, Boston, MA.

EXL for Extemp: July 19th - August 2nd
Emerson College, Boston, MA.

National Debate Forum: July 26th - August 9th
Emerson College, Boston, MA.

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Whether you are a Novice, JV or Varsity level competitor, NDF has a program tailored to you and your needs.

InterProd (Stage 1 and 2) is the only interp-specific summer program in the country. Stage 1 is a program designed for beginning interp students. Admission is open to the first 16 applicants. Stage 2 is the Advanced Lab that is headed by David Kraft. Competitive Admission is limited to 16 applicants. InterProd fuses theatre and interpretation together to create a truly unique training program that encourages students to think of the possibilities, not the limitations. The result is the start of a one of a kind *Interpretive Production!*

In its first year, The **National Speakers' Forum** hosted over 170 students representing 19 states. This unprecedented inaugural year made NSF one of the most popular summer speech programs of 2007. NSF offers all Speech events as well as Congress, Lincoln-Douglas Debate and Public Forum Debate.

Our commitment to every student combined with our philosophy of creating the "self-sufficient" competitor NSF is an excellent training program for the speech competitor who is looking for more.



www.summitdebate.com

People Speak Pirates Address Three Groups

Belton (MO) High School senior Corey Lande and juniors Tyler Dalton, Derek Pritchett and Sean Robinson provided three debate presentations honoring the 2007 People Speak Forum.

On Tuesday, October 9th the foursome addressed the Belton Chamber of Commerce for a luncheon debate. The topic "Market mechanisms are preferable to government regulations to reduce carbon emissions" was presented before 44 area businesses men and women including Mayor Jim Odom.

The Bel-Ray Sunrise Lions Club held their third annual People Speak breakfast debate on Saturday, October 13th. Thirty-three Lions members listened to the debate on the same topic. Following a questioning period, the club donated \$400 to the Belton debate team.

Finally, an evening debate was held on Tuesday, October 16th at the high school. A turnout of 47 teachers and students attended. Belton NFL chapter members Debbie Cook, Charlie Garner, Amber Mueller, Christina Parle, Brittany Ostrom and A. J. Walker took part in challenging the debaters with questions.



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Stanford National Forensic Institute Policy Debate 2008

July 24- August 13

August 13- August 20

The Stanford National Forensic Institute offers a unique national caliber program conducted by the Stanford Debate Society of Stanford University, a registered student organization of the Associated Students of Stanford University.

The Three Week Program: The Three Week **Accelerated** program balances improving students' debate technique through expertly critiqued practice rounds, along with in-depth discussion of debate theory and the topic for the year. Students will work with each other and the faculty on research and argument construction to create a full set of evidence available to all SNFI students. The **Core** program is an intensive but value priced option for students who are seeking a program of depth and quality on a great campus. Students may also apply to the Swing Lab, a special program within the larger Three Week program. The **Swing Lab** program is designed to provide a continuation of participants' prior camp experience with an advanced peer group and the finest instructors. To be eligible to apply students must have previously attended at least one debate institute during the summer of 2008.

The Four Week Program: The Four Week Program is fully integrated with the Three Week Program, but adds an additional week, which focuses primarily on technique and practice rounds. Students are guaranteed to get at least 10 fully critiqued practice rounds in the final week! In addition to the average of 12 rounds during the three week program, the extra rounds give participants nearly 25 rounds by the end of the summer, the equivalent of a semester or more of experience by the start of the school year! Four Week students are welcome to apply to the Swing Lab for the first three weeks of the camp.

Faculty: The SNFI faculty is composed of current and former competitors and coaches from successful programs across the country. Past staff members and Initially confirmed staff for summer 2007 include:

Corcy Turoff - SNFI Policy Debate Program Director, Co-Policy Coach at Stanford and The Head Royce School of Oakland:

Jon Sharp - U. of Kentucky
Judy Butler - Augusta Prep
JR Maycock - Highland
Jacob Polin - UC Berkeley
Bobby Lepore - Stanford
Jenny Herbert Creek - Stanford
Matt Fraser - Stanford/Head Royce

Toni Nielson - CSU Fullerton
Nichelle Klosterboer - Idaho State
Janelle Rivard - U. of Georgia
Doug Dennis - St. Francis H.S.
Erik Holland - Stanford/Head Royce
Rachel Schy - Redlands
Reuben Schy - U. of Kentucky

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*Justin Sedjuki, 2007
SNFI Participant*



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Savannah High School Debate Team

The People Speak Forums that were held at Savannah High School in Savannah, Missouri on the 16th of November were a great tool for providing perspective to people who normally would not receive exposure on international issues. They not only spurred critical thinking, but they gave an opportunity for students at Savannah High School to share their ideas and broaden their horizons. For the UN to sponsor these educational and exciting events provides a way for the youth of America to get their voices out to the people.

This season's topic over regulatory and market mechanisms allowed for students to think through economic and environmental problems that America and the rest of the world face today. We can see through these debates that current issues are waiting to be discussed, and important decisions are waiting to be made. The debates may have been planned and held in a school environment, but they dealt with real-world impacts that everyone participating could relate to.

Our participants: Joseph Barbosa, Kathleen Barbosa, Zach Beattie, Dakota Jones, Jacob Scott, Nick McAfee, David Kozminski, and Andy Kozminski gave negative and positive views that related to the topic's issues, allowing for the audience to hear equal stories for both sides of the topic. After main speeches were given the audience was allowed to ask questions to supplement their understanding of the topic. The spectators listened intently as the students gave their 2-4 minute speeches, and afterwards the speakers were bombarded with pertinent questions regarding market mechanisms and government regulations. We could tell that the topic at hand not only sparked some interest in the students, but also kept them asking and answering.

The debates took place in various history classrooms, and after each speech, the audience not only weighed both sides of the topic but they were able to view the issue at a personal level. This year's topic, "Resolved: Market mechanisms are preferable to regulatory approaches in lowering carbon emissions," is only one environmentally related issue, but there are many more that are equally important. Debating this particular topic allowed the participants to conduct research on their own and apply that research with supporting arguments. It was a great opportunity for them to use what they had learned in a extracurricular activity. Also, allowing typical speech and debate students to "show off" their aptitude for current issues showed average students a small taste of what goes on at an NFL tournament.

The People Speak events not only provide a great educational opportunity for their participants and their audiences, but they also provide great support for the further development and betterment of a student's National Forensic League participation. The United Nations sponsoring these events only bolsters their credibility and gets competitors interested in furthering their participation with international venues.

Overall, the events held at Savannah High School helped all of its students broaden their horizons and gave them new perspectives on hot topic issues. It allowed for the competitors to become further educated through extra-curricular activities and enhance their National Forensic League standings. The United Nations will find that sponsoring this particular activity will later give the organization better cooperation with the people who have participated. We appreciated the opportunity to let our voices be heard on global issues.



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Kearney High School Debate Team

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Through our experience with The People Speak Global Debates, the Kearney High School participants have learned so much. We debated, created PSAs, wrote letters to elected officials, talked with people in our school about the global warming, and researched every side of the issue we could think of to research. This has been such a wonderful endeavor from our group, and we have had so much fun.

We held our debate in October and invited our entire school of 1,500 students. About 10% of the school came, and the feedback we received was great. Everyone felt that they had been educated about the growing problem of global warming.

Based on our experience, here are our top ten reasons to participate in The People Speak project:

1. You can attend the first annual Global Youth Leadership Summit in New York and meet the United Nations officials.
2. You can gain publicity. Our debate program received some well-deserved and needed publicity. We had two television stations attend and film our debate and our local newspaper ran several articles.
3. You can raise awareness of global warming, what it is, and how we as individuals can help solve this critical problem.
4. You can meet people from other countries and from the United States and discuss global warming as an international issue.
5. You can show that you care about the planet and the people who inhabit it.
6. You can take a leadership position on the global warming problem to learn about how to make a difference.
7. You can bring global warming to the attention of classmates, faculty, and the community. We had Science, English, Business, History, and Family and Consumer Science classes attend our debate.
8. You can show how easy it is to start change. Kearney High School is not that big, but we have started the ball rolling in our community.
9. You can gain personal knowledge and develop skills to lead a greener life and set the pace for the rest of the world.
10. You can be part of a group that can change the world for future generations and educate those people about the issue so they do not make the same mistakes that past generations have made.



The members of the Advanced Debate Class of Kearney High School and their instructor, Janet Rose, would like to thank the United Nations Foundation and the National Forensic League for giving us the opportunity to participate in this very worthwhile program.

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1. To attend an institute with a track record of success. Graduates have been in deep elimination rounds of every major national high school tournament, won NFL nationals, and one even won top speaker at the TOC. Alex Lamballe, who won NFL nationals while at MBA, wrote, "The Samford Debate Institute was instrumental to my interest and early success in high school debate. Its friendly learning environment and knowledgeable instructors provided a fun way to get a head start on understanding requisite skills and arguments for the upcoming season."

2. To get a great start in debate. At Samford, we make beginning debaters a priority. Coach Jeff Roberts of Mountain Brook High School, which won the Glenbrooks Novice Division this year, wrote, "The Samford Debate camp has played a key role in helping to prepare my students for the debate season. There is a clear advantage for my students who return from the Samford camp over their peers...I could not coach without Samford helping my students!"

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- **Lincoln-Douglas Director: Mr. Jay Rye** [head coach of The Montgomery Academy, winner of 10 Alabama state championships, his LD debaters are highly successful across the nation]
- **Public Forum Director: Mr. Ben Osborne** [head coach of Vestavia Hills High School, has coached public forum teams to great success throughout the country]
- **Coaching Director: Mr. Skip Coulter** [Alabama Debate Coach Hall of Fame, successful coach from college to junior high and everything in between]

4. To learn and practice 21st Century debating skills. Samford emphasizes technology as a research, learning, and debating tool. If you want to further develop and utilize skills like document-mapping, "a skill that nearly all college debaters use to make briefs out of evidence from a host of Internet sources," Samford is the place for you!

5. To attend an institute that emphasizes debating. We guarantee 15 critiqued practice debates in two weeks because we believe that this is the key to improvement as a debater. We're told by debaters and coaches that our small student to staff ratio and our guarantee of 15 practice debates results in our institute students *actually being able to debate*, something that seems to give them both confidence and motivation for the debate season.

For more information, please contact Abi Williams at awilliam@samford.edu or 205-726-2049. Or, visit our Web site at: http://www.samford.edu/debate/hs_institute_app.html

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Ricky Garner

Winner of the 2003 CEDA National Championship. Coached the 2004 CEDA National Champions & the 2005 TDC Winners. Ph.D. student in English at the University at Buffalo. Assistant coach for Harvard Debate.

Nate Gorelick

Winner of the 2003 CEDA National Championship. Former Program Director of the Brooklyn Debate Resource Center. Ph.D. student of Comparative Lit. at the University at Buffalo. Assistant coach for Harvard Debate for over 4 years. UTNIF teacher since 2002.

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Our lab leaders are experts in international relations theory, political theory, feminism, critical race theory, queer theory, psychoanalysis & deconstruction. Work with them in their fields of expertise at one of the top 10 research libraries in the country & implement everything you learn through intense debates judged by the same highly qualified lab leaders!

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The most intensive program UTNIF has ever offered is back for a second year! Spanning the length of the summer, this unique program follows a separate pace & schedule from the rest of the camp, giving students the flexibility to take full advantage of the time they spend. Led by Jairus Grove (Harvard debate coach, International Relations Fellow at Johns Hopkins University, & former director of the Chicago Debate Commission), participants will be treated as a competitive squad, dividing case & research assignments, completing opposition research & tournament preparation, & learning the methods of collegiate NDT and CEDA style debating.



