

# ROSTRUM

VOLUME 84

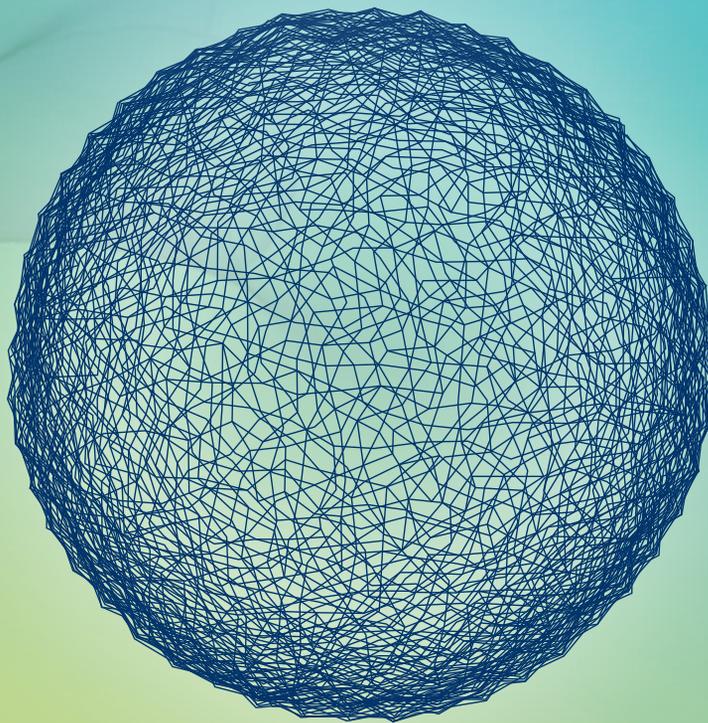
ISSUE 6

FEBRUARY 2010



P R E S E N T S

## The People Speak<sup>!!!</sup>

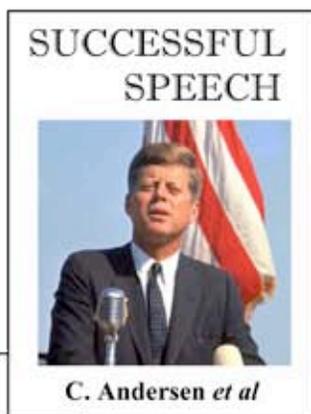
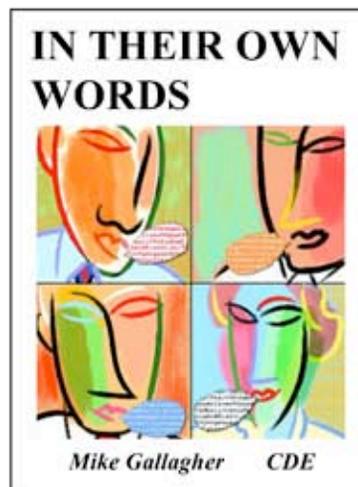
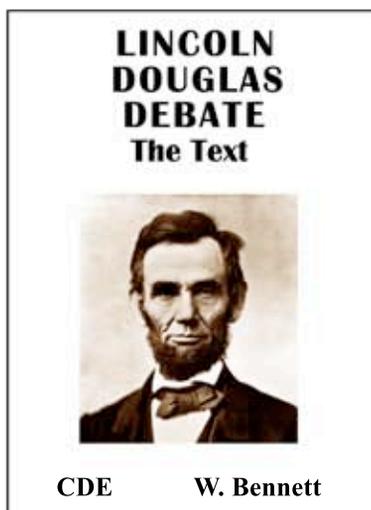


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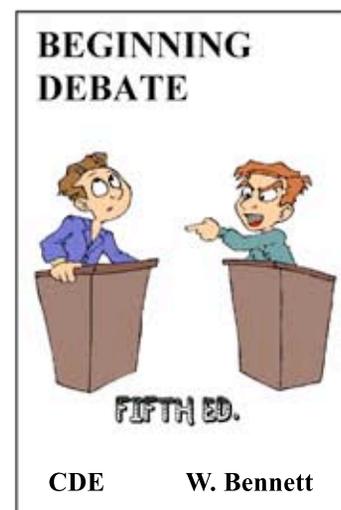
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Global Debates

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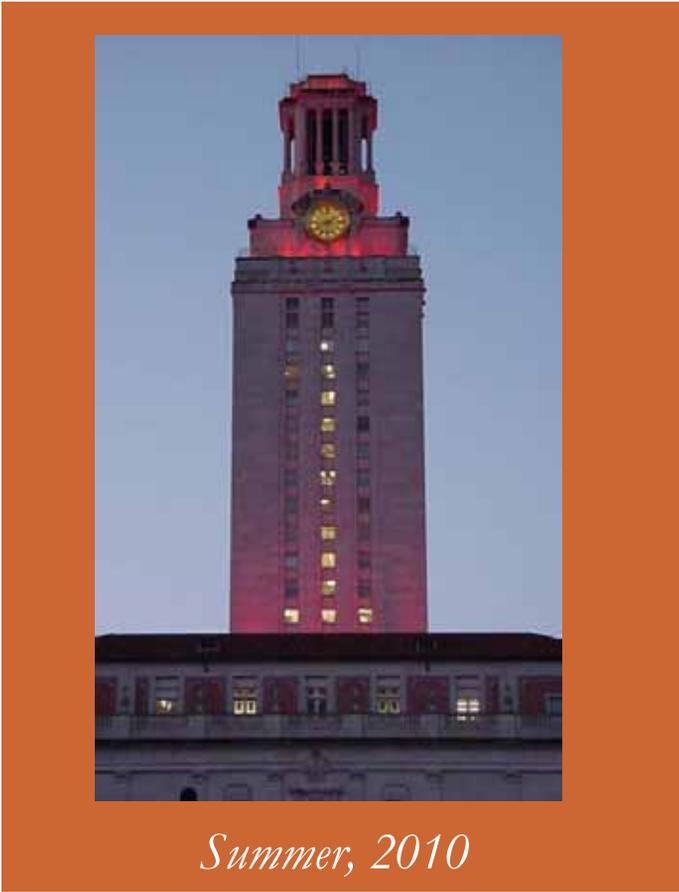
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*Projected UTNIF 2010 program dates:*

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

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# Speak Up!

by Jason M. Jerista,  
Lincoln Financial Group

**W**ho is the voice of your generation? Is it a future president or Fortune 500 CEO? Is it an aspiring actor or writer? Is it someone who will cure a disease? Is it someone who will spend their life working to protect the environment? Is it you?

To me, the voice of your generation will not come from a handful of highly-successful or powerful individuals. Instead, I see the collective “you” as the true voice of your generation. Thousands of young people presenting their thoughts on local and global issues will define your generation, not a select few who will find themselves in pages of history books. Openly sharing your opinions on the key issues of our time will help all of you to bring a voice to your generation. After careful research and analysis, you should discuss your ideas and potential solutions with other young people who are interested in making the world a better place. By initiating debates on pressing issues that affect your local and global communities, you will be part of a growing number of young people who are shaping the voice of their generation.

As participants in the National Forensic League, you have the unique opportunity to practice your research, speech writing, and public speaking skills in an environment that encourages experiential learning and growth. By participating in debate competitions, you are working to refine your debating acumen. I now encourage you to apply the lessons you have learned in the NFL to a new forum, called *The People Speak*.

*The People Speak* is a forum to share your ideas about global issues, like environmental policy and human rights. Everyone has something to say, and *The People*

*Speak* is an opportunity to voice your opinions. I encourage you to join thousands of your peers by actively participating in this worthwhile opportunity. Participate in a Global Debate. Create a public service announcement. Leverage the talents you are honing in the NFL to reach a broader audience.

Take advantage of this opportunity to share your words on a global stage. Listen to the messages of your peers. If you agree with their ideas, help make their ideas better. If you disagree with their ideas, initiate a constructive debate and share your views. Now is your chance to start sharing the ideas that will one day change the world. Use your experiences in the NFL to rise to the challenge of today’s pressing issues. Speak up and help become the voice of your generation. ■

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## From the Editor J. Scott Wunn



Dear NFL,

This month's issue of *Rostrum* is a celebration of our seven-year partnership with the United Nations Foundation (UNF) and its *The People Speak* Global Debates Initiative. Several NFL schools have found a voice in their communities by discussing global climate issues. Through multi-faceted outreach activities and service projects, our members are creating substantial public awareness. This longstanding partnership with UNF and the International Debate Education Association (IDEA) allows our students to put their forensic skills to practical use. This year, NFL member schools have a unique opportunity to earn grant dollars to positively impact climate change in their local communities.

In March and April, schools can begin or continue participating with a series of nationwide student led debates and activities. On the heels of the United Nations Climate Change Conference in Copenhagen, students will focus debates and discussions on aid that should be provided to specific developing countries for making appropriate climate change adaptation.

The 2009-2010 activities will culminate in a select group of students earning the opportunity to travel to the Netherlands to participate in the 2010 IDEA Youth Forum.

We are grateful to the United Nations Foundation for its continued role in "giving youth a voice."

Sincerely,



J. Scott Wunn  
NFL Executive Director

## Rostrum

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*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 2010 Public Forum Debate

**Resolved:** In the United States, organized political lobbying does more harm than good.

## March/April 2010 Lincoln Douglas Debate

**Resolved:** In the United States, the principle of jury nullification is a just check on government.

## 2009-2010 Policy Debate

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

## Partnership Contest

### The People Speak March/April 2010 Topic

Annex I Countries of the UN Framework Convention on Climate Change (UNFCCC) should provide significantly increased aid to developing countries for the specific purpose of climate change adaptation.