Summer, 2008

University of Texas National Institute in Forensics

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www.utspeech.net

Main Session: June 25-July 9
Naeglin Tutorial Extension: July 10-13

Success in competition is a product of excellent and immensely talented students, incredibly hard working coaches, supportive parents and schools, and investments in educational opportunities that allow access to some of the brightest minds in forensics. It is that understanding that makes UTNIF the largest comprehensive institute in the country year after year. It is also that educational philosophy that has enabled alumni of our summer programs to succeed at every level, including an eye popping **17 national high school titles** in the last ten years alone. Incomparable education, superior resources, unmatched faculty, reasonable rates, tremendous alumni, and best of all— your summer in Austin, Texas!

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JULY 13-26, 2008

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WANT MORE INFO?

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Or visit www.bradley.edu/continue

THE SKY'S THE LIMIT

Thirty years ago, going high tech in the classroom meant you used two or more colors of chalk on the chalkboard. If you really wanted to be high tech you used an overhead projector! The teaching world has changed, and if we don't embrace the changes we will be left behind.

On October 22 Princeton High School had the honor and privilege of trying something new and innovative. We were part of two schools involved in the People Speak campaign. Along with Guyer High School in Denton, Texas we conducted an Internet debate with both teams debating in their home school. The debate round was web cast allowing 12 schools from the LBJ District of the NFL to watch and to vote on the debate.



How did this event occur? What were the problems and more importantly how can your school host an event like this? That's exactly what I'd like to discuss with you briefly.

The People Speak Internet debates grants students access to a wealth of previously unavailable teaching resources.

The seed for this event was planted in the tab room at Nationals. During one of the breaks we (Shane Cole of Mississippi, Rita Prichard from California and myself) were discussing the biggest expense all debate coaches face each year, travel! We also discussed the benefits of conducting debate rounds over the

Internet. If you stop and think about it, this is one of the best ways to have practice rounds with teams you will only see once a year, if you are lucky enough to get to Nationals. Now answer me a question: if you can get 10-12 practice rounds in and it doesn't cost you anything wouldn't you do it? I don't know about your budget, but that saves my budget at least \$1500.... plus, we are getting the experience.

Some claim that the world is getting smaller as a result of technology. When the world shrinks, opportunities and resources that were once out of reach become available. The ability to communicate instantly with people around the globe is commonplace. Immediate access to virtually anyone occurs literally at the push of a button. Our students - with their own cell phones, text-messaging plans, and web pages - are at the forefront of this global network. The opportunity to participate in The People Speak global debates via the Internet was an opportunity to participate in the future of forensics. It hasn't taken too long to learn that teachers aren't always the quickest or most willing to adapt methods to meet available technology. The ability to conduct debates, present speeches, and communicate with other squads, students, and coaches from the comfort of our own campus proves to bring a world of new opportunities and challenges to our students.



In addition to the huge benefit of reducing travel costs, technology similar to that used for the People Speak Internet debates grants students access to a wealth of previously unavailable teaching resources. Students can now receive pointers from coaches, former students, and other professionals simply by scheduling a video conference. Students can be exposed to nuanced differences in arguments and styles of debate from peers around the state, nation, or even further. Practice rounds can occur between competitors at almost any time and from any location.

The possibilities for student development with distance learning are simply astounding.

As coaches and teachers, we must continually strive to prepare our students for an ever changing and technologically dependent world. A partnership between forensics, distance learning, and the Internet essentially connects students with the modern world, and the future.



T
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Authors
Jimmy Smith
&
Coby Wilbanks

Randolph Macon Academy

Hosts

The People Speak Press Event

by
Tyler Billman, NFL

Photos provided
by
Cindy Rodney
RMA Photographer



R-L: Tyler Billman, NFL, Maj. Gen. Hobgood, RMA, and Victoria Baxter, UNF are delighted with the press event.



Brennan Morris (CON) plans his responses for the next speech



Tyler Solley gives the Con Summary

The evening began with an introductory DVD message by Timothy E. Wirth, President of the United Nations Foundation, who spoke about the importance of The People Speak Global Debates and the significance of the resolution. From there the debaters spoke in a public forum style debate. Balloting followed directly after the debate.

While tabulation was conducted, remarks were made by Victoria Baxter on the importance of discussing climate change and its effect on our nation. Tyler Billman spoke on the power and impact of high school debate, while Major General Henry Hobgood gave closing statements regarding the Academy's tradition of excellence in forensics as well as the administration's support for the activity. Each student who debated was presented with an NFL black leather portfolio pad as a token of appreciation for their efforts.

A reception followed the debate at Crow Hall Portico, with refreshments provided by the Apple House. At the reception, reporters interviewed the students as well as Baxter, Gregg, Hobgood, and Billman. It was at the reception site that the tab staff announced the Con team (Solley and Morris) as the winners of the debate. Hobgood concluded the evening with constructive criticism for the debaters. All in attendance were notably pleased with the performance of the students at Randolph Macon Academy.



Martha Galewski and K. Carter Mangen (PRO) begin the first cross examination

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Paul Bellus, Director
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One if by Land & Two if by Sea Three if by Video

by
Michael Cunningham

I was totally amazed and very excited when The United Nations Foundation, which sponsors The People Speak Organization, announced this year about their new public debate format. My school has participated in The People Speak Debates before, but this year's topic not only hit a responsive cord with my students, it allowed our school to begin to bring a greatly enhanced learning environment into the classrooms at Del Valle High School.

If the goal of debate to increase knowledge and the goal of education is to facilitate knowledge, then I call for revolution in the way we teach. "Let the people speak!"

What better words can we hear than those? What truer knowledge can we learn?

At this point in time one may ask what this man is talking about. It surely can't be debate? I thought debate was the playground of rich, affluent schools of privilege, opulence, and student parking lots full of cars that cost more than average income of working class families. I'm here to tell you that those days are over. If the French Revolution was fought for "liberty, equality, fraternity," then the revolution that calls for today is to change the very paradigm of teaching.

How can you make some students inherently unequal equal? In Plessey vs Ferguson, the message was, Separate but Equal was okay as long as it was separate. Today under the Brown vs Board of Topeka Kansas decision, we would view this decision as inherently unequal. However, we are doing many of the same practices of the 1896 decision that we found so abhorrent in its very own classroom today. Money can not be a factor in learning. We must educate all students to an ever increasing higher standard. Not a standard riddled by the dictates of four large testing companies who are amassing a fortune sucking the very innovation out of our educational process, but a standard that allows all school classrooms to become world class schools.

How could this be possible? The answer is so simple and it is already available. We can become a world class school by bringing

the world to our classrooms via video conferencing and debate. What? Debate leading a new revolution in both technology and education? I thought that debate was one of those classes that was nice to have but not really necessary, something you could do after school or maybe on weekends.

I'm afraid not, not in this new world order. Debate is the best way to learn. The best way to learn a language because it gets you to think in that language, the best way to see what people are thinking in a foreign country, and the best way to actually see if a person really and truly can apply their knowledge. There is a great deal of difference talking about a foreign country and then talking to people in foreign countries. There is a great deal of difference in talking a multiple choice test and defending your knowledge against an opponent. Debate is the world's best kept secret no longer. Thanks to programs like The People Speak, students from the United States are debating students from Russia, Georgia, Italy, Poland, and Sweden in a debate over carbon emissions.

Our school during this time will debate against twenty other high schools in six countries and six different states. We are doing this because we believe in the program, we believe in our students, and most of all, we believe in the benefits of debate. The single most effective way to change your classroom and bring your classroom into a 21st Century model world class classroom is to bring the world to your students everyday. Therefore, we thank the United Nations Foundation and encourage other like-minded forensics programs across the country and world to join us and pick up the torch of enlightenment and join our video debate revolution.

For twelve days in October and twelve days in March, the debate world will be rocked when high school students participate with unparalleled access to discuss such issues as carbon emissions. The real inconvenient truth may actually be simply this - no child left behind was simply a law. The People Speak was truly a call for the revolution. Let the debates begin!

(Michael Cunningham coaches at Del Valle High School in El Paso, Texas)

The People Speak Global Debates Guest Blogs

Fall 2007

U.S. and International Students Use Writing Skills to Express Views on Climate Change

Not only were students encouraged to debate about climate change in the October Global Debates, they were also given opportunities to write about their personal views on climate change. The UNF offers yet another way for students to speak out about issues by offering a People Speak blog on their website (www.thepeoplespeak.org). The following are selected submissions from Global Debate participants around the world that have been featured on the TPS Blog:

A Poem About Climate Change

Julia Melnikova, School #13, St. Petersburg, Russia

I don't want my children to see the Earth die,
Without fish swim and without birds fly,
With no air for breathing, no water to drink,
When global conditions will make the land sink.

I don't want emissions to stay in the air,
To fill our lungs and to spread everywhere,
To cause global warming, submerging the land!
To stop all this mess we should lend our hand!

The nature is dying together with us,
We wouldn't exist here but for the green grass...
We must prevent nature from saying «farewell»-
In case it is dying, we're dying as well!

What could human beings' activities mean –
To make our planet one big rubbish bin?!
No matter that you may be only a teen –
It's never too early or late to be green!

To show our children the beauty of life;
To help polar bears and pandas survive;
To claim to the world that this talk should gain weight
Let's firstly take part in the global debate!

A Burning Issue

Donata Janusauskaite, Siauliai Didzdvaris Gymnasium, Siauliai, Lithuania

Climate change is the burning issue nowadays, thus it is very important to involve young people in solving this problem. Most people live in the present day and do not think about the lives of future generations. The problem of global warming is not a thing for them to consider. From

my point of view, debate is the first step in taking action.

One of the reasons is that debate will help to find out more information about climate changes. It may be beneficial for youth, who participate in debates and for the audience who listens. The majority knows about increasing global warming. However people are not totally informed about what is happening and in what pace it is happening. Thus, performances of debates may inform not only about a problem, but also about solutions.

Also, cooperation of youth debating on global problems may catch the attention of politicians or other important people, who are able to take actions and make steps in reducing the problems of climate changes. Moreover, debates may boost ordinary people to behave environmentally: exchange driving a car to using of public transport, bicycle or walking; recycling rubbish, etc.

Finally, as it is said young people are idealists who seek their goals. As I have mentioned above most grown up people do not consider climate changes. Young people are creating their future, thus the youth is active in climate change issues.

Global Warming – Why should we care?

Elisa Zavala, Villa Maria Academy, Santiago, Chile

Our world is being constantly damaged. Every day different companies and citizens contaminate in different ways, not caring for the consequences that their actions might have in the future.

Important entities like MTV, with "Switch", have

started campaigns that invite each and every one of us to save our world. Also, important persons like Al Gore have started big projects to inform people about global warming and the consequences it might have for the world.

Thanks to this, many young people have started caring for the environment, and are taking better care of our world. With little actions, such as turning off the light and taking shorter showers, we can make a difference. I think that it is fundamental that young people start taking care of their world. We, young people, are the ones that will have to face the consequences of global warming. Consequences will probably affect us directly because we will live in a warmer world, with less water, in a world with damaged flora and fauna. We, young people can make a difference. We can make authorities listen to us, and we can start by ourselves. The future is in our hands, it's our choice to save our world.

It IS easy being green

Andrew Dorofei, Lyceum Prometeu-Prim, Chisinau, Moldova

It's not as hard as you think, you know? Going green. It's actually pretty easy, as I did it myself in the last few months just to see how far I can go with the eco-friendly life-style. So, in order for me to retell the main things I tried to change in my life, I'll summarize by bringing you three examples of how I altered my life:

1. Sports and Walking.

Nowadays, some people even forget that their legs are made for walking. There is always a bus, a cab, or your car that always comes in handy when it comes to going to your local store that is two blocks away. Walking is the best sport you can practice. Why? Because it's active, it's eco-friendly, it's energizing, and it's FREE. Everybody keeps whining about spending too much ... well how about making a change by starting with one step at a time?