## 2010-2011 Policy Debate Topic

### MILITARY DEPLOYMENT

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

The United States global military presence has expanded dramatically in the last 50 years. Despite the breadth of its global deployment, most troops and police forces are concentrated in South Korea, Japan, Afghanistan, Iraq, Kuwait, and Turkey. These deployments are urgent issues, with stories appearing in newspapers worldwide every single day. This resolution offers affirmatives not only an opportunity to engage the debate about military deployments but to engage these issues in a unique direction—by reducing US military deployments. Most resolutions ask affirmatives to increase US involvement in the world in some ways. Central issues on the topic include US leadership, anti-Americanism, US readiness, imperial decline, and global weapons proliferation. Affirmatives can focus on reducing substantial numbers of troops, reducing nuclear weapons deployments in Turkey and South Korea, reducing missile defense systems, and reducing military participation in the war on drugs in these countries. Negative arguments include countries developing nuclear weapons in response to reductions in US security commitments, the harms of reducing US global leadership, and aggression of rogue states.

### *Topic Release Information*

Lincoln Douglas Debate topics are available by calling the NFL Topic Hotline at 920-748-LD4U (5348) or by visiting [www.nflonline.org/Topics](http://www.nflonline.org/Topics).

#### *LD 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:*

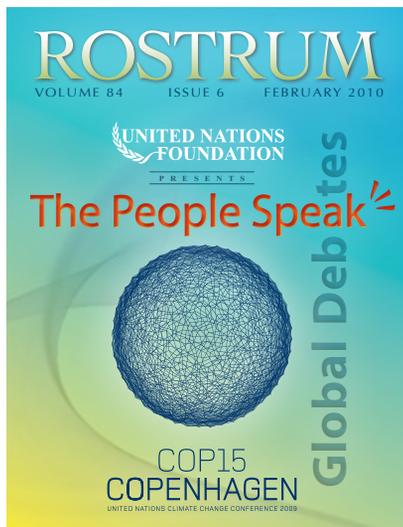
<i>August 15</i>	--	<i>September Topic</i>
<i>September 1</i>	--	<i>October Topic</i>
<i>October 1</i>	--	<i>November Topic</i>
<i>November 1</i>	--	<i>December Topic</i>
<i>December 1</i>	--	<i>January Topic</i>
<i>December 15</i>	--	<i>February Topic</i>
<i>February 1</i>	--	<i>March Topic</i>
<i>March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

#### *Policy Debate Topic for 2010-2011*

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

# ROSTRUM

Volume 84 Issue 6 February 2010



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**Never Before Have the Global Debates Been So Relevant**  
*by Kaitlin Thurman Barry*

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### Policy Debate

Director: **Dr. Brian Lain, University of North Texas**

<b>Four Week Session:</b>	June 20 - July 17, 2010	\$3100
<b>Three Week Session:</b>	June 20 - July 10, 2010	\$2200
<b>Two Week Session:</b>	June 20 - July 3, 2010	\$1600
<b>Skills Session:</b>	July 10 - July 17, 2010	\$1000

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### Lincoln-Douglas Debate

Director: **Aaron Timmons, Greenhill School**

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<b>Two Week Session:</b>	June 20 - July 3, 2010	\$1600

### Congressional Debate, Public Forum Debate, & Public Speaking

Director: **Cheryl Potts, Plano Senior High School**

<b>Two Week Session:</b>	June 20 - July 3, 2010	\$1600
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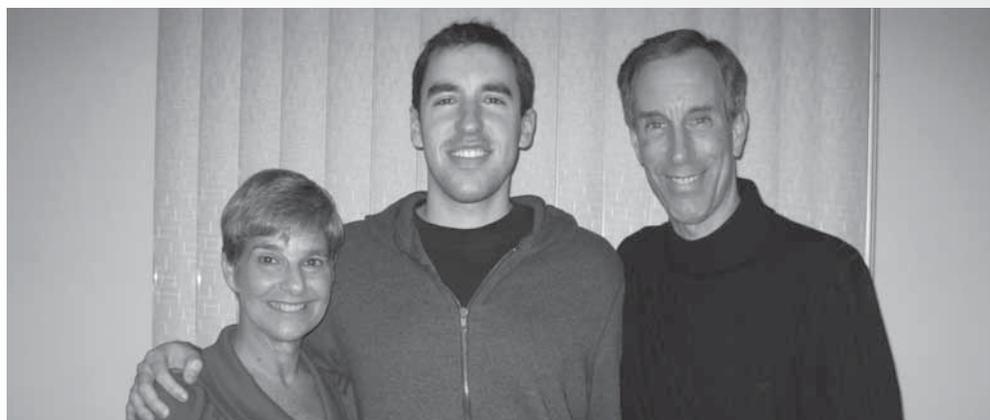


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# How are YOU Giving Youth a Voice?



*From left to right: Debbie, Matt, and Glenn Nadell.*

**T**he Nadell family of Illinois treats forensics as a family affair. Glenn and Debbie Nadell are the proud parents of Matt Nadell, one of the 2004 Policy Debate National Champions from Glenbrook North High School. Recently, the Nadell family and several other alumni and colleagues had the opportunity to reconnect with Matt's former coach, Ted Belch, at a Chicago-area reception. Glenn, Debbie, and Matt were each inspired to make charitable gifts to the National Forensic League as a result of an engaging evening with old friends.

"Walking into Ted's reception was like coming home after an extended absence," Debbie noted. Matt shared, "It was fantastic seeing Ted, but it was also incredible to see the talent assembled in that room from a variety of fields. There were lawyers, traders, debate coaches, and investors. I bet that every single person in that room would

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

credit debate with a significant portion of their success." Parents and alumni shared in great conversation and, of course, the many memories. While Glenn and Debbie's favorite memory was receiving Matt's phone call announcing that he and his partner, Adam Stern, had won the National Championship, Matt's memory was of a

lesson in humility. Matt vividly recalled his senior year tournament at Greenhill—the first of the season—where he and his partner, Adam, were eliminated in the first round, perhaps because of believing "a lot of our own hype." Matt recalled, "The next day, we were in good spirits and apparently behaving a bit too carefree about our early elimination for Ted's liking. Ted taught us a lesson in taking both success and failure seriously that involved Adam and I walking a few miles along a dusty Texas road back to our hotel, just in time to be taken to the airport."

The keys to success in both forensics and life, according to the Nadell family, are two-fold. Glenn and Debbie always told Matt, "Whatever you do in life, be passionate about it. We certainly saw Matt take that approach with the hours he poured into his debate education. He was so engaged and it was so rewarding to witness such passion." Matt commented, "The key to success in any endeavor is having the motivation and self-confidence to weather any storm. Turning failures and frustrations into success was a lesson I learned throughout my NFL days." Matt added, "I was blessed with incredible coaches, brilliant Glenbrook North alumni mentors, great teammates, and the most supportive family anyone could ask for. They gave me the confidence that I could tackle any challenge—both in high school and beyond."

When asked why they made gifts in Ted's honor following the reception, Glenn responded, "Debbie and I gave because Ted Belch asked us to and after all that Ted gave

*Think someone you know should be featured here? E-mail ideas to [jenny.billman@nationalforensicleague.org](mailto:jenny.billman@nationalforensicleague.org)*

to his Glenbrook North debaters over his illustrious career, we could never say no. He is an amazing human being, the Michael Jordan of debate.” Glenn added, “The NFL does so much to promote debate and provide a forum for students across America to become better public speakers, high level competitors, and productive team members. As a lawyer I can attest to the incredible legal skills debaters amass, as well as simply

becoming better human beings.” Matt affirmed his father’s feelings, stating that debate was unequivocally the best experience he’s ever had—a life-changer. “Throughout my high school career, scores of people spent their time and money to train me in the activity and to enrich my debate experience. As someone who is reaping the benefits from those efforts, I couldn’t imagine a better

cause to support. Debate has given so much to me, and given the tumultuous financial climate, I want to ensure that other students have that same opportunity.” ■

*Editor’s Note: Jeff and Susan Stern, parents of Adam Stern (Matt’s debate partner and the 2004 Policy Debate National Champion), also made a generous gift after attending the same reception in Ted Belch’s honor.*

# Families *Leading* the Way...

The parents of the students featured here made recent gifts to the **Bruno E. Jacob Youth Leadership Fund** in honor of their 2009 National Tournament competitor. Their generosity supports the NFL in giving youth a voice for generations to come!

*...thank you!*

*Student:* **Forrest S. Brown**  
Central High School - Springfield, MO  
*Parents:* Kent Brown and Louise Wienckowski

*Student:* **Tiemo Landes**  
Norman High School, OK  
*Parent:* Ruediger and Margarete Landes

*Student:* **Neeraj Chandra**  
Chaminade College Prep, CA  
*Parents:* Raju and Seema Chandra

*Student:* **Hunter Ocheltree**  
Pinecrest High School, NC  
*Parents:* Jerry and Angela Ocheltree

*Student:* **Vincent Dao**  
Stuyvesant High School, NY  
*Parents:* Giaminh and Mien Dao

*Student:* **Shane Rogers**  
Campus High School, KS  
*Parents:* Howard and Ruth Rogers

*Student:* **Laura P. Hoffman**  
Eden Prairie High School, MN  
*Parents:* Debra and Richard Hoffman

*Student:* **Cassie Slaght**  
North Platte High School, NE  
*Parents:* Bruce Weesner and Teresa Slaght

*Student:* **Solon Kelleher**  
Bancroft School, MA  
*Parent:* Andrew Kelleher

*Student:* **Zoe Tyson**  
L C Anderson High School, TX  
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our friend and colleague**

**“THE DUCK”**

**you will be missed  
RIP**



# In Memoriam

Dr. L. Scott Deatherage, Executive Director of the National Association for Urban Debate Leagues, passed away suddenly Christmas morning.