2. Light up your Life.

I don't know what all the fuss is about those light bulbs, and how could anyone prefer those ancient yellow-light ones to the ecological and economic ones? It's easy to start using the eco-friendly light bulbs, and I proved it myself. My parents bought a new apartment a year ago and I managed to convince them to use only eco-friendly lights. It worked like a charm. Now I can't wait to get into my new white-lighted apartment.

3. Be nature's friend.

How many times have you thrown the paper from your gum on the grass? I've done it several times in the past, and now I regret it more than ever. I kind of enjoy now being clean and respectful to my surroundings, as whenever I throw the garbage in the garbage-disposal, or whenever I hold the paper from an ice cream and keep it until I reach a trash can – I feel that I gain more and more responsibility towards myself, my community, and the feeling is great.

The steps are many. The steps are different. It's the objective that counts, and the objective is a eco-friendly, ecologically pure world that we can all live happily in.

Be a Good Citizen of the Natural World!

Jonathan Lyles, Madison Central High School, Madison, Mississippi

Going green is not just about stopping global climate change, its about being good citizens of the natural world. We can show respect for our natural world by making small changes in our lifestyles which will make a big impact if we all work together.

One thing we can all do is not waste electricity. When we leave televisions, radios, microwaves and other appliances on when we're not using them, they continue to use electricity while on standby. All we have to do to stop this is unplug them when we're finished using them. We can also make sure to turn out lights when we leave rooms.

Another thing we can do is carpool or use vehicles that don't require fossil fuels. If it's a nice day and you don't have far to go, walk or ride a bike. If you go on trips to the same place as people in your area, share a car instead of taking separate cars. You can also carpool to work, church, or anywhere you go regularly.

You could also plant trees. A tree can filter almost a ton of carbon emissions a year. Since the average person is responsible for about 3 tons of carbon emissions, then everyone who plants three trees a year would be carbon neutral.

There are a lot of other good ideas. Explore the internet, talk to friends, family, and teachers about the things we can do to preserve our world and keep us safe. Being environmentally conscious is everyone's job.

Get involved in climate change!

*Cameron Worrell, Madison Central High School,
Madison, Mississippi*

The debate on global climate change is vast and has far-reaching consequences, especially for the young generation of today. There are three primary reasons that today's youth should immerse and involve themselves in this issue.

The first reason is that it is something that directly affects us and is an issue we will have to deal with. The climate change problem is set to reach a record danger level during the prime of our lifetimes. We must know our enemy to defeat it. The best way to understand what dangers we face in climate change is by researching and debating it in order to ascertain the most effective action to take.

Another reason why youth should be involved in this issue is because we have the power to change things. Another presidential election looms over the horizon and many young people will be voting for the first or second time. Knowing what each candidate's platform on climate change means a very important step in changing policy to something more environmentally friendly.

The final reason young people need to be active in this debate is because it is a critical issue that every person should have knowledge about. Whether someone plans on involving themselves in politics by voting or running or not, they should still understand what climate change is all about and why it is such a key issue in our society today.

Though there are many reasons why climate change should be studied and debated by the new generation, these are the three I feel are most important. The closeness of the issue, the capacity for change, and the requiem of knowledge are all compelling reasons for young people to get involved in this world-shaking issue.

It's Up to Us

Tabirta Marcel, Mihai Eminescu, Singerei, Moldova

In recent years we noticed changes in the environment due to human actions. These changes have become a real threat for humanity and must be a concern to all people, especially the young, as they represent the future of our planet. Many young people are aware of the importance of a clean environment; nevertheless,

some think there are other more urgent problems to be solved. As for me, I realized that a clean environment is the key to survival and this key is in the hands of the youth, therefore they must change their conception of the world and pay more attention to the environment.

One way to become green is to organize different ecological activities with my friends and my classmates. In these activities we would try to involve many other people, convince them of the importance to be green. Some of our activities will consist in cleaning the river which passes through our town, or planting trees in deforested areas. Another way to spread the word is to write articles to the local newspaper and to inform the people about the peril of pollution and its impact on environment.

In my opinion it is very important to be green because this helps to prevent the pollution of the environment. If all people cared about the environment, problems would disappear.

Practical Ways to Go Green

*Ashley Albright, Kearney High School, Kearney,
Nebraska*

There are many ways to go green and help save our planet, here are just a few. One way to go green is to protect the earth while you picnic. At your next outdoor party, ask people to write their names on disposable cups so they'll use only one. If you use disposable dinnerware, buy the kind that won't clog landfills or kill trees. Another way is to get off junk mail lists. Register with the Direct Marketing Association's Mail Preference Service and you'll see a significant reduction in mail after three months. And finally one more way to go green is to double up on your printing. Configure your printer so that it prints on both sides of the page. So for a start you can follow these three simple ways to go green and help out our planet!

Money versus Climate Change

*Dan Perciun, Lyceum Prometeu-Prim, Chisinau,
Moldova*

Climate change is perhaps one the most controversial topics ever. First of all because of the huge sum of money that floats around this issue. There is a powerful oil lobby all around the world especially in the US trying to deny this phenomenon despite the risks it involves. Everyone understands that a global acknowledgement of the facts will lead inevitably to

severe oil and other fossil fuel consumption reduction that will trigger the diminution of the income of the petroleum companies. As I managed to find out during the preparations for the debate there are thousands of sites telling us that climate change doesn't exist and is nothing more than pure fiction. Actually, there is a huge information war going on right now; money versus climate change. Youth play a major role in the equation being often subjected to disinformation.

There is an acute necessity to educate and implicate the youth in the climate change debate. Young people have a lot to offer. Their ingenuity, unusual ideas, and non-standard approaches will generate new solutions for the problem. Their active involvement is very important as they are the ones to shape the world of tomorrow.

This is why it is so important for us to keep talking about climate change and the risks it involves. It is essential to inform the people properly, and engage them in the fight against the greatest challenge of the 21st century. Only through a fervent and widespread involvement the problem might be overcome.

Why we should keep talking about climate change

Roman Veverka, Evanjelicke Gymnazium, Tisovec, Slovakia

Hurricanes, floods, and severe weather... We are living in a time of change. A majority of scientists have identified the threat as global warming. This phenomenon is a result of human activity. People are overusing our Earth in many harmful ways. As a result, young people should start caring about our earth and should be engaged in the climate change debate.

My first reason for talking about climate change is because we are facing a new phenomena. There is not a consensus about rising temperatures, but it is clear that it is happening. Talking about this will help us to clarify problems associated with it. We can explore the topic of global warming even more and find out ways on how to deal with it. But it is not only about finding solutions and steps towards a better future. Those measures won't be effective without public awareness. We must begin with everyone and so it is important for young people to start talking about solutions to these problems. The importance of sharing this phenomena with students is underlined by the fact that it will be a seed, which will grow in the right place. Young people have to know about threats of the future because the

future belongs to them. They are able to change things and deal with problems. New generations must be aware of global warming. And finally the third reason is that talking about climate change will show young people that there are solutions and they need to work on them because this phenomenon will not disappear by itself. Discussing new measures on how to deal with global warming and motivating students to look for new ones will be beneficial for all of us. So we can say that talking about climate change is beneficial to all of us, especially young people.

Going green on three levels

Haley Maness, Albuquerque Academy, Albuquerque, New Mexico

My Mom ordered insulation to be put into our house over the summer. This saves on electricity which is an effective way to go green. Wasting electricity is incredibly bad for the environment. In fact, power plants are notorious polluters... but they are simply attempting to meet the energy demand. Additionally, the insulation saves us money on our electricity bill because we don't have to use our air conditioner or heater as much as we had to before.

In my city, Mayor Martin Chavez has been speaking of a new trash can—one for recyclables. Lots of people talk about recycling, but I think that this solution will work really well because it is a very simple way to recycle. You don't have to drive anywhere (energy saving!) or put any special effort into it; recycling will take the same amount of time as the routine chore of taking the trash out. I've seen these cans in other cities and they seem to be very effective.

At my school, Albuquerque Academy, the institution works very hard to help the environment. They have baskets in the hallways in every building encouraging students to recycle their paper, cans and bottles. They also use reclaimed water (water from sinks, water fountains, etc.) to water the grass and flowers. The Academy has lots of land, so techniques in preservation are very helpful.

What does it mean to go green?

Megan Walsh, Albuquerque Academy, Albuquerque, New Mexico

Kermit the Frog is not the only one speaking up about going green; your own neighbors might be too. Today there are many ways humans can be more environmentally friendly. All around the world people

are becoming more aware of their world and how the smallest actions can affect the planet. Whether it is recycling or going solar, people are beginning to take baby-steps towards going green.

My family and I feel strongly about the environment and what happens to it. We recycle avidly, line dry our clothes instead of using the dryer, and eat organic food...but there is so much more that can be done. Reducing the amount of electricity being used in your home is one of the easiest and most efficient ways for a family to go green. For instance, Energy Star products are a great way to cut down on the amount of electricity used in a home, or even just changing your light bulbs to compact fluorescent bulbs. Also, many people do not realize that when something is plugged in and turned off, it is sucking up electricity.

My school is beginning to take small actions towards becoming environmentally friendly. They have not taken drastic measures such as purchasing power from renewable and recycled sources, but they are taking baby steps. Recycling, using compact florescent light bulbs, turning off the taps of sinks, and making our own garden are just a few of the basics that Albuquerque Academy is doing to help the world it sits on.

David Orr once said, "When we heal the earth, we heal ourselves." Before that can happen, humans must understand what going green means and take action.

Why should you care about carbon emissions?

Elena Isac, Mircea Eliade Lyceum, Chisinau, Moldova

We live in a world that's becoming more industrialized every day. We look around and see that people are consuming more and become more dependent on cars and everyday utilities that are damaging the environment. Along with this is the increasing level of polluting. We should take action today in order to save tomorrow.

The first reason why young people should care about this is that the future is in their hands. If they become aware of how big this problem is, then they will grow up being responsible for their actions. You can obtain an educated population by educating youth. The second reason in supporting the idea mentioned above is that young people are the main producers and the generators of ideas. This means that young people, high school, university or post graduates are going to work

in different fields in this country. But the pollution comes from everywhere. Therefore, if they will create automobiles, or invent devices or appliances that have a lower carbon emission, then this will lead to a safer world to live in. In the same order of ideas, the third reason is that caring about climate change will raise awareness and more actions will eventually be taken in solving the problem. By involving youth in thinking about solutions for the problem, we could get them to think about the environment in each of their actions. If every young person will recycle and do everything in order to pollute less, then we might achieve a reduction in carbon emissions. We should start involving youth today to make them save tomorrow!

Green is in the house

Amanda Robert, Princeton High School, Princeton, Texas

Today I did something new. Something revolutionary. At least, revolutionary in my household. I started a change, slowly easing my family into it. First, I started with convincing them that purified water was better than spending all that money on water bottles. My parents seemed to agree as they went out that day to buy a water filter for our faucet.

Then, I worked them into buying more environmentally friendly house products. Started them off easy with new light bulbs, buying recycled goods (as well as recycling our own things), and different cleaning products than we usually get. They learned the joys of products from companies like Clean Environment Co. and were behind the 'going green' project I had started. But today was different. I was still fighting the battle in my home for things to be cleaner and better for the environment, but in a more drastic way. Our family rents their cars instead of buying them, so every few years they go out and pick some new ones. I'm sad to say that in the past we haven't had the cleanest cars around, but I convinced them to try something different this time around.