Dr. Deatherage was proud of his start in debate in high school as a member of the NFL, and reportedly had his membership certificate still hanging in his office.

He joined the NAUDL in the spring of 2008. Previously, he was a Senior Lecturer in the Department of Communication Studies at Northwestern University. He received a PhD in Communication from Northwestern, an MA in Communication Studies from Baylor University, and a BBA in Economics and Finance, also from Baylor.

As the Director of the Northwestern University Debate Society since 1994, Dr. Deatherage established an unparalleled record of coaching success. His Northwestern teams won the NDT National Championship seven times since 1994. He also coached four individuals to Top Speaker awards at the National Debate Tournament. In 2007 he received the George W. Ziegelmuller National Debate Tournament Coach of the Year Award, in 2003 he was named the Pelham National Coach of the Year, and he was voted the "Coach of the Decade" for the 1990s by his peers.

The NFL salutes the life and vision of Scott Deatherage. He will be missed.



Scott Deatherage

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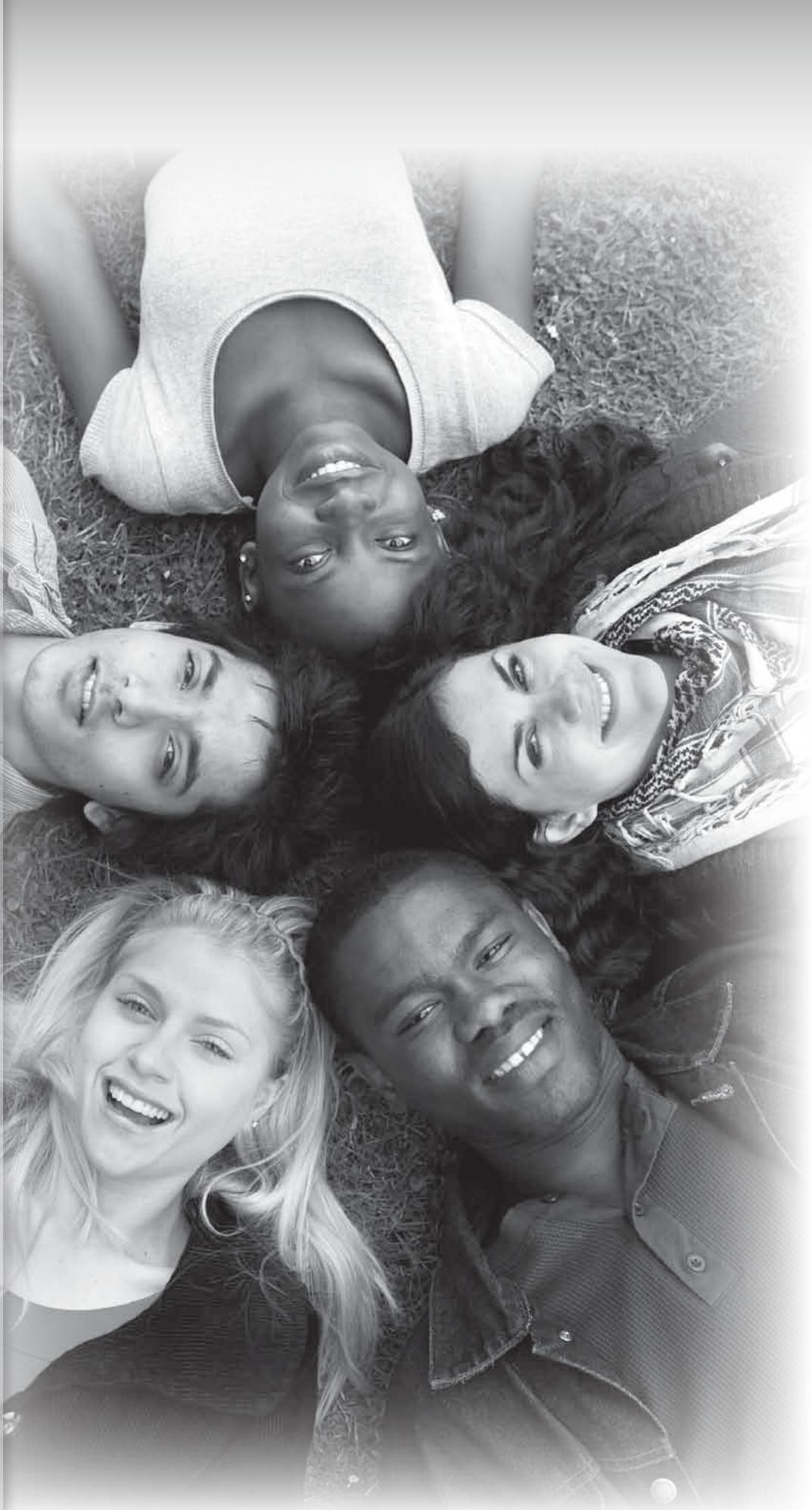
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Average	57	52	51	51	57	55
Number	106	106	106	106	106	106
1	81	81	82	82	83	83
2	82	80	81	84	85	85
3	82	83	87	87	88	88
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# The People Speak!

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# Never Before Have The Global Debates Been So Relevant

by Kaitlin Thurman Barry

Climate change has, over the last three years, been the prevailing topic of the Global Debates. We have seen students from South Africa to Los Angeles connect over shared environmental issues, and we continue to be empowered by the local action schools take to improve their community's response to global warming. However, with the UN's Copenhagen negotiations having just taken place in December, students who debated the connection between climate change and poverty this past fall were truly engaging in the most relevant climate conversation: How do we protect our environment and in turn, save people?

One of the first visuals I ever saw telling the story of climate change was a polar bear standing helplessly on a melting ice cap. I'm sure I'm not alone. We've all seen that image, haven't we? Yet the truth is that this global crisis has always been about humans. It's been about our behaviors that contribute to global warming, our response to the issue, and most importantly, how we shelter the people who will be affected most. While we all stand to lose something because of climate change—whether it's the maple

syrup in which you drench your pancakes or the cold, wet ski mountain that brings back fond memories of childhood—there are humans around the world who are at risk to lose their entire homes. Take the Maldives for example—it is a reality that this country will be completely underwater one day because of rising sea levels.

My personal goal for 2010 is to focus on solutions. It's so easy to get caught up in the alarmist messages of climate change, especially when the media and activists remind us daily, through images, e-mails, protests and more, that we must take action now. While it may be true that global warming can never be fully reversed, there are critical measures that we can take to significantly improve the situation and help whole civilizations who are already impacted, adapt.

*"The science is clear—climate impacts are being felt today and greater impacts are unavoidable tomorrow. Adaptation is essential to reducing the human and social costs of climate change, and to development and poverty alleviation. Adaptation strategies abound that will yield benefits in their own right. There is no excuse for*

*inaction."* I pulled this quotation from a recent publication, co-authored by the UN Foundation's President, Senator Tim Wirth. For me, these words signify the direction in which we need to head, and are a reminder that everything is interconnected. We must focus on climate change solutions—specifically mitigation and adaptation—because they are the key to lessening the existing effects of global warming on our environment, and therefore, humans.

Ask yourself, what type of future do you want to leave for generations to come? Everything we do today will affect their world tomorrow. Join the UN Foundation and its partners—IDEA and NFL—by participating in the spring 2010 Global Debates. Together, we can focus on solutions. ■

## About the Author

Kaitlin Thurman Barry is Director of Campus Outreach for the United Nations Foundation, where she coordinates initiatives for *The People Speak*.



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**Schools Engage Their Communities**



**Why Your School Needs to Participate!**

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A P R I L

2 0 1 0



# TOPIC

Annex I Countries of the UN Framework Convention on Climate Change (UNFCCC) should provide significantly increased aid to developing countries for the specific purpose of climate change adaptation.

# Climate Change Adaptation

## Why Do We Only Live in the Here and Now?

by Adam Jacobi

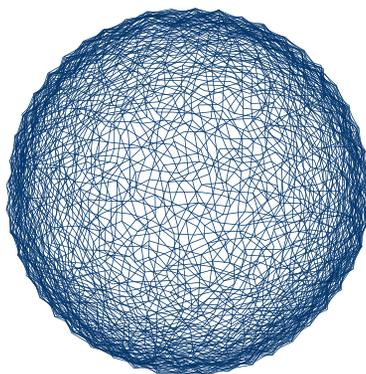
It was almost ten degrees below zero the night before I wrote this, not counting the wind chill. Indeed, the “frozen tundra” made famous at Green Bay’s Lambeau Field is the archetype of Wisconsin winters. It is on the coldest days of the year that skeptics decry global warming as a convenient lie. How quickly they forget the overarching trend toward warmer summers and mild winters.

The popular action film *The Day After Tomorrow* may be a spectacle in cinematic imagination through its account of a warming climate change trend culminating in a cataclysmic storm, resulting in a modern ice age. However, there is science underlying the story, and a thematic appeal in the movie to at least listen to what the scientists have to say. Climate change is so insidious because it happens so slowly over time, that we are not immediately cognizant to its effects. Hence, it won’t affect us now or even in the next few years, so why not put it off?

The answer is much simpler than we care to think. I listened to my local city administrator describe a new approach municipalities are taking to road maintenance: actually maintaining the roads between reconstructions and pavings to prolong the need for costly full reconstruction. He likened this paradigm to taking care of teeth: if you don’t brush and floss regularly, teeth become weaker. Even if you brush and floss, but don’t have cleanings and checkups at the dentist, cavities

will set in, and tooth decay will follow. Reconstructive dental surgery is many times the cost of preventative maintenance over a series of years.

The first example is more locally relevant than a global example, but some people will even abide rough streets to avoid taxes and public works fees from their municipality. The second example is more personally relevant, but people who are uninsured or just



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COPENHAGEN  
UNITED NATIONS CLIMATE CHANGE CONFERENCE 2009

busy with other priorities may not invest the time and funds, but may end up with further health problems years later.

The health and maintenance of the earth is no different. The United Nations Framework Convention on Climate Change (UNFCCC) held its COP15 conference this past December, resulting in the Copenhagen Accord. While the politicized nature of climate change has prolonged

any appreciable resolution, many world leaders are committed to keeping discussions ongoing, and developing a strategy that extends an attempt in Kyoto two decades ago.

While waiting for world leaders to churn through the thick morass that is diplomacy, individual nations who already support the Copenhagen Accord can still take their own action, and help developing nations take steps toward climate change adaptation.

Auschwitz death camp survivor, author, and Nobel laureate Elie Wiesel once cited indifference as the greatest evil. If we continue indifference and a failure to act, climate change will be that much more challenging—and costly—to mitigate.

The United Nations Foundation’s visionary partnership with IDEA and NFL recognizes that young people are directly vested in the future health of planet earth. Adults want to hear solutions students have to contribute to the discussion. Indeed, “Speak Up!” as Lincoln Financial Group executive Jason Jerista urges on page 2 of this issue. People are listening. ■

### *About the Author*

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

A two-diamond coach of three NFL champions and an NCFL champion, he has taught courses in speech communication and International Baccalaureate theatre.

# The People Speak!

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## Top-Performing NFL Schools in the Fall Global Debates

Brother Rice High School, MI	Madison Central High School, MS
Calvary Baptist Day School, NC	Monsignor Kelly Catholic High School, TX
Del Valle High School, TX	North Allegheny Sr. High School, PA
Flintridge Sacred Heart Academy, CA	Ottumwa High School, IA
Kearney High School, NE	Santee Education Complex, CA
Kerr High School, TX	Trinity Sr. High School, PA
Lindale High School, TX	

**JOIN THE DISCUSSION**  
**It's Not Too Late to Participate!**

For the better part of the first decade of the 21<sup>st</sup> century, the National Forensic League has been a partner with the United Nations Foundation and its *The People Speak* initiative. Each year, select students have had amazing opportunities to interact with policymakers and experts in various fields, such as NFL alum Gillian Sorensen, former Assistant Secretary-General for External Relations under Kofi Annan.

In the past couple years, NFL has offered **incentives to member schools who participate**, and this year, in addition to offering **more funding than ever before**, the NFL will also fund **matching grants** to benefit agencies providing services to persons living in poverty. Imagine that... your students raise funds to benefit a social service agency as part of their service learning efforts, and the UN Foundation Grant through the NFL doubles their efforts, up to \$100! Nothing could be more meaningful than recognizing a subject matter students debate, and **taking appreciable action to mitigate the problems explored in their discourse.**

In addition, what program could not use a **\$200 NFL credit voucher for memberships or merchandise, and up to 30 NFL points per student for participating?** Plus, coaches earn the standard one-tenth of their students' points and NFL coach service citations for participating. The top-performing NFL district also gets a \$250 bonus!

## Speak Up. Change the World.

We've even opened up the contest beyond debate, encouraging speech-only forensic programs to showcase performance of interpretive selections highlighting poverty and climate change. Despite these great incentives, only 20 NFL schools have participated so far this year (meaning **30 more \$200 credit vouchers are just waiting for your squad to claim**).

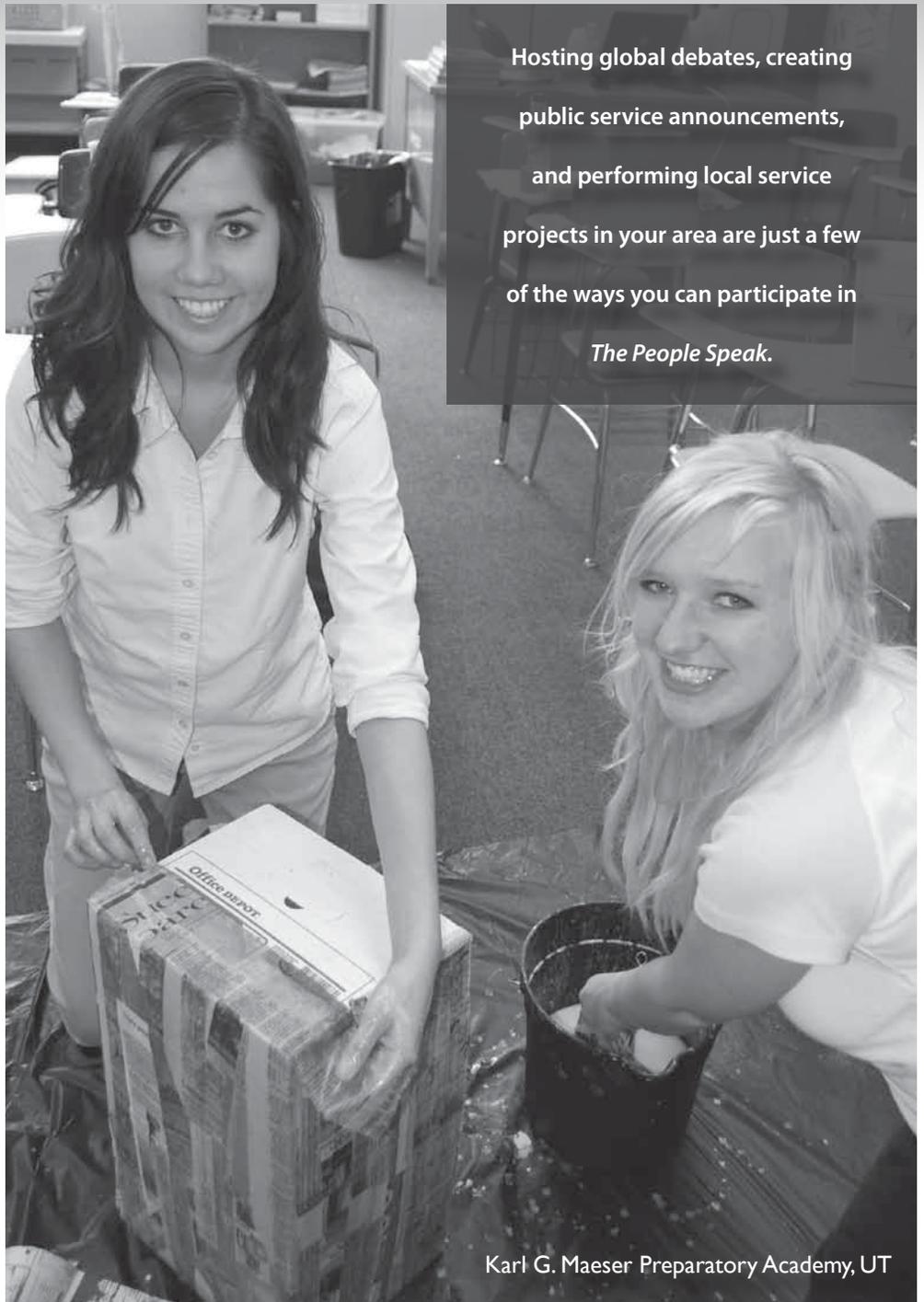
***The People Speak* contest continues in March and April, so organize a performance showcase or public debate today, centered around aiding developing countries for climate change adaptation!**

Video record the debate/performance as documentation, and follow the instructions at [www.thepeoplespeak.org/activities/globaldebates.html](http://www.thepeoplespeak.org/activities/globaldebates.html)

Learn more about NFL incentives at [www.nflonline.org/Partners/ThePeopleSpeak](http://www.nflonline.org/Partners/ThePeopleSpeak)

# The People Speak!

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Hosting global debates, creating public service announcements, and performing local service projects in your area are just a few of the ways you can participate in *The People Speak*.

Karl G. Maeser Preparatory Academy, UT



Lindale High School, TX

**Student Global Debate blogs recently wrestled with the conflicting  
Millennium Development Goals of poverty and climate change (edited for space):**

The United Nations was founded [to] facilitate cooperation in the fields of international law and security, economic development, human rights, social progress, and to achieve world peace. If the UN was to set poverty aside for climate change, they would be going against everything that they had set out to accomplish. If they were to fight poverty, maybe there could be more jobs that will allow them to assist in the combat against climate change.