My parents decided, with some prodding, that looking into hybrid cars for this run would be worth it. I was surprised that it didn't take much to convince them (probably because they were renting it instead of buying), but they tend to tell their friends about things they like. So, if the new hybrid cars go over well, they might convince a few more people to give them a try. Here's to hoping to seeing more environmentally friendly cars out on the roads!

**WHICH CAMP'S STUDENTS HAVE WON EVERY NATIONAL
CONGRESS TOURNAMENT THUS FAR?**

F F I

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NATIONAL TOURNAMENT THUS FAR?**

F F I

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Apollo Debate

Debate Deep

1. If you give people evidence they'll debate that day. If you teach them the in-round implications of that evidence they'll debate forever. (We hear it also works with fishing)

2. Students who understand strategy will fare better than those inundated with unfocused support material that encourages shallow analysis. (After watching Mel Gibson movies we've concluded that it also helps if you're debating for your freedom)

3. *Debate Deep*. Forensics challenges us to argue with purpose. An argument's execution will always trump its trendiness; a debater's technique will always outweigh their jargon.

4. Accordingly, we should help students become self-reliant rather than perpetuate an environment of dependence. Artificially complicating debate doesn't enhance our job security. Technique and strategy don't go out of style.

This month's focus is on Apollo Books. On June 9, 2008, Apollo Debate releases *Discourse*. While **5 CX and 10 LD Topic Supplements** will follow, the following is what you'll initially receive:

1. CX Topic Release (Aff Cases, Kritiks, Counterplans, Topicality, DA's, Case Arguments)
2. An LD evidence book and two evidence/analysis books on specific philosophers and concepts.
3. Understanding U.S. Government.
4. Understanding U.S. Economics.
5. An X's and O's approach to Forensic Coaching.

The June 9th release will also include instructional books for CX, LD, Extemporaneous Speaking, and Original Oratory. These books are inclusive of all issues and can be read, front to back, by competitors of any level. However, with an indexed series of 2 to 4 page, narrowly focused articles, the series is designed to encourage competitors to return to the books and re-read passages as their skills evolve, their perception changes, and their need for a specific discussion arises.

Sample articles include:

LD - Understanding Value Clash at the Novice Level, Managing Time Allocation in the IAR, and Anticipating the 2AR Story in Your INR Analysis.

CX - Letting Your "T" Out of its Shell, Knowing When to Change Affirmatives, and The Art of Judge Adaptation.

Extemp. - Maintaining Files on a Small Squad, Hitting the "Refresh" Button on Your Delivery, and The No-Win Scenario - Speaking on a Topic You Know Nothing About.

OO - Oratory as Storytelling: Applying Mythological Archetypes to Your Oratory, The Dynamics of a Recurring Joke, and Diversifying Tone Within Your Speech.

Coaches - Using Specific Tournament Goals to Define Focus for Pre-Tournament Practice Sessions, The question of concession, and Hired Guns: Questions and Concerns When Enlisting an Outside Strategist.

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- A precision-guided academic curriculum led by seasoned experts

SNFI's one of a kind program emphasizes learning, practice and execution to teach students *how* to debate, not merely *about* debate. SNFI's flagship instructional tool is a program of 10 guaranteed, expertly critiqued practice debates that offer students real-time feedback and one-on-one interaction with the entire world-class SNFI faculty. SNFI offers a unique Historical Colloquium lecture series that treats the key philosophers and their work in the appropriate historical contexts to consider the story of philosophy and, more importantly, why it matters for LD.

- The most experienced and successful faculty in the activity. Period.

While other camps advertise the "celebrity status" of their instructors, at SNFI we know that there is a difference between being a good debater in high school and being a good teacher at camp. That's why SNFI has developed the unique Regents Program to ensure that lab leaders are not only former champions and stand-out coaches but also trained professionals. SNFI's administration is led by professionals with years of coaching and competitive experience. Last year's staff, many of whom are returning this summer, include Cherian Koshy (Apple Valley), Dan Meyers (Meadows), Bryan Cory (UT Austin), Ranjeet Sidhu (UCLA), Larry McGrath (Cal) and Petey Gil (U. Chicago). With last summer's student:faculty ratio of about 6:1, SNFI ensures that students receive a considerable amount of faculty attention.

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Desert Lights Nationals

Tournament Sites



Hank and Barbara Greenspun Middle School



Bob Miller Middle School



Foothill High School



Jack and Terry Mannion Middle School



Green Valley High School

June 15th - 20th, 2008

2008 Desert Lights Hotels

| Hotel Name | Rate | Phone | Address | Amenities | Website |
|---|-----------|---|---|---|---|
| TOURNAMENT HOTEL | | | | | *Congress/Tournament Hotel |
| *South Point Hotel & Casino | \$74 | 866-791-7626 | 9777 Las Vegas Blvd. South Las Vegas, NV 89183 | OP, S, R, W | http://www.southpointcasino.com |
| Residence Inn by Marriott South | \$130 | 800-MARRIOTT 702-795-7378 | 5875 Dean Martin Dr Las Vegas, NV 89118 | OP, F, CB, W, H, L | http://www.fohlinnv.org/desertlights/marriott/residence_inn_reservations_south.html |
| Residence Inn by Marriott Henderson | \$129-169 | 800-331-3131 702-434-2700 | 2190 Olympic Ave. Henderson, NV 89014 | S, CB, L, OP, H, F, W | http://www.fohlinnv.org/desertlights/marriott/residence_inn_reservations_henderson.html |
| Courtyard by Marriott Henderson | \$119 | 702-434-4700 800-321-2211 | 2800 N. Green Valley Pkwy. Henderson, NV 89014 | OP, F, S, L, R, H, W | http://www.marriott.com/hotels/travel/lasgv-courtyard-las-vegas-henderson-green-valley/ 2groupCode=nafnaf&app=resvlink |
| Courtyard by Marriott South | \$119 | 702-895-7519 | 5845 Dean Martin Dr. Las Vegas, NV 89118 | OP, H, F, L, R, S, W | http://www.fohlinnv.org/desertlights/marriott/courtyard_reservations_south.html |
| Homewood Suites - Airport | \$111-161 | 1-800-call-home | 230 Hidden Well Road, Las Vegas, NV 89119 | OP & Spa, S, CB, F, L & (M-Th) CL | http://www.homewoodsuites.com |
| Fairfield Inn South | \$109.99 | 702-895-9810 800-MARRIOTT | 5775 Dean Martin Dr. Las Vegas, NV 89118 | OP, H, F, CB, L, W | http://www.fohlinnv.org/desertlights/marriott/fairfield_inn_reservations.htm |
| Wingate by Wyndham | \$109 | 702-568-0027 | 3041 St. Rose Pkwy. Henderson, NV 89052 | OP, F, H, S, CB, L, W | http://homewoodsuites1.hilton.com/en_US/hw/hotel/LASHWHW-Homewood-Suites-by-Hilton-Henderson-South-Las-Vegas-Nevada/index.do |
| Hilton Homewood Suites | \$101-121 | 702-450-1045 | 10450 S. Eastern Ave. Henderson, NV 89052 | OP, F, CB, L, W, H | http://www.hendersonhampton.biz |
| Hampton Inn & Suites | \$99 | 702-992-9292 | 421 Astaire Dr, Henderson, NV 89014 | CB, L, H, OP, F, W | http://hiltongardeninn.hilton.com/en/qihotels/index.html?sessionId=1BW SQH3BUZFZICCSGBJN222Q? ctyhocn=LASGIGI |
| Hilton Garden Inn South Las Vegas Blvd | \$99 | 702-453-7830 800-HILTONS Rate Code: "DES" | 7830 Las Vegas Blvd. South Las Vegas, NV 89123 | S, W, L, F, OP, H, R | http://www.lasvegashenderson.stayhq.com |
| Hilton Garden Inn Warm Springs | \$99 | 702-322-9000 | 1340 W. Warm Springs Rd, Henderson, NV 89014 | OP, W, H, F, R, L | http://www.hendersonexpress.com |
| Holiday Inn Express | \$99 | 702-990-2323 | 441 Astaire Dr. Henderson, NV 89014 | F, W, L, H, OP, CB | http://www.microtelinn.com/ |
| Microtel | \$99 | 702-273-2500 | 55 E. Robindale Rd Las Vegas, NV 89123 | IP, W, F, CB, L | http://www.hawthorn.com/ |
| Hawthorn Suites | \$95 | 702-568-7800 Rate Code: "CCSD" | 910 S. Boulder Hwy, Henderson, NV 89015 | IP, W, F, CB, L, Spa | |
| Sunset Station Hotel & Casino | \$89 | 888-786-7389 | 1301 W. Sunset Rd. Henderson, NV 89014 | S, R, OP, F, Bowling Ctr, Movie Theatre | http://www.stationcasinos.com |
| Fiesta Hotel & Casino | \$76 | 1-800-634-3101 | 777 W. Lake Mead Dr. Henderson, NV 89015 | OP, R | http://www.stationcasinos.com |

2008 Desert Lights Hotels

| Hotel Name | Rate | Phone | Address | Amenities | Website |
|-----------------------|---------|--|--|---|---|
| Siena Suites | \$59-89 | 702-648-2100 Code Name: "Desert Lights Nat'l Speech found under GROUP" | 6555 Boulder Hwy. Las Vegas, NV 89122 | L, OP, F, W, H | http://www.sienasuiteshotel.com |
| Emerald Suites | \$59-79 | Reservations - 1-866-847-2002 Rate Code: "Desert" or 702-948-9999 Ext 6671 | 9145 Las Vegas Blvd. South, Las Vegas, NV 89123 | OP, F, L, H, S | http://emeraldsuites.com |
| Amenities Key: | | OP = Outdoor Pool S = Airport Shuttle R = Restaurant | IP = Indoor Pool CB = Complimentary Breakfast W = Complimentary Internet CL - Complimentary Light Lunch | F = Fitness Facility L = Laundry Facilities H = Whirlpool | |

Advanced Booking

Reminder: When you book, it is NFL policy that you provide a two night **non refundable** deposit for each room suite booked. You will be asked to send cash, check, or money order immediately to hold your rooms. If the money does not arrive in a timely fashion, your rooms will be canceled and sold to others. Should you choose to use a credit card, the hotel will enforce NFL policy and bill your card immediately for the two night non refundable deposit. If you book rooms, you will see charges on your credit card statement prior to nationals.

NFL wishes to eliminate "Speculative" booking ("I will reserve rooms now in case we qualify"); and double booking ("I always book two places and when I arrive I choose the one I like and cancel the other"). If a coach chooses to book excess rooms on several properties, s/he will pay a two night **non refundable** deposit for each room booked, even if canceled later.

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Oil Shocks , Oil Shortages, Oil Spills
Resource Wars
Russian Energy Dominance
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*Advantage Answer Files

Climate Impacts Negative, Climate Science Negative
Nuclear Proliferation Good
Oil Dependence Bad Answers
Oil Shocks Answers, Oil Shortages Answers
Oil Spills Answers
Resource Wars Answers
Russian Energy Dominance Answers
South China Seas Answers

*Case Negatives

Caspian Pipelines
Ethanol Bad
Nuclear Power Bad
Precautionary Principle Bad
Renewables, Solar Powered Sats
Tradeable Permits
Wind

*Disadvantages

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Bali
Business Confidence
CO2 Agriculture
Caspian Presence Good
Chinese Growth Bad
Cuban Embargo
Demand Uniqueness
Iranian Oil, Iraqi Oil
Natural Gas Prices
Nigerian Oil
Nuclear Power Bad, Nuclear Proliferation
OPEC Oil Price Stability
Politics Links
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*Disadvantage Answers

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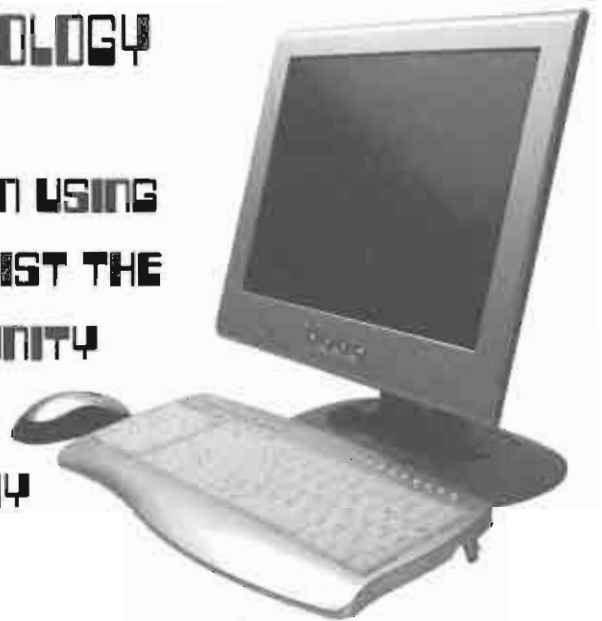


FORENSIC TECHNOLOGY

NEWS AND ADVICE ON USING TECHNOLOGY TO ASSIST THE FORENSIC COMMUNITY

BY

CHERIAN KOSHY



Cherian Koshy's Tips
on improving
competitiveness,
easing coaching, and
taking advantage of
special opportunities
for NFL students.

**Each month, this
column will be
used to provide the
forensics community
with technology
insights that
students, coaches,
and other members
of the community
may find helpful
in improving
productivity as well
as making life just a
little bit easier.**

This month, we tackle how students and coaches can use video to improve competitiveness, ease coaching, and take advantage of special opportunities for NFL students. In the other NFL, coaches spend an inordinate amount of time pouring over "tape" to identify past weaknesses, competitors' strengths, and to watch trends in the game. There are very few similarities between the NFLs. Among them, Roger Goodell and Scott Wynn might agree on fining the New England Patriots for an illegal videotaping incident, both definitely agree that video is a vital part of the games we play.

TIME COMMITMENT

As coaches, we are often overwhelmed by the sheer time commitment that forensics involves. Somewhere between registering for tournaments, getting buses, managing budgets, and hosting tournaments, we struggle to find time to work with students. In particular, giving each student the time they need to succeed is difficult regardless of whether you have a team of 2 or 200.

VIDEO TAPING

Taking advantage of video is a tremendous way to improve student achievement. First, video provides the student with a way to see his or her

own performance rather than just being told how to improve the performance. All students in forensics should take the time and initiative to videotape themselves in practice. Debaters will notice subtle presentation issues that make the difference in close rounds. For example, does the debater have verbal crutches that make them less persuasive or inefficient speakers? Challenge debaters to count the number of times they use the word "like" in a videotaped round. Interpers can identify where characters are unclear to the audience or their movement can be improved. Orators and extempers can see how their gestures or hear how their vocal patterns may need to improve. The advantage of videotaping is that students are able to see themselves as the audience sees them and thereby internalize constructive criticisms.

As a coach, viewing videotaped practice speeches can give you insights that ballots can never provide. As well, since time is always a precious resource, watching a videotaped practice speech can occur at any time regardless of the student's or coach's schedule. As a coach, it's also sometimes difficult to take advantage of alumni who want to give back to their alma mater but live far away from home. Video is a

WEBSITE

great way to keep alumni involved. Making video accessible gives alumni or long-distance coaches an opportunity to provide feedback to a student without being in the practice room. Videotaping also provides a nice way of archiving past speeches for students and for your team. Students can watch previous versions of speeches to identify versions that may be better as well as track improvements. Current students can also watch alumni performances to learn from their strengths. Certainly, the longer you keep videos, the more fun digging through those archives will be. Finally, coaches can videotape lectures and practices so that they do not need to be present for students to take advantage of a particular set of skills. It's a great idea to create your own set of instructional videos so that new students can easily borrow a videotape or DVD, take it home, and refresh their memory or gain insights that would have taken much longer to obtain.

PARTNERSHIP PROJECTS

Finally, there are many opportunities for students available through NFL partnership projects that can provide students with scholarships, monetary awards, and special honors. For example, in January, students were encouraged to enter The Great Debaters contest co-sponsored by the Princeton Review. Winners receive free airline tickets, movie rentals, and more. In March, The People Speak will hold a global debate contest with a grand prize of a trip to New York City and, the United Nations. As well, the NFL's ongoing relationship with SchoolTube provides debate and

speech students their own channel to view and submit their own videos. Future projects with the League will certainly continue to involve video submissions as well.

While the virtues of video may be obvious, some may find difficulty with putting video into practice. Fortunately, there are a few simple guidelines that will make it possible for even the most novice videographer to create professional quality videos. To begin, most of us can get access to a VHS camcorder that will be sufficient to tape practice speeches for student and coach viewing. Entering the digital age of recording may seem a bit daunting but can be very easy. Today, most digital cameras have the ability to capture short video clips. Check with your owner's manual to determine if you can create videos that are of the length you need. As well, a digital camcorder can be reasonably purchased for anywhere from \$150 to \$600 and can provide you with the quality you need to create great videos.

Almost any digital camcorder will be sufficient but you can choose one that best meets your needs and is easy for you to operate. In addition to visiting your local electronics store, try reading some online reviews for camcorders. Every model will come with instructions on how to convert your captured video to a file that you can send over the internet.

It is important to note that different camcorders will create different types of files and will have different file sizes. As a general rule, the higher the quality, the larger the file size and the more difficult it will be to transfer to others. Of course, you can always use a digital video converter to change file types and always save your video file to some type of removable media such as a DVD, CD, or flash drive which can be physically given to another person. Also, if you plan on emailing video you may need to be extra cautious. Video files can be very large and even with GMail attachment limits of 20MB, you will find it difficult to send files that are more than two-thirds the limit. As well, if your recipient doesn't have GMail, the email will likely not be accepted.

WINDOWS MEDIA FILE

For Windows users, the most common video file format is a Windows Media File that carries a .wma or .wmv extension. For Mac users, the most common file format is a Quicktime Movie File that carries a .mov extension. Depending on what type of computer you customarily use (as well as the type of computer your intended recipient uses, you will want to make sure that you use compatible file types. Both Windows Media Player and Quicktime are free downloads and getting both will make it easier for you to watch almost any video file. It is also important to be wary of what file types you can upload to a particular contest to ensure your video entry is in the correct file format. If you

FEATURES

find that your file is too large or the wrong file type, you can use a digital video converter to compress the video but be aware that the more you compress video, the more data you lose, meaning that the quality of the video decreases.

Once you have a camcorder of whatever type and you know how to convert that into a useable format, it is important to follow a few guidelines when shooting your first or next video. First, begin by setting up a well lit area for your taping. Direct lighting can be problematic but ambient light may be too dark. Try a few different lighting strategies to see what works best when viewed. As well, before beginning to tape, take a look through the viewfinder and find the left and right edges of the screen. Then mark off those areas on the floor so that you know exactly how far on either side you can move and still be within the shot. This is most important for those events that involve lots of movement. Finally, test a few lines to ensure that you are audible on the recording. Nothing is worse than taping an entire speech only to realize that the audio was so poor that the recording is useless. If possible, try to use a microphone, which will improve sound quality. All camcorders include a microphone but each has a limited range. Depending on how far away from the camcorder, audio could suffer.

Once you have a video in a correct file format and of an acceptable size, you can now start to use your video. Emailing or putting the video on transferable media make it possible for coaches, alumni, parents, administrators, or anyone else to view the video. Uploading a video to a website is just as easy. For example, at SchoolTube, all you need to do is create a username and password and then click on the Upload Video tab, browse for the file you want to upload and fill in the remaining fields, then click submit. Other sites will likely be just as easy.

Do you have a technology question or suggestion for the forensics community?

Email your thoughts to cheriankoshy@gmail.com.

So, hopefully you feel like you can reasonably create some videos for you and your team. Once you get started, upload your videos to SchoolTube to show off your best work!

Here are some websites that will assist you:

Video Contests:

The Great Debaters sponsored by The Princeton Review:
<http://www.princetonreview.com/testprep/testprep.asp?TPRPAGE=2787&TYPE=LOBBY>
The People Speak Global Debates sponsored by The United Nations Foundation:
<http://www.thepeoplespeak.org/>

SchoolTube's Speech & Debate Channel: <http://www.schooltube.com/page1393040.aspx>
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Cherian Koshy is the NFL's resident information technician and authors the "Forensic Technology" column for the Rostrum.

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Why Debate Matters: A Case for Debate as Essential Training in Civic Education

Coaches Corner

by **Shawn F. Briscoe, Member NDCA**

Additional contributors: David Williams & Stefanie Hicks

We fell in love with debate because of its very nature as a team event. Much like football, basketball, or doubles-tennis players, we reveled in the opportunity to succeed and falter alongside our teammate. Furthermore, the joy of winning was so much sweeter when we shared it with someone who spent countless hours researching, scheming, and practicing with us. We also love the activity because of its unique competitive format: two-teams going head-to-head, coed, small schools vs. large schools, etc. Undoubtedly, traveling across the state or nation with our friends was a part of it, too. Unlike most other activities, we also got to know our competitors, making friends with people who came from radically different walks of life than our own. We were also hooked by the competition itself... hooked on the thrill of delivering arguments we spent hundreds of hours researching and organizing and watching the faces of our spectators and judges as we debated our opponents. To put it simply, it was a thrill to just debate.

While these are all reasons we fell in love with debate, why should it have a prominent place in our schools? Debate is truly a discipline that is rooted in cross-curriculum study. We analyze, dissect, and interpret various forms of literature from multiple disciplines such as government, geography, philosophy, political science, history, earth science, sociology, physics, intercultural communication, and international relations. Furthermore, almost every debate resolution requires us to examine the topic from multiple viewpoints and academic disciplines. As such, debate is a cornerstone of a meaningful education, at once incorporating a dialectical approach to study and promoting a civic education.

Today, as with most periods in our recent history, there is discontent with the state of our education system. Many identify policies such as No Child Left Behind, the

lack of school choice, insufficient funds, or inadequately trained or unqualified teachers as the cause of problems in schools. Regardless of the source, the reality is that "most formal education in the United States... emphasizes dichotomous thinking" (Martin & Nakayama, 2004, 63). Perhaps it is a desire to simplify the instruction that leads us to think in rigid, and often false, dichotomies such as black and white, good and evil, male and female, hot and cold, and right and wrong. Further, for the ease of instruction, our curriculum is separated into distinct subjects, which rarely overlap in the classroom. As noted earlier, debate inherently undermines this thinking by engaging in cross-curriculum study, fostering discussion between competitors who come from many different backgrounds, and forcing the competitors to consider multiple sides of the issue through the practice of switch-sides debate. But, why is this important?

One answer is that very few of these dichotomies are actually true. For example, how can one understand the United States' energy policy without understanding the science behind fossil fuel consumption and the interplay of gases in the atmosphere or the interests and intentions of the various stakeholders in the policymaking process? In addition, forming rigid dichotomies--thinking in absolutes, with polarized views, or failing to see the intricacies and truth in another's statements--can both be misleading and dangerous.