I interviewed my Speech teacher, Mrs. Kenning. *What is your definition of climate change?* “I think it is when significant patterns in the weather affect the typical climate in regions of the world. For example, in Greenland and Iceland, the glaciers are melting and people are now able to mine minerals. This has never been done before.” *What is your definition of poverty?* “When human beings cannot maintain any standard of living. Where food, shelter, and livelihoods are limited.” *Do you think there is a link between the two?* “One could become poor if the climate in your region has changed. So, yes, I think they are linked. In Tanzania, regions are so arid people can’t grow crops. People could starve. However, China was just named the largest maker and purchaser of automobiles. I think that they have a link to what is happening with climate change, too. So does the United States. Whenever countries build cars and run cars, there is much pollution. This affects our entire world.”

*Tory Drayton, Ottumwa High School, IA*

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One of the hardest hit groups of climate change are people living in poverty. The effects of climate change simply worsen already life-threatening situations. The United Nations recognizes this and has been [combining] methods of combating climate change to help alleviate poverty. The article, “New UN report outlines ways to help developing nations transition to ‘green’ economy” talks about [a] plan to donate money to developing nations to provide the means for their industries to be “green” from the very beginning. This is a very clever idea. Carbon emissions must be reduced. In industrial nations, shifting to “green” industries is very expensive since buildings and machines have to be replaced or rebuilt. However, in developing nations, it would be smart to use this money to build clean factories and eliminate possible additions to the carbon emissions. As the article states, it will be very costly, but I feel that these industrial nations’ first obligation is to do whatever it takes to help those in poverty, since these nations most contributed to the climate change that victimizes so many people in developing nations.

It is estimated that it will cost somewhere in the range of \$500 million annually to put developing nations on a green path. To me, it is worth this cost to eliminate problems before they start. It’s very possible to reach this goal if nations work together to raise funds.

*Madison Central High School, MS*

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It is hard to see how climate change can affect us [in] our daily lives. Without being able to experience its effects, one might assume that it does not exist. By asking common people some important questions about their opinions on climate change, I think I should be able to learn what the general population’s views on this topic are, and not just the opinions of scientists and politicians. Three generations would be ideal for this interview: my parents’, grandparents’, and my own. Each generation was asked the following:

*Do you believe that climate change/global warming is a real issue facing us today? If so, how important do you think it is to fight against it, and in what way should we fight against it?*

**Grandparents’ Generation:** In general this person had very little belief in climate change. It was almost as if they thought of it as a ridiculous idea. When asked about what they would do to fight against it, it was clear this person had no intentions of fighting against climate change, as well as no respect for the severities that could come along with it.

**Parents’ Generation:** This person accepted the fact that numbers did show signs of climate change. Above all, they were concerned for the generations to come. Their great grandchildren would suffer from climate change, and this would be their greatest motivation in fighting against it. To fight against climate change, this person proposed that they would do a better job at recycling, as well as try to use “greener” appliances around the house.

**My Generation:** This person saw global warming as a definite threat to our world, and the well-being of its inhabitants. This person had more elaborate ideas as to how they would help put an end to climate change, including buying electrical cars, and cutting down on their oil use. This person expressed an interest in developing cars more compatible to the use of electricity and less reliant on oil.

After interviewing these people, I have come to the conclusion that because the older generation is just starting to hear about global warming, after they have lived out their lives and seen no change, are much less accepting of the idea than the others. People from my parents’ generation are more lenient in accepting the idea of climate change due to the fact that they have heard more about it in the news, and are more concerned for their kids. Lastly, people from my generation are constantly hearing about global warming, and have been their whole life. Due to this, [they are] most accepting of this idea, and most concerned about it.

*Chris Penoyer, Brother Rice High School, MI*

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Nebraska is the nation’s leading irrigation state, and with water resources becoming more limited due to increases in temperature, farmers are facing a serious dispute between Nebraska and Kansas over who has rights to water resources. In addition, if droughts become frequent, the amount of money farmers will make every year will go down due to poor crops. Many families are supported by the farming community and will have to find ways to cut back on their spending. Also, the frequency and severity of storms puts a damper on crop production. Hail, tornadoes, thunderstorms, and strong winds are all damaging to the quality of the crops. If farmers are making less, they have to raise prices on their products just to keep their business afloat. This, in turn, raises the prices for everyone across the country. A seemingly localized problem thus becomes a national problem. With the recession causing people to cut back on spending, the last thing farmers need is to have to cut back even more. Every summer, farmers pray they will do well this year and that they will have enough for basic necessities for their children. It is ironic that most adults in the state of Nebraska do not believe the fact that climate change is happening, [yet] they are the ones who have negative impacts [on the environment]. People need to start speaking out before this problem gets to the point of no return.

*Olivia Whittaker, Kearney High School, NE*



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# Coaches, it's not too late!

(P.S. IT'S *easy*, TOO.)

Do your students have something to say about global issues? Join high schools from around the world this spring in *The People Speak*. In recent years, more than 100 NFL chapters and 88 countries have participated by holding public debates in their schools!

**The top five schools in the US will earn an all-expenses paid trip to The Netherlands for IDEA's Youth Forum, July 22 - August 4, 2010.**



**Hold a Performance Showcase or Debate in March or April!**

**Get started: [nflonline.org/Partners/ThePeopleSpeak](http://nflonline.org/Partners/ThePeopleSpeak)**

# Santee Education Complex

## Turns up the Heat on Global Warming

by Jenny Corum Billman

**A**s a two-time winner in the Global Debates, Santee Education Complex is no stranger to international issues. Still, students at this Los Angeles school turned up the heat this year to address climate change and poverty. Two local projects helped the students serve as agents of change in their community.

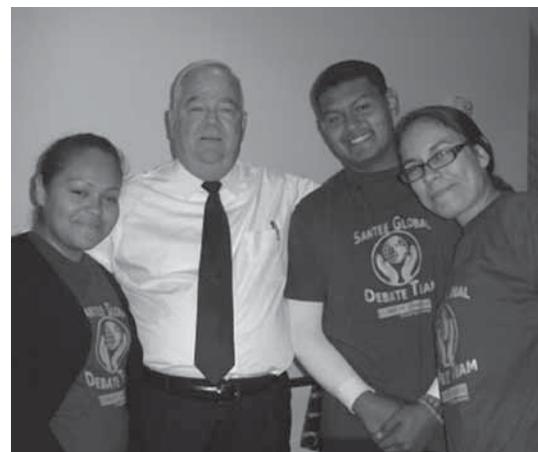
The first, the Santee Mini Environmental Expo of Los Angeles (SMEELA), was held December 3, 2009. Santee debaters and their coaches partnered with eight area organizations to promote environmental awareness. Six elected officials were also in attendance. SMEELA served as an educational forum promoting environmental consciousness. Visitors at the event could receive trees for their neighborhoods through two of the organizations, Million Trees LA and Trees for a Green LA. Visitors also viewed an electric Mini Cooper, learning about alternative fuel and the impact of smog as a consequence. Other organizations, including Roots and Shoots and the LA Sanitation department, also engaged visitors to answer questions and consider their role in environmental sustainability.

After the event, members of the Santee team reported that both organizers of the farmer's market and several participating organizations expressed interest in establishing the expo as a regular component of the farmer's market. Many people noted

that the expo closely aligned with the feel and culture of the farmer's market. Discussions are underway to hold the expo either once or twice a month, starting after the holiday season.

Following the SMEELA, the Santee team embarked on a second project entitled "Garden on a Bike and Green Transportation." On each of four days, selected debate team members and other interested riders traveled to designated locations to promote green transportation as an alternative to emissions-spewing cars. Bikers also brought organic soil and seeds to each location, promoting organic gardens as a second way to reduce atmospheric CO<sub>2</sub>. The "Garden on a Bike" concept stirred local attention and even caught the eye of Los Angeles Mayor Antonio Villaraigosa, who listened to a presentation on the project and sought students' input on climate change as part of his "Road to Copenhagen." The mayor also noted that the team "walked the walk" by traveling to the town hall meeting using an environmentally sustainable transportation method.

Both SMEELA and "Garden on a Bike" captured the attention of many in southern California, casting light on vitally important global issues. With regular expos and more biking on the horizon, the Santee Education Complex debate team continues to foster critical discussions, turning up the heat on climate change and poverty. ■



# The People Speak!

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Billy Giorgio, Alex Tolksdorf, Frank Neugebauer, Scott Kuschel, Nancy Lauer, Chris Woodard, Curtis Smith, and Amanda Allen



Patty Giorgio, Chris Woodard, and Curtis Smith

# Brother Rice High School

## Educates its Community with Public Debate, Film Festival

by Jenny Corum Billman

For three years, Brother Rice High School in Bloomfield Hills, Michigan has demonstrated its commitment to global issues by participating in the Global Debates. This year, the Brother Rice Global Action Debate Team added a new dimension to its local engagement by hosting not only a public debate, but a prominent film festival depicting environmental justice issues from around the world.

To begin, Brother Rice hosted a public debate November 17 in its Media Center. Teams evaluated the proposition, “When it cannot do both, the United Nations should prioritize poverty reduction over combating climate change.” Debates were videotaped and submitted to the United Nations Foundation. A representative from the law firm of Miller Canfield, which helped to sponsor the subsequent film festival for environmental awareness, was among those in attendance.