If we extend this thinking to the realm of education in a liberal democracy, the importance becomes even more apparent. Writing on the role of schools to develop citizens, professor of political science and education Walter Parker explained that "engaged citizens do not materialize out of thin air. They do not naturally grasp such knotty principles as tolerance, impartial

justice, the separation of church and state, the needs for limits on majority power, or the difference between liberty and license" (2006, 49). Simply being told these ideas and reciting them from memory does little to instill understanding of these nuanced concepts. Rather, students must explore the concepts to truly see how they developed, the circumstances from which they sprang, and how they impact people in the real world (Parker, 2006). During that exploration, they must also be exposed to multiple viewpoints and surrounded by people from different backgrounds to gain perspective on the issues before them.

Much like John Stuart Mill's Marketplace of Ideas, professors of communication Judith Martin and Thomas Nakayama tell us that "no single angle or snapshot gives us the truth," rather we should foster a dialectical way of thinking that requires us to "move beyond simply acknowledging the contributions of [multiple] perspectives and accept simultaneously the assumptions of all" (2004, 64). Simply, we should make a meaningful effort to truly understand multiple sides of an issue. In doing so, we will both forge stronger ties with our fellow citizens and also achieve a greater understanding of the world around us. This, in turn, will help us make better decisions involving our collective future.

Thus, as an educator, I believe my classroom should be organized so that it fosters in-depth, multi-directional discussions among the students and teacher. During these discussions, students should feel free to express doubt and point to what they see as shortcomings in the arguments presented to them. At the same time, it is my responsibility to help them build frameworks for understanding those issues. In addition, I should help them develop the tools they need to develop well-thought out arguments that support their views. If they are given

Coaches Corner

this freedom to think issues through, they are much more likely to truly grasp the theories and their implications for the world around them.

Furthermore, approaching school from this direction empowers students to develop their own novel approaches to societal problems. If they are given the freedom to truly explore and learn the subject matter, they are infinitely more likely to use that knowledge in everyday life. Given this perspective on education, it is not surprising that I am naturally drawn to debate... an activity that inherently requires in-depth, multi-directional discussions among competitors, coaches, and judges; affords an opportunity for students to express themselves in terms of both constructing and deconstructing arguments; and promotes the development and exploration of frameworks for understanding. This, then, is the first role of debate in a civic education.

While researchers and academics have routinely highlighted the importance of engaging students in a myriad of topics, there are many other ways in which the activity promotes learning and civic mindedness. In 2003, the Associate Director of the Center for Civic Education, Margaret Branson hit upon four key characteristics of educational programs that develop responsible citizens, including a focus on civic participation, advocating "civic engagement," providing "learning opportunities that offer students the chance to engage in discussions" of real world importance, and emphasizing "the ideas and principles... essential to constitutional democracy" (Branson, 2003, 7). Debate, of course, inherently emphasizes all of these characteristics.

A very cursory examination indicates that discourse within the debate community promotes real world activism. Examples abound of debaters who went on to achieve great things for our society. One needs look no further than the achievements of people such as Kofi Annan, Tom Brokaw, Jimmy Carter, Tom Ridge, John F. Kennedy, and



Margaret Thatcher. However, the activism we see from everyday people is much more pervasive than singular examples could demonstrate.

First and foremost, debaters take what they learned and share those ideas in the classroom when they return to school the following week. How often has debate been the spark that kindled our interest in a civics, philosophy, or earth science class? How many times have we shared ideas from a weekend tournament with our classmates in a unit on government, literature, or environmental science? Faculty members frequently comment on how bright our debaters are or how lucky we are to have such bright students on our teams. While debaters are undoubtedly bright, we contend that the relationship is not one-dimensional. Debate stimulates interest, fosters academic enrichment, and enhances the self-confidence needed for individuals to share their ideas in public settings.

Beyond the classroom, debaters are much more likely to take an active role in the community as both young adults and in later years when they enter the workforce. In essence, through debate, they learn how

important it is for ordinary citizens to take an active role in the society in which they live. Finally, debaters gain a greater understanding of cultures and governmental systems; thereby, increasing their ability to play a meaningful role within those contexts. Again, through the discourse that occurs on a debate team and at forensics competitions, debaters develop a greater understanding of those who are different from themselves, develop a sense of interconnectedness, and learn how to work more effectively with one another.

Of equal significance, discourse in the debate community promotes a comprehensive and meaningful education. Through the unique format of switch-sides academic debate, students are encouraged to research contemporary policy issues ranging from the encroachment on civil liberties to the root causes of crime in our society to U.S. national security issues. In addition, they often examine these issues from nonpartisan angles, since they must invariably debate both sides of the topic. More importantly, students examine these issues in the context of one another, rather than as separate, unrelated issues. In other words, debaters see for themselves that policy discussions in the real world do not occur in a vacuum. Rather, they are often related; just as the subjects taught in our schools do not exist in a vacuum nor are they black and white/right or wrong in nature.

Furthermore, debaters gain the opportunity to examine the interplay of actual policy ideas and alternatives as they apply their own research and arguments in an academic laboratory at debate competitions. Thus, they share their ideas with others, gain additional insight on the topics from their competitors, and add yet another layer of depth to their understanding of these important issues. "A number of CEOs and company presidents who have formal debating experience" even credit much of their success to these types of skills, which they developed in this particular academic setting (Jones, 2004, 3B).

Finally, debaters' discussions on these topics lead them to develop meaningful

arguments through the process of making claims, supporting those claims with facts and evidence, and contributing their own thoughtful analysis. In other words, debaters choose their arguments after synthesizing information from multiple resources ranging from the popular media to government studies and the research of independent think tanks. In fact, a recent study conducted by Linda Collier, JD, indicated that in urban school settings, academic debate programs have had a positive impact on students' critical reading ability (2007). At the same time, they necessarily must learn to analyze the quality and credibility of their sources. Then, they take the time to fashion their own arguments and analysis after critiquing and internalizing the research. Ultimately,

this not only aids their ability to learn in all school subjects, but it also grows thoughtful and informed citizens; thereby answering the question, Why does debate matter?

Debate promotes education and civic mindedness in a way and to a degree that no other class or extracurricular activity manages. Because debate is fun, it sparks our interest. Because it is social, it fosters a sense of belonging and community. Because it is rooted in discourse involving real world issues, it promotes true learning. Because it develops responsible citizens in our schools, community, nation, and world, all administrators should invest in an active, competitive forensics program in their schools.

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(**David Williams** was an NFL quadruple ruby earner and former policy debater for FWB HS and is becoming active in the State of Florida's political community. Stefanie Hicks competed in both Lincoln-Douglas and policy debate at FWB HS and is currently attending Florida State University.)

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“debate...an activity that inherently requires in-depth, multi-directional discussions among competitors, coaches, and judges; affords an opportunity for students to express themselves in terms of both constructing and deconstructing arguments; and promotes the development and exploration of frameworks for understanding.”

Chris'

Curriculum Guide

It's that time of year again! Many districts have already begun the national qualification process, and I am sure that those of you in districts that have not held a tournament yet are feverishly preparing to fight for a chance to visit Las Vegas in June. However, even as we all prepare for districts, the teaching must continue. Hopefully the ready-to-use ideas from my curriculum guide will help you out during this hectic period. This month, I have only one activity for you, but it is an activity that can be used in speech classes and debate classes of any level. This activity could even be converted to a writing exercise for those of you who teach English or composition classes.

The Point-Counterpoint Speech

When discussing persuasive speaking it is often said that two of the most effective ways to ensure that your audience will be persuaded are refutation and inoculation. Refutation is a concept that is very familiar to those of us involved with debate. It simply means responding to or clashing with the known arguments that are contrary to the point you are trying to make. Inoculation is perhaps a bit more novel. Inoculation is tactic by which a speaker attempts to provide his or her audience with the information necessary to respond to counter arguments they might hear in the future. In that way it is similar to being inoculated against a virus. The point-counterpoint speech affords students the ability to practice both of these persuasion tactics.

Rationale:

Persuasive speaking requires a speaker to do far more than present an argument and hope the audience is convinced. Persuasion is in many ways like a game of chess, our arguments and our words like pawns. Persuasion is psychological. Just as becoming a master chess player requires great practice and the mastery of numerous techniques, becoming a successful orator requires speakers to practice and master a number of strategies. Two important strategies are refutation and inoculation. A speaker must be able to demonstrate to her or his audience the flaws and weaknesses in the common arguments of those who disagree with the message being presented. However, sometimes the opposition is not so well known. In such situations, a talented speaker will offer his audience enough information to successfully combat future attempts at undoing the persuasion. Developing a proficiency for refutation and inoculation will enable students to better defend and support their ideas.

Objectives:

- To offer teachers a means of evaluating skills and techniques associated with persuasive speaking.
- To serve as a post unit activity for persuasive speaking.
- To offer students a chance to practice the skills and techniques associated with effective persuasion.
- To introduce novice debaters to the concepts of refutation and clash.
- To allow advanced debaters a chance to practice the skills developed through debate in a real world format.

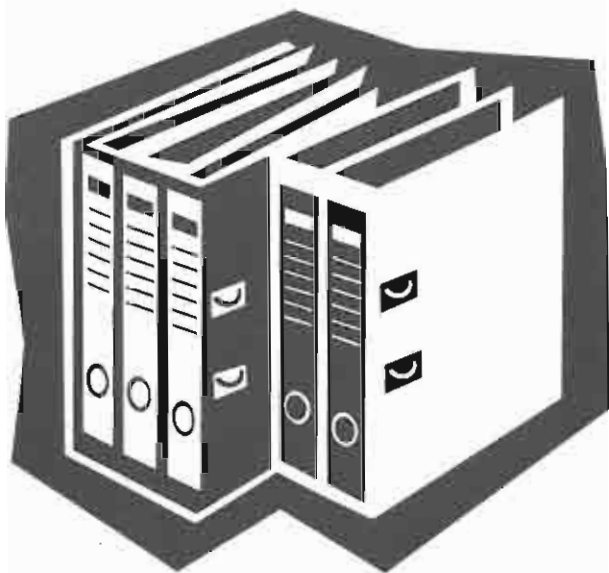
Preparation:

As this activity is designed as a follow-up to a unit on persuasion, the primary element of preparing for this activity is to ensure that your students understand the finer points of persuasion. Once this task is accomplished, preparation for the point-counterpoint speech activity is fairly simple. All you have to do is divide your class into pairs. While this activity works best if you have an even number of students, in the event that you have an odd number of students in your class, the odd person out will have to work on the assignment alone. If you need advice on how to instruct a student working alone, I will be happy to pass that along on an individual basis.

The Assignment:

- To begin this assignment, each pair of students should select a topic. This topic should have equal ground on each side in order to allow for sufficient clash.
- Once students have selected their topics, students will need to determine which side of the issue will be handled by each student and in what order they will speak. For example, if the topic is gun control, which student will speak in favor of gun control and which will speak against it, and who will speak first?
- Each student should then independently research and develop three arguments that support her or his position in the speech. Students can be given time in class or several days outside of class to complete this part of the assignment.
- Once students have completed this stage of the assignment, they should inform their speech partner of the arguments they intend to make during the speech. At this point, students should be given adequate time to research and prepare responses to arguments that will be made by their counterpart.
- Students are now ready to begin preparing their speeches. During their speech each speaker will need to present his or her own arguments as well as respond the arguments of their speech partner. Each speaker should be allowed at least 4 minutes, but no speech should exceed 6 minutes.
- Grading this speech should focus on three factors. First, students should be graded on their delivery. An important aspect of persuasion is connecting with and communicating effectively to an audience. This makes delivery a very important aspect of persuasion. Second, students should be graded on the quality of arguments they present supporting their side of the issue. These arguments should be well researched and supported by strong evidence. Finally, students should be graded on their ability to respond the arguments of their partner. Responses should also be well researched and supported by strong evidence.

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



Good luck at districts everyone!!

The Billman Book Club

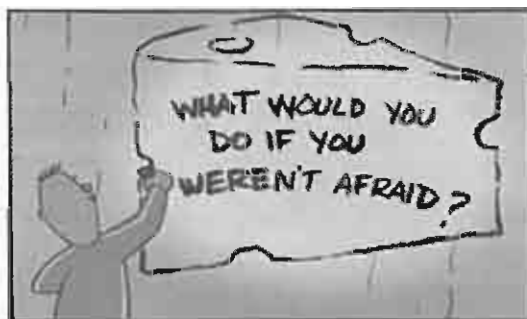
Encouraging Life Learning in Leadership

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

We encourage feedback! Please let us know if you wish to see a certain book reviewed, or if you simply want to share some insight on a professional book of your own.

February's
Book of the Month:

Who Moved My Cheese?
by Spencer Johnson,
M.D.



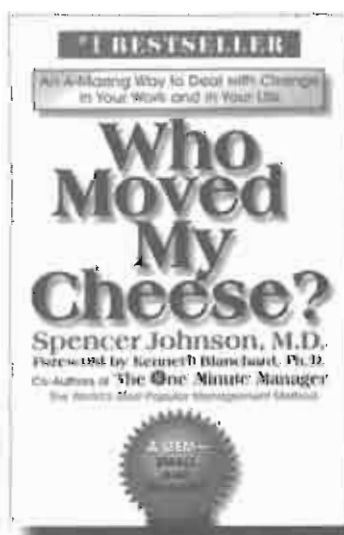
What's on the other side: The
fear of change

by Tyler & Jenny
Billman

Change is difficult. In fact, change can be a trying time full of anxiety, depression, general fear, and frustration. Change can come in the form of budget cuts, a change of coaches at your school, a change of district leadership, or a change in student attitudes. Change can be one of the scariest experiences to most, but why? Do all things associated with change have to be negative? Can good come from change? Yes! As explained by Spencer Johnson, author of the acclaimed book, *Who Moved My Cheese?*, change can present an opportunity to gain productivity and personal fulfillment. In a world where change is inevitable, we can all benefit from being pro-active when it comes to change, rather than responding to the devastation.

Who Moved My Cheese?, a 96 page parable, focuses on four principal characters. Two characters, Sniff and Scurry, are mice. The other two are labeled "little people" named Hem and Haw. While the four of them live in a maze and spend their days scurrying about in the eternal pursuit of cheese, each of the four has his own unique approach to the hunt. Each of the character's names represent the type of approach they use on their quest for cheese. Sniff is good at sniffing out cheese, while Scurry specializes in scurrying after newly discovered cheese. Hem and Haw are not so single-minded in their cheese

pursuit, but rather spend more time philosophizing about the hunt.



One day the four stumble onto a large piece of cheese that Hem and Haw believe will leave them satisfied, never needing to hunt for another piece of cheese again. In contrast, the two mice never stop exploring their surroundings and are constantly adjusting to changes in their environment. Over time, the cheese slowly dwindles until one day, the chunk of cheese that was supposed to satisfy the characters' hunger forever was suddenly exhausted, leaving them with nothing. Sniff and Scurry are able to take this new development with ease and begin the search of a new cheese source. However, Hem and Haw cannot cope with such an abrupt, life-altering change. Instead, they have to sit down and educate themselves on how they are going to adapt to their new situation. Haw eventually overcomes his fears by following Sniff and Scurry's lead in the exploration to find new cheese. As for Hem, he continues to mistakenly believe that his cheese will one day be magically replaced without putting forth additional effort.

The moral of Johnson's story is obvious: Change happens, and preparation is necessary in order to succeed during periods of change. Unfortunately, this axiom tends to be easier in theory than practice. As humans, we are

easily seduced into believing that tomorrow will be just like today and we fail to notice the changing world around us. Truthfully, all of us have been guilty at one point or another of not being prepared for change. However, with careful discipline, we can refuse to become complacent with the status quo. We can make a commitment to monitor change around us and prepare for change before it occurs. Johnson notes that this approach comes with a perk; the ones who

The moral of Johnson's story is obvious: Change happens, and preparation is necessary in order to succeed during periods of change.

move on from change will have a chance to find a new source of comfort.

"The apathy that is running rampant on my team came out of nowhere! I feel like no one has time anymore for forensics. They used to be so dedicated. I've lost all my interpers!

What am I going to do? That show choir is simply taking up too much of their time!," a colleague says to you at a local forensics tournament. Maybe the colleague is accurate in their perception of the problem...even still, that colleague may have been basking in the familiar, avoiding the upcoming change happening on his or her very own team. What do you do? Let them vent, then help them move on. It's time to seize the opportunities inherent in times of change.

Application

The following applications are tips on making the changes happening in your life, team, and school positive, productive transitions to bigger and better outcomes.

Step 1: Be prepared.

Don't wait until you have to change – or else! – before you institute positive improvements. Work through the possible disaster scenarios ahead of time so that you have an idea of what might happen to the operations of your team and/or classroom when disruption, a lack of participation, or a budget cut strikes. In fact, the more codified your backup plans the better – you may even want to write them down or take the first step to protect your team against hazards like budget cuts or disruptions. Don't think of it as permission to fail – think of it as help on a rainy day.

Another way to think of this involves not putting all of your eggs in one basket. Just like the colleague who

lost all of his/her interpers due to a show choir contest, don't depend on one set of students, one financial source, or one parent to help you make it through a school year. Spread out your options and make back up opportunities for yourself whether you need them presently or not.

Step 2: Be proactive.

Forensics is a competitive activity. When you fall, competition will be there to fill the void. Make sure that your team and your management strategies are in place without too much delay. Don't settle for having a "building" year. Make every year a "building" year and expect personal and team success at each tournament. It is not suggested that success be determined by trophies, but rather by growth and achievement. Remember, the coach determines what defines success.

Step 3: Communicate every step of the way

It seems trite to consider communication as a key step in positively preparing for change — but how much could you prepare for change just by being aware of surrounding situations that could cause a modification in your present reality? For example, if the coach doesn't know about the increasing demands of other extra curricular activities happening on the campus of their school and strategize a way for forensics to not get shorted in students attention, how is s/he prevent a disaster that could leave a lasting change on the program? Communication with your students, your colleagues and your administration can help in preparing and dealing with upcoming change.♦

Reference

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



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

NFL lost a dear friend on December 4, 2007.

Dan Johnson coached forensics for twenty-four years, leading his Raymond Central Team to twelve straight state titles during that time. His excellence in drama and forensics were rewarded with the NFL Diamond Key Award, the John Thurber Distinguished Teacher Award, and many other honors.

More importantly, he inspired hundreds of students to develop character and work toward their goals. With the mantra, "if you think you can do it, you can do it," he motivated his team to succeed not only in forensics, but in life.

The NFL family will forever appreciate the contributions of Mr. Johnson.



Congratulations!

Two Diamond Coach

Patricia A. Cheney (Patt)
Oak Park and River Forest High School, IL

Report of NEW NFL Members & Degrees by State

December 1 - December 31, 2007

| | Degree of Merit | Degree of Honor | Degree of Excellence | Degree of Distinction | Degree of Special Distinction | Degree of Superior Distinction | Degree of Outstanding Distinction | Degree of Premier Distinction |
|----------------------|-----------------|-----------------|----------------------|-----------------------|-------------------------------|--------------------------------|-----------------------------------|-------------------------------|
| Alabama | 36 | 19 | 22 | 9 | 6 | 1 | | |
| Alaska | 3 | 2 | 1 | 1 | | | | |
| Arizona | 62 | 25 | 18 | 14 | 9 | 5 | 5 | |
| Arkansas | 5 | | 2 | | | | | |
| California | 372 | 256 | 121 | 72 | 36 | 14 | 6 | 1 |
| Colorado | 173 | 108 | 64 | 48 | 22 | 14 | | |
| Connecticut | | | | | | | | |
| Delaware | | | | | | | | |
| District of Columbia | 4 | 4 | 2 | | | | | |
| Florida | 160 | 57 | 25 | 27 | 22 | 5 | 4 | |
| Georgia | 21 | 13 | 9 | 7 | 1 | 2 | | |
| Hawaii | 30 | 10 | 3 | 4 | 1 | 13 | | |
| Idaho | 69 | 50 | 21 | 8 | 6 | 3 | 2 | |
| Illinois | 91 | 108 | 44 | 31 | 10 | 4 | 1 | |
| Indiana | 184 | 95 | 71 | 28 | 21 | 13 | 3 | |
| Iowa | 44 | 26 | 18 | 10 | 9 | 2 | 1 | 1 |
| Kansas | 96 | 149 | 70 | 36 | 16 | 11 | 7 | 1 |
| Kentucky | 36 | 29 | 16 | 12 | 9 | | 1 | |
| Korea | 1 | 3 | 2 | 0 | 1 | 2 | 0 | 0 |
| Louisiana | 22 | 11 | 13 | 4 | 1 | 1 | 2 | 2 |
| Maine | 28 | 17 | 15 | 6 | 2 | 0 | 0 | 0 |
| Maryland | 27 | 15 | 1 | 2 | 2 | 0 | 0 | 0 |
| Massachusetts | 33 | 38 | 16 | 6 | 6 | 3 | 0 | 0 |
| Michigan | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Minnesota | 23 | 51 | 66 | 20 | 10 | 4 | 1 | 0 |
| Mississippi | 21 | 3 | 1 | 0 | | 1 | 0 | 0 |
| Missouri | 206 | 170 | 105 | 54 | 31 | 22 | 14 | 1 |
| Montana | 78 | 55 | 42 | 26 | 14 | 0 | 0 | 0 |
| Nebraska | 99 | 66 | 38 | 25 | 9 | 6 | 3 | 0 |
| Nevada | 27 | 32 | 21 | 13 | 6 | 4 | 0 | 0 |
| New Hampshire | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 |
| New Jersey | 48 | 16 | 15 | 13 | 8 | 3 | 0 | 0 |
| New Mexico | 14 | 18 | 7 | 5 | 0 | 2 | 1 | 1 |
| New York | 78 | 63 | 32 | 18 | 16 | 1 | 2 | 0 |
| North Carolina | 56 | 44 | 20 | 7 | 4 | 2 | 0 | |
| North Dakota | 20 | 5 | 4 | 2 | 2 | 5 | 0 | 0 |
| Ohio | 209 | 124 | 81 | 54 | 27 | 5 | 2 | 0 |
| Oklahoma | 65 | 27 | 14 | 7 | 2 | 1 | 0 | 0 |
| Oregon | 45 | 23 | 8 | 7 | 4 | 1 | 1 | 0 |
| Pennsylvania | 96 | 56 | 30 | 20 | 12 | 1 | 5 | 0 |
| Rhode Island | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Saipan | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| South Carolina | 27 | 17 | 4 | 4 | 0 | 0 | 0 | 0 |
| South Dakota | 76 | 56 | 36 | 15 | 15 | 3 | 9 | 0 |
| Tennessee | 32 | 13 | 5 | 1 | 2 | 0 | 0 | 0 |
| Texas | 410 | 267 | 171 | 113 | 54 | 24 | 17 | 3 |
| Utah | 135 | 87 | 46 | 37 | 12 | 9 | 3 | 0 |
| Vermont | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| Virginia | 80 | 27 | 12 | 13 | 2 | 4 | 1 | 0 |
| Washington | 60 | 53 | 34 | 13 | 3 | 7 | 5 | 0 |
| West Virginia | 6 | 3 | 1 | 0 | 0 | | 0 | 0 |
| Wisconsin | 21 | 24 | 14 | 14 | 13 | 7 | 4 | 0 |
| Wyoming | 58 | 49 | 14 | 11 | 8 | 5 | 3 | 0 |

Does debate improve critical thinking?