In addition to the public debate event, The Rice Global Action Debate Team worked to bring *Wild & Scenic on Tour* to the Detroit area. It was the first time that *Wild & Scenic*, the largest environmental film festival in the United States, had been seen in the City of



Detroit and its metro area. The festival was held on December 1, 2009 in one session from 9:45 am to 1:30 pm. As part of the event, the Brother Rice Global Action Debate Team invited over 100 middle school students to Detroit’s Burton Theater, where they screened several environmental films and spoke with invited guests. The cornerstone film, *Water Front*, showed the grassroots struggle of the citizens of Highland Park, Michigan as they fought against water-related problems in their city. Highland Park Council Member Chris Woodard introduced *Water Front* and, along with *Water Front* Producer Curtis Smith, held a 30 minute question-and-

answer session with students about the film.

Both the public debate and the film festival encouraged audiences to become aware of local environmental issues and become change agents in their communities. As part of the festival, Rice Global debaters also collected donations to help Stand-Up for Kids. Another *Wild & Scenic Film Festival* is being planned in the spring for the Flint-area students.

This is the third year that the Brother Rice Global Action Debate Team has participated in *The People Speak* Global Debates. Brother Rice was selected as a winner in last year’s Global Debates and traveled to New York City for the Youth Leadership Summit July 15-18, 2009.

“The Brother Rice Action team is coming up with creative approaches to combat some of the world’s biggest problems,” said Kaitlin Barry, Campus Outreach Director with the United Nations Foundation. “In order to tackle deep-rooted issues such as poverty and climate change, we need to look at them from every angle—the fresh perspective that each school brings is tremendously valuable. We look forward to the actions each student takes to implement real change in their communities.” ■



## Inspiring youth leaders around the world.

### IDEA'S GLOBAL EVENTS

**HIGH SCHOOL** **The People Speak Global Debates** challenge young people all over the globe to speak up and change the world. Participate in March and April by holding a public debate or performance showcase and by helping to improve your community. The free downloadable Global Debates toolkit walks you through every aspect of the project, challenging you to take the lead. Winning teams and their teacher receive all-expenses-paid trips to the IDEA Youth Forum in the Netherlands. To learn more and get your toolkit, visit [ThePeopleSpeak.org](http://ThePeopleSpeak.org)

**MIDDLE SCHOOL** **The IDEA-NJFL National Tournament** is the premiere middle school debate event. This large open tournament, featuring a variety of formats including storytelling and poetry as well as popular debate formats, is designed to instill and nurture in younger students an appreciation for divergent viewpoints and diverse cultures. The 2010 tournament takes place in Iowa City, Iowa, June 24-27. **Registration begins early 2010.**

**HIGH SCHOOL** **The International Tournament of Champions**, a Worlds-style event, brings together high school students from as far away as Canada, the Philippines, India, and Korea for two days of discussion and friendship-building activities. This event is unique because it takes place on the campus of Willamette University in Salem, Oregon, offering competitors a taste of undergraduate life. Students stay in dorms and enjoy free time on campus after competition. Willamette University conducts a workshop the day before the tournament. The 2010 ITOC takes place May 22-23.

**HIGH SCHOOL** **The IDEA Youth Forum**, now in its 16th year, gathers 250 young people from more than 30 countries for nearly three weeks of competitions, workshops, and cultural experiences. IDEA groups participants from different countries into three-person teams. Team members must work together to address controversial issues. The 2010 Youth Forum will take place in The Netherlands, July 22-August 4.



**international debate education association**

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# Assisted Rhetorical Suicide:

## A Response to O'Rourke and the Future of Policy Debate in Ohio

by Jason Habig

No matter what forensics event you judge, you are bound to get “that round” from time to time, which pits two (or four or six) relatively inexperienced competitors against each other. While most coaches recognize the importance of these rounds for the education of the youngest in our community as a way to grow the next batch of state and national champions, few would want to showcase such rounds to the outside community as a model of our best efforts. Yet based on watching just one tournament of Policy Debate containing these sorts of developmental rounds, Professor O'Rourke formed a lasting opinion of the entire activity throughout the state of Ohio. While the National Forensic League's decision in the December *Rostrum* to publish his article, which contained such narrow attacks on one activity in one state, is disappointing, the real danger of O'Rourke's argument is that it obscures the quality that still exists in Policy Debate in Ohio and nationwide as well as recent efforts to improve the activity.

Ironically, attacks like those of O'Rourke have done more (and unfortunately might do more) to make Policy Debate into an exclusive activity than legions of college debaters could ever do. There are three serious problems with O'Rourke's arguments about the demise of Policy Debate in Ohio and the corresponding lessons that he draws about the health of Lincoln Douglas. First, to argue that speed reading is even remotely responsible for the decline of Policy Debate in Ohio lacks even a cursory understanding of the activity. Moreover, while some of O'Rourke's advice about how to make Lincoln Douglas thrive has merit, ironically it was that same advice that he disregarded when he approached Policy Debate for the first time. Finally, and most perniciously, articles like O'Rourke's are not only misinformed but dangerous because of the mythological power that they have within the debate communities like that in Ohio.

On the issue of speed-reading in Policy Debate, numerous and credible studies have argued for the critical thinking and persuasive value of such a practice.<sup>1</sup> Yet my purpose here is not to defend speed reading but to argue that it is only tangential to Policy Debate as an activity. While Professor O'Rourke rightly points to a final Policy round from The Glenbrooks as an example of speed reading in all its glory (and flaws), he fails to recognize that those same debaters were likely placing in the final rounds at NFL nationals arguing stock issues at the pace of a small town lawyer. In Ohio, the teams that win our state tournament, including the Policy team from Professor O'Rourke's school last year, have not only to adjust to the speed preferred by college debaters but also to the style of several community judges. The reality of Policy Debate, and really any style of debate, is that students want to win, and to do so they must adapt to the peculiarities of their judges. As someone who has spent the last fourteen years of my life involved in Policy Debate, I speak for every Policy coach in Ohio when I say that I want every type of judge, including those who abhor speed reading, judging my students regularly, as persuading an audience and adjusting communication to the demands of different rhetorical styles is one of the most important values that Policy Debate can teach.

Because I believe that debaters in all categories should have to adapt to a wide variety of judging styles, I agree with O'Rourke's recommendations to encourage a diverse judging pool for Lincoln Douglas. Yet when his inclusion in a Policy judging pool would have had the effect he desires for LD, like many others, O'Rourke leapt back for the comfortable and familiar. The students in the Policy Debate round O'Rourke describes in his article were doing exactly what all effective communicators do; by asking judges for paradigms, Policy debaters are seeing what arguments in their rhetorical sheaths will be most effective in persuading their audience. If Professor O'Rourke had

stated that he preferred a slower rate of delivery and a focus of the debate around the affirmative case, he likely would have seen a very different debate; if the teams chose to disregard his preferences once he stated them, then they deserved to lose the debate, period. Rather than seeing the lack of adaptation as an insult or an affront made out of stubbornness, debaters who speed read in front of an audience not receptive to it are really just showing the poor judgment that teenagers can exhibit from time to time. I severely doubt that any Policy coach worth his/her salt, no matter how speed focused, would endorse such behavior. Yet because so many have viewed Policy the same way as O'Rourke for so long, Policy Debate is increasingly becoming a niche event; if teams and coaches with diverse styles chose to participate in sufficient numbers, they could make Policy into whatever style they would like. When the Policy Debate community in Ohio, or any state, shrinks to the size where one style of judge predominates, all of the students lose out on these essential adaptation skills that are the reason most Policy Debate coaches in Ohio went into the activity in the first place. Ohio is quickly approaching this threshold, as the only ones still willing to commit the time and scarce resources necessary to do Policy Debate well, are those veterans of the activity. Because many of these people are tolerant of speed reading, the false perception has been created that speed is essential for success in Policy.

This leads to the biggest problem with O'Rourke's objections to Policy Debate. For while he correctly points to declining support for Policy Debate in Ohio, he completely misunderstands its cause; because so many others uncritically accept his analysis, O'Rourke's arguments will only serve to feed people's misunderstandings about Policy and further weaken its support. When you talk to Policy Debate coaches in Ohio about what is responsible for declining numbers, answers include a lack of financial resources in a state that continues to have an

unconstitutional form of school funding, an increase in the number of other, less time-consuming forensic options for students, a lack of coaches willing to make the time commitment, and the strict limits on school transportation more than 120 miles outside of our state lines. Yet when you ask some non-Policy forensic coaches, they likely will respond with some of the same straw man arguments that O'Rourke employs. This disconnect is troubling because it illustrates a sharp division within our community and perpetuates the myths and rumors about what "good" Policy Debate looks like, which are killing support for the activity in Ohio. Moreover, O'Rourke's claim that Policy Debate is becoming the stomping ground of elite private schools is sheer fiction, as almost 75 percent of the Policy Debate teams qualified to Ohio's state tournament in 2008 were public.<sup>2</sup> Successful Urban Debate Leagues, many with a Policy Debate focus, have been successful throughout the nation, and efforts are underway to bring such a program to Cleveland. Organizations like the National Debate Coaches Association have made lesson plans and prepared evidence for Policy Debate free with universal access,

beginning to eliminate some of the financial barriers that have hampered Policy Debate in Ohio and nationwide. Clearly many within the Policy Debate community are taking the steps necessary to increase participation in the activity by addressing these real causes of the activity's contraction; the misunderstandings created by articles like O'Rourke's hinder this progress significantly.

Yet despite the negativity of O'Rourke's article, and much of my response, there is the possibility for a happy ending to this story. Given the wide ranging academic benefits of Policy Debate, hopefully new and existing programs will take the opportunity to try Policy Debate. Despite my vigorous disagreement with his assessment of Policy, I would still love to have Professor O'Rourke in the back of the room judging my Policy teams, as they would learn as much from adjusting to his style and preferences as they would from any college debater who accepts speed debate. Celebrating adaptation and the diversity inherent to Policy Debate is essential to growing the activity and increasing its support. Hopefully O'Rourke has created a space for dialogue that will help to reinvigorate policy in Ohio and nationwide. ■

## References

- <sup>1</sup> For one example of an insightful defense of speed reading in Policy Debate, please see Ohio's own Darren Smith, Debate Coach at Centerville High School, "The Real Policy Debate Dilemma," *Rostrum*, June 2003.
- <sup>2</sup> Results packet from the 2008 OHSSL State Tournament.

### *About the Author*

**Jason Habig** is the Speech and Debate Coach for Hathaway Brown School in Ohio and also serves as North Coast District Chairman.

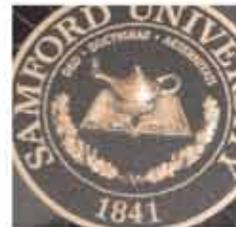
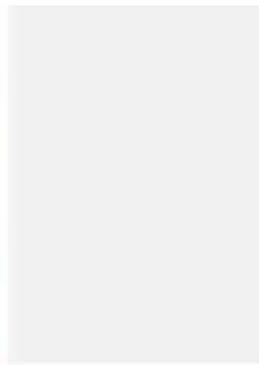
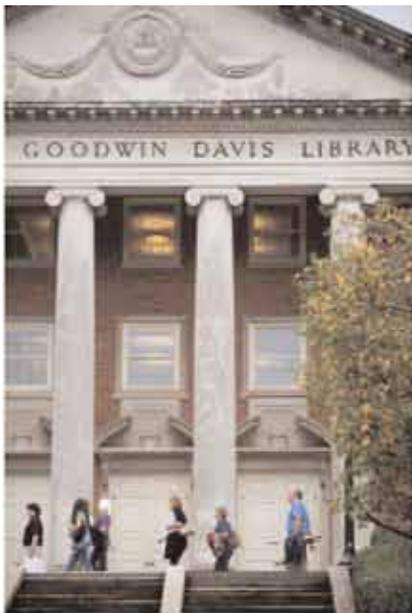
*Editor's Note: The NFL chooses to serve the forensic community by publishing articles from its members, as Habig correctly indicates. The views of contributors to Rostrum are not necessarily the views of the NFL, its staff, or its members.*



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

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

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



# THE SAMFORD UNIVERSITY DEBATE TEAM

*proudly presents*

## The 36th Annual Samford University Summer Debate Institute

Sunday, June 27–Saturday, July 10, 2010

### Why choose Samford Debate Institute?

- Learn from a national-caliber staff at a reasonable price.
- Beginning debaters are a priority.
- The program emphasizes 21st-century debating skills.
- At least 15 critiqued practice debates in two weeks are guaranteed.
- Samford has a track record of success. Program graduates have been in deep elimination rounds of every major high school tournament.
- Instruction is offered for all skill levels in policy, Lincoln-Douglas and public forum debate.

### Prices

Samford is committed to maintaining low prices during tough economic times.

### Residents

\$1,350 (including \$50 deposit)

### Commuters with meals

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### Commuters without meals

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### Dr. Galloway's Scholars

Now offering an optional third week of intensive training with our top faculty from July 11–17, 2010.

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800 Lakeshore Drive  
Birmingham, AL 35229

For more information, contact Abi Williams at 205-726-2049,  
awilliam@samford.edu or go to [www.samford.edu/debate](http://www.samford.edu/debate).

Samford University is an Equal Opportunity Institution that complies with applicable law prohibiting discrimination in its educational and employment policies and does not unlawfully discriminate on the basis of race, color, sex, age, disability or national or ethnic origin.

Produced by Samford Office of Communication

# National Debate Forum

LD - PFD - CONGRESS - MODEL UN

The National Debate Forum (NDF) is the founding institute of Summit Debate Enterprises offering instruction in Lincoln Douglas, Public Forum, Model UN and Congress. NDF offers two sessions each summer; the first located at Nova Southeastern University in Fort Lauderdale and the second at Emerson College in downtown Boston.

NDF is proud of its national reputation, built around its low student/teacher ratio, innovative curriculum and dedication to the continued and long lasting educational growth of each of its attendees. The staff is composed of some of the finest debate educators in the nation, many of whom are NDF alumni themselves. We strive to ensure that students leave the institute prepared to debate in any region of the country, with a strong sense of ethics and professionalism.

Since 1995, NDF has been the institute of choice for thousands of students and coaches because of its top notch faculty, and dedication to individualized instruction. Many of the top forensics programs and coaches in the nation send their students to NDF summer after summer.

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## 2010 Dates

Session One: June 27th - July 11th, Nova Southeastern University, Ft. Lauderdale, FL.

Session Two: July 18th - August 1st, Emerson College, Boston, MA.

---

## 2010 Confirmed Faculty

**Director of Debate Events:** Steve Schappaugh

**Curriculum Coordinators:** Tom Evnen - LD, Dario Camara - LD, Tara Tedrow - LD, Brad Hicks - PFD, Patrick Toomey - PFD, Spencer Waugh - PFD, Kenneth Colonel - Congress/Model UN, Robert Colonel - Congress, Max Solomon - Model UN

**LD Staff:** Catherine Tarsney, Ellen Noble, Emily Massey, Ross Brown, Chris Wright, Andy Werner, Devin Race, Ari Parker and Andrew Waks

**PFD Staff:** Greg Stevens, Meredith Potter, Aaron Schifrin, Josh Zoffer, Alex Edelman



Congress and Model United Nations offered at both Sessions

This summer program component provides superior training in argumentation, Parliamentary Procedures, scenerio and political character preparation, skills drills, individualized coaching sessions and a curriculum that focuses on historical and current political analysis to prepare students to be at the top of their game.

---

**Apply Online Today!**

Discounts for applicants that pay in full by March 1st! See the website for details.

# National Speakers' Forum

LYCEUM - INTERPROD - EXL

## National Speakers' Forum

June 27th - July 11th, 2010

Nova Southeastern University, Ft. Lauderdale, FL.

The National Speakers Forum (NSF) is an institute of Summit Debate Enterprises offering instruction in Interp, Oratory and Extemporaneous Speaking.

NSF is proud of its national reputation, built around its low student/teacher ratio, innovative curriculum and dedication to the continued and long lasting educational growth of each of its attendees. The staff is composed of some of the finest speech educators in the nation, many of whom are NSF alumni themselves. We strive to ensure that students leave the institute prepared to compete in any region of the country, with a strong sense of ethics and professionalism.

## InterProd - EXL - Lyceum

July 18th - August 1st, 2010

Emerson College, Boston, MA.

**InterProd:** (David Kraft - Director) IP uses play production as its model. Students will study the various roles that are played when producing a theatrical production. Students will study the responsibilities of the Director, Costume/Set/Lighting Designer, Dramaturge, etc. Once the areas have been identified and explained, the InterProd student will apply each area to their production. The goal is to provide the student with production method that they can use every time they create a new production. InterProd offers separate curriculums for Beginning, Intermediate as well as the Advanced Student in HI, DI and DUO.

**EXL:** (Chris Palmer and Jonathan Chavez - Co-Directors) Experimental Extemp is an innovative program for intermediate and advanced extempers that encourages new ideas and approaches in a small, intense setting. Experimental Extemp teaches you how to form your own opinions about today's news — and tomorrow's. Our curriculum is based on principles: we teach economics, international relations, political theory, current trends in opinion tracking, comparative study of governments, and political philosophy from Hobbes, Locke and Hegel to Rawls, Nozick, Strauss and Fukuyama.

**Lyceum:** (Ashley Mack - Director) The Lyceum is a two-week intensive institute, designed to provide a focused and progressive learning experience for advanced High-School Oratory students. We supply guidance and instruction in areas which are often not explored in large, general institute settings and focus on cultivating the individual work of advanced students.



## Audition Workshops

Now being offered at the Florida and Boston locations, Summit Debate is offering audition workshops for actors! These one and two week courses will prepare students for auditions at Acting Conservatories and Universities. Combined with a character based education as well as a fantastic selection of literature, the students who attend these classes will certainly give themselves an advantage when entering this phase of their career. The Audition classes are offered at NSF and InterProd and will be run by directors and actors who have worked in both the professional and educational fields.

## 2010 Confirmed Faculty

Jennifer Parker, Camille Norman, Ryan Knowles, Christopher Wilgos, Brittany Squier, Gabe Gonzalez, Connor White, Ashley Mack, Kelley Siart, Lydia Nelson, Linda Winrow, Chris Palmer, Max Solomon, Jonathan Chavez and David Kraft

## Apply Online Today!

Discounts for applicants of NSF and InterProd that pay in full by March 1st! See the website for details.



WWW.SUMMITDEBATE.COM



**THE KANSAS CITY AREA** is an excellent location for the 2010 LFG/NFL National Speech and Debate Tournament. To make planning a little easier, the national office is happy to provide a preliminary overview of the tournament. Please keep in mind that all logistics are *tentative* and *subject to change*.