A Quantitative Study from the University of California

| COACHES NEEDED |

Many have claimed that debate gives students an advantage, but there is an unfortunate lack of evidence. We are looking for 10 Lincoln-Douglas debate coaches to pilot a course in their own schools, which might verify the benefits of debate to high school education.

The essence of the study places the rigorous experience of summer debate camp into a classroom friendly format, intended for students with no debate background. More details are available for coaches interested in attempting this new twist in education curriculum.

If you are interested in participating, know someone who might be interested, or have any questions, please contact lead Investigator Gregory Ferenstein at gferenst@uci.edu.



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



2007-2008 IDEA/NJFL NATIONAL MIDDLE SCHOOL SPEECH AND DEBATE TOURNAMENT ©

IDEA, NJFL, and Western Kentucky University would like to invite you to attend the 2007-2008 National Middle School Speech and Debate Tournament on the beautiful campus of WKU in Bowling Green, Kentucky.
June 26th - 29th



Located along Interstate 65 approximately one hour north of Nashville, TN and 90 minutes south of Louisville, KY, Bowling Green is easily accessible by road or air. For more information about the tournament and local lodging options please visit www.idebate.org or contact Chris Joffrion at cjoffrion@nflonline.org. or 270-745-6340.

Come experience some southern hospitality!

NFL DISTRICT STANDINGS

(as of January 2, 2008)

| Rank | Change | District | Average No. Degrees | Leading Chapter | No. of Degrees |
|------|--------|---------------------------|------------------------|------------------------------|----------------|
| 1 | -- | Three Trails (KS) | 240 | Blue Valley North HS | 505 |
| 2 | +8 | Calif. Coast (CA) | 167 | Leland HS | 658 |
| 3 | -- | East Kansas | 164 | Shawnee Mission East HS | 435 |
| 4 | -- | Kansas Flint-Hills | 158 | Washburn Rural HS | 352 |
| 5 | -1 | San Fran Bay (CA) | 157 | James Logan HS | 636 |
| 6 | -- | Northern South Dakota | 156 | Watertown HS | 324 |
| 7 | -5 | East Los Angeles (CA) | 150 | Gabrielino HS | 617 |
| 8 | +1 | Florida Manatee | 149 | Nova HS | 498 |
| 9 | +3 | Nebraska | 147 | Millard North HS | 349 |
| 10 | -2 | Sunflower (KS) | 146 | Wichita East HS | 270 |
| 11 | -4 | New York City | 144 | Bronx HS of Science | 544 |
| 12 | -1 | Show Me (MO) | 141 | Belton HS | 393 |
| 13 | +2 | Ozark (MO) | 140 | Central HS - Springfield | 538 |
| 14 | -2 | Illini (IL) | 138 | Downers Grove South HS | 353 |
| 15 | -3 | Central Minnesota | 135 | Eastview HS | 412 |
| 16 | -- | Southern Minnesota | 134 | Eagan HS | 451 |
| 17 | -- | Heart Of America (MO) | 132 | Liberty Sr HS | 557 |
| 18 | -- | West Kansas | 128 | Buhler HS | 253 |
| 19 | -- | Rushmore (SD) | 127 | Sioux Falls Lincoln HS | 350 |
| 20 | -- | Northwest Indiana | 119 | Munster HS | 437 |
| 21 | +1 | Northern Ohio | 118 | Canfield HS | 246 |
| 22 | +2 | Eastern Ohio | 116 | Perry HS | 311 |
| 23 | -- | South Texas | 115 | Bellaire HS | 737 |
| 24 | +2 | Carver-Truman (MO) | 112 | Neosho HS | 358 |
| 25 | -1 | Sierra (CA) | 110 | Sanger HS | 508 |
| 26 | +12 | Inland Empire (WA) | 108 | Gonzaga Prep HS | 167 |
| 26 | -- | Rocky Mountain-South (CO) | 108 | George Washington HS | 188 |
| 28 | -7 | Tarheel East (NC) | 104 | Pinecrest HS | 247 |
| 29 | -- | Florida Panther | 103 | Lake Highland Preparatory | 273 |
| 30 | +8 | Utah-Wasatch | 102 | Sky View HS | 265 |
| 31 | +4 | Great Salt Lake (UT) | 101 | Skyline HS | 214 |
| 31 | -- | New England (MA & NH) | 101 | Manchester Essex Regional HS | 304 |
| 31 | -1 | Northern Illinois | 101 | Glenbrook South HS | 355 |
| 34 | +2 | Nebraska South | 98 | Lincoln East HS | 307 |
| 35 | -3 | Golden Desert (NV) | 96 | Green Valley HS | 290 |
| 35 | -2 | South Kansas | 96 | Fort Scott HS | 243 |
| 37 | -3 | Idaho Mountain River | 95 | Hillcrest HS | 300 |
| 38 | -2 | Montana | 94 | Flathead HS | 229 |
| 39 | -1 | Arizona | 93 | Desert Vista HS | 395 |
| 40 | -14 | Michigan | 92 | Portage Northern HS | 188 |
| 41 | -- | Pittsburgh (PA) | 90 | North Allegheny Sr | 225 |
| 42 | +4 | Hole In The Wall (WY) | 88 | Cheyenne East HS | 212 |
| 42 | +4 | North East Indiana | 88 | Chesterton HS | 477 |
| 44 | -2 | New Jersey | 87 | Ridge HS | 236 |
| 45 | +3 | West Los Angeles (CA) | 86 | Fullerton Joint Union HS | 270 |
| 46 | +5 | Eastern Missouri | 85 | Pattonville HS | 209 |
| 46 | +2 | Deep South (AL) | 85 | The Montgomery Academy | 281 |
| 48 | +4 | Idaho Gem of the Mountain | 84 | Eagle HS | 228 |
| 49 | -5 | Sundance (UT) | 83 | Bingham HS | 259 |
| 50 | -7 | Chesapeake (MD) | 82 | Walt Whitman HS | 182 |
| 51 | -6 | Colorado | 81 | Cherry Creek HS | 312 |
| 52 | +1 | Northern Lights (MN) | 80 | St Francis HS | 169 |
| 53 | -- | Lone Star (TX) | 78 | Grapevine HS | 280 |

NFL DISTRICT STANDINGS

(as of January 2, 2008)

| Rank | Change | District | Average No. Degrees | Leading Chapter | No. of Degrees |
|------|--------|---------------------------|------------------------|---------------------------|----------------|
| 53 | -- | North Oregon | 78 | Westview HS | 136 |
| 55 | +2 | Carolina West (NC) | 77 | Myers Park HS | 345 |
| 56 | -3 | North Dakota Roughrider | 76 | Fargo South HS | 156 |
| 56 | +10 | Wind River (WY) | 76 | Green River HS | 201 |
| 56 | +2 | Hoosier Heartland (IN) | 76 | Ben Davis HS | 199 |
| 56 | -8 | Southern Wisconsin | 76 | Marquette Univ. HS | 180 |
| 56 | +5 | Rocky Mountain-North (CO) | 76 | Greeley Central HS | 153 |
| 61 | -- | Central Texas | 75 | Sandra Day O'Connor HS | 250 |
| 62 | -2 | Southern California | 73 | Claremont HS | 312 |
| 62 | -1 | Hoosier Crossroads (IN) | 73 | Kokomo HS | 172 |
| 64 | -- | Tennessee | 72 | Montgomery Bell Academy | 153 |
| 64 | +8 | Western Ohio | 72 | Notre Dame Academy | 104 |
| 66 | -8 | Northern Wisconsin | 70 | Appleton East HS | 281 |
| 66 | +4 | West Iowa | 70 | Dowling Catholic HS | 209 |
| 68 | -2 | North Texas Longhorns | 69 | Colleyville Heritage HS | 199 |
| 68 | +7 | Colorado Grande | 69 | Canon City HS | 169 |
| 70 | -- | Florida Sunshine | 68 | Niceville HS | 149 |
| 70 | -6 | North Coast (OH) | 68 | Gilmour Academy | 208 |
| 72 | -6 | New York State | 67 | Scarsdale HS | 187 |
| 73 | -- | Georgia Northern Mountain | 65 | Henry W Grady HS | 175 |
| 73 | -- | Heart Of Texas | 65 | Del Valle HS | 212 |
| 73 | -7 | East Texas | 65 | William P Clements HS | 182 |
| 73 | -3 | Big Valley (CA) | 65 | Lodi HS | 152 |
| 77 | -2 | Space City (TX) | 64 | Alief Elsik HS | 143 |
| 78 | -1 | Valley Forge (PA) | 63 | Danville Area HS | 139 |
| 78 | -1 | Louisiana | 63 | Lafayette HS | 167 |
| 80 | -- | West Virginia | 62 | Wheeling Park HS | 88 |
| 80 | -3 | Mississippi | 62 | Oak Grove HS | 159 |
| 82 | -- | West Oklahoma | 61 | Norman North HS | 210 |
| 82 | -2 | Georgia Southern Peach | 61 | Fayette County HS | 153 |
| 84 | +4 | South Florida | 60 | Belen Jesuit Prep School | 129 |
| 84 | -1 | UIL (TX) | 60 | Lindale HS | 173 |
| 86 | -2 | Tall Cotton (TX) | 59 | Seminole HS | 116 |
| 87 | -3 | Western Washington | 58 | Gig Harbor HS | 258 |
| 87 | +2 | Kentucky | 58 | Rowan County Sr HS | 166 |
| 89 | -5 | East Iowa | 56 | West HS - Iowa City | 163 |
| 90 | -1 | Greater Illinois | 54 | Belleville West HS | 147 |
| 90 | -3 | Gulf Coast (TX) | 54 | Gregory Portland HS | 225 |
| 90 | +1 | New Mexico | 54 | Albuquerque Academy | 155 |
| 90 | +3 | South Carolina | 54 | Mauldin HS | 204 |
| 94 | -3 | Pacific Islands | 52 | Harvest Christian Academy | 52 |
| 94 | +5 | Puget Sound (WA) | 52 | Snohomish HS | 148 |
| 94 | +1 | West Texas | 52 | El Paso Coronado HS | 97 |
| 97 | -4 | LBJ | 51 | Princeton HS | 192 |
| 97 | -1 | South Oregon | 51 | Ashland HS | 96 |
| 99 | -2 | East Oklahoma | 50 | Jenks HS | 160 |
| 100 | -- | Virginia | 48 | Randolph Macon Academy | 212 |
| 101 | -1 | Pennsylvania | 47 | Bellwood-Antis HS | 118 |
| 102 | -4 | Sagebrush (NV) | 45 | Reno HS | 147 |
| 103 | -- | Iroquois (NY) | 44 | R L Thomas HS | 112 |
| 104 | -2 | Capitol Valley (CA) | 42 | Granite Bay HS | 107 |
| 105 | -1 | Maine | 40 | Bangor HS | 72 |
| 106 | -2 | Hawaii | 36 | Kamahameha Schools | 113 |

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Lakeside High School
Sandy Creek High School

Iowa

Johnston High School

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Herrin High School

Indiana

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Lake Central High School

Kansas

Halstead High School

Kentucky

Seneca High School

Louisiana

Benjamin Franklin High School

Massachusetts

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Advanced Math and Science Academy
Charter School

Maine

Portland High School

Mississippi

Lamar Christian School

New Mexico

Los Alamos Home School Guild

New York

Benjamin Banneker Academy

North Carolina

Marvin Ridge High School

Ohio

Mount Vernon High School

Oregon

Bend Senior High School
Hidden Valley High School
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