## A BRIEF OVERVIEW OF THE TOURNAMENT LOGISTICS

### • **Sunday (Registration)**

This year, the tournament registration and NFL vending expo will take place on Sunday, June 13<sup>th</sup> from 8am to 4pm at the KCI Expo Center. The KCI Expo Center is centrally located from all hotels and other competition venues.

### • **Monday and Tuesday (Preliminary Rounds/Early Elims/Host Party)**

There will be six venue areas used for the preliminary competition. The Marriott KCI Airport and the Hilton KCI Airport will host Congressional Debate. Park Hill High School/Congress Middle School will host Policy Debate. Park Hill South will host Lincoln Douglas Debate and Public Forum Debate. Oak Park High School will host the Extemporaneous Speaking events and Original Oratory. Staley High School will host Humorous, Dramatic, and Duo Interpretation.

All main event preliminary and early elimination competition on Monday and Tuesday will occur between 8am and 6pm.

The local host party will take place in downtown Kansas City, MO at the Power and Light District and the adjacent College Basketball Experience. Students eliminated from main event competition on Tuesday will re-register for Wednesday supplemental events at the College Basketball Experience during the local host party.

### • **Wednesday (Elimination Rounds/Supplemental Events)**

There will be three venues used on Wednesday, June 16<sup>th</sup>. Students who qualify for elimination round 9 of all main event speech and debate events (Interps, Original Oratory, US Extemp, International Extemp, Lincoln Douglas Debate, Policy Debate, and Public Forum Debate) will compete at Park Hill South High School on Wednesday. Congressional Debate semifinals will be held at the Marriott KCI Airport. Those students re-registered for supplemental events will compete at Park Hill High School/Congress Middle School on Wednesday. All competition will occur between 8am and 7pm on Wednesday.

### • **Thursday (Elim Rounds/Supp/Cons Events/Interp Finals/Diamond Awards)**

On Thursday morning, debate elimination rounds will continue at Park Hill South High School. Congressional Debate will hold its final round sessions at the Hilton KCI Airport. All supplemental and consolation events will occur at Park Hill High School/Congress Middle School.

On Thursday evening, attendees will enjoy the national final rounds of Humorous, Dramatic, and Duo Interpretation, as well as the Coaches' Diamond Ceremony at the KCI Expo Center.

### • **Friday (Supp/Cons/Main Event Finals and National Awards Assembly)**

The remaining main event final rounds (Original Oratory, US Extemp, International Extemp, Lincoln Douglas Debate, Policy Debate, and Public Forum Debate), as well as the supplemental and consolation event finals, will be held throughout the day on Friday at the KCI Expo Center.

On Friday evening, the National Awards Assembly will be held at the KCI Expo Center.

Coaches who have any major questions about the logistics of the 2010 "Jazzin' it up in KC" Nationals should feel free to contact the national office at **920-748-6206** or **nfl@nflonline.org**.

# IMPORTANT CONSIDERATIONS

## WHEN SELECTING AND RESERVING HOTELS AT THE 2010 "JAZZIN' IT UP IN KC" NATIONALS



### PLEASE READ BEFORE SELECTING LODGING!

1. All schools should stay at one of the NFL recommended hotels. The lowest rates have been negotiated for our members. **Please do not stay outside the block.** Properties that do not appear on this list are likely highly inconvenient for participation in the tournament. Morning and afternoon traffic could add substantial time to your commute if you are located outside the block. In addition, hotels not on the list have no contractual obligation to the NFL and therefore, we cannot provide any level of reservation protection at these properties.
2. When calling hotels, all coaches must mention the NFL National Tournament block to receive the posted rate. **All room reservations within the block are subject to an automatic two-night non-refundable deposit per room to avoid double booking.**
3. **All** hotel properties on the NFL list are easily accessible and are within 15-20 minutes by interstate or surface streets of every Monday-Friday competition venue. The host Web site will have downloadable maps from every hotel to the KCI Expo Center, the KCI Airport, and the competition sites. You can print all needed maps before ever leaving home.
4. **The Congressional Debate hotels are the Marriott KCI Airport and the Hilton KCI Airport.** It is recommended that teams with congressional debaters stay at one of these two properties if possible. These hotels are an excellent choice in both price and feature. Travel time between each hotel is less than 10 minutes. The Hilton will host the preliminary sessions of the Senate and the final session of both the House and Senate. The Marriott will host the preliminary sessions of the House and the semifinal sessions of both the House and Senate.
5. It is recommended that coaches go to the individual Web sites of the hotels to determine which property fits the needs of their program. All hotels on the list are convenient to the tournament venues. Schools are encouraged to book early as hotel blocks will fill up rather quickly.
6. **Key Travel Times to Note:**
  - All hotels to KCI Expo Center (1 to 10 minutes)
  - All hotels to any of the schools (5 to 20 minutes)
  - Any school to any school (10 to 20 minutes)
7. **PLEASE LOOK AT A MAP!** Before reserving rooms, all coaches should look at a road atlas and an enlargement of the North KC area to get a better perspective on travel logistics. Also look at downloadable maps on the host Web Site. The key to a less stressful week is to seriously consider following the above lodging suggestions provided by the national office.

Additional tournament information (logistics, complete driving directions, maps, individual event schedules, etc.) will be available on the NFL Web site at [www.nflonline.org/NationalTournament](http://www.nflonline.org/NationalTournament) and at the local host site at <http://debatekc2010.org>.

# 2010 "JAZZIN' IT UP IN KC" NATIONALS HOTEL LIST



Map No.	Hotel Name / Web Site	Address (in Kansas City, MO unless otherwise noted)	Phone	Rate (sorted by)	Amenities
11	<b>Hilton Kansas City Airport</b> ..... <b>CONGRESS HOTEL</b> • <a href="http://www1.hilton.com/en_US/hi/hotel/MCIAPHF-Hilton-Kansas-City-Airport-Missouri/index.do">http://www1.hilton.com/en_US/hi/hotel/MCIAPHF-Hilton-Kansas-City-Airport-Missouri/index.do</a>	<b>8801 NW 112<sup>th</sup> Street</b> .....	<b>816-801-4011</b> .....	<b>\$114</b> .....	<b>R, IP, FC,</b>
2	<b>Marriott Kansas City Airport</b> ..... <b>CONGRESS HOTEL</b> • <a href="http://www.marriott.com/hotels/travel/mciap-kansas-city-airport-marriott/">http://www.marriott.com/hotels/travel/mciap-kansas-city-airport-marriott/</a>	<b>775 Brasilia Avenue</b> .....	<b>816-891-7500</b> .....	<b>\$102</b> .....	<b>IP, AS, FC</b>
18	<b>Embassy Suites Kansas City Airport</b> ..... <a href="http://embassysuites1.hilton.com/en_US/es/hotel/MKCPDES-Embassy-Suites-Kansas-City-International-Airport-Missouri/index.do">http://embassysuites1.hilton.com/en_US/es/hotel/MKCPDES-Embassy-Suites-Kansas-City-International-Airport-Missouri/index.do</a>	<b>7640 NW Tiffany Springs Parkway</b> .....	<b>816-891-7788</b> .....	<b>\$111</b> .....	<b>FC, IP, GL</b>
19	<b>Hyatt Place Kansas City Airport</b> .....	<b>7600 NW 97<sup>th</sup> Terrace</b> .....	<b>816-891-0871</b> .....	<b>\$109</b> .....	<b>CI, CB, OP, AS</b>
14	<b>Residence Inn Kansas City Airport</b> ..... <a href="http://www.marriott.com/hotels/travel/mciar-residence-inn-kansas-city-airport/">http://www.marriott.com/hotels/travel/mciar-residence-inn-kansas-city-airport/</a>	<b>10300 N. Ambassador Drive</b> .....	<b>816-741-2300</b> .....	<b>\$107</b> .....	<b>CB, GL</b>
7	<b>Holiday Inn KCI Airport and Expo Center</b> .....	<b>11728 NW Ambassador Drive</b> .....	<b>816-801-8400</b> .....	<b>\$103</b> .....	<b>CI, R, IP, FC, AS</b>
17	<b>Courtyard Kansas City Airport</b> ..... <a href="http://www.marriott.com/hotels/travel/mcica-courtyard-kansas-city-airport/">http://www.marriott.com/hotels/travel/mcica-courtyard-kansas-city-airport/</a>	<b>7901 N. Tiffany Springs Parkway</b> .....	<b>816-891-7500</b> .....	<b>\$102</b> .....	<b>GL, AS</b>
5	<b>Radisson Hotel Kansas City Airport</b> .....	<b>11828 NW Plaza Circle</b> .....	<b>816-464-2423</b> .....	<b>\$99</b> .....	<b>IP, FC, AS, R</b>
23	<b>Guesthouse Int'l Hotel, Suites &amp; Conf Center</b> .....	<b>1601 N. Universal Avenue</b> .....	<b>816-245-5512</b> .....	<b>\$99</b> .....	<b>IP, OP, FC</b>
26	<b>The Elms Resort and Spa</b> .....	<b>401 Regent Street • Excelsior Springs, MO</b> .....	<b>816-630-5500</b> .....	<b>\$98</b> .....	<b>CI, R</b>
16	<b>Drury Inn &amp; Suites KCI</b> .....	<b>7900 NW Tiffany Springs Parkway</b> .....	<b>800-436-1164</b> .....	<b>\$99</b> .....	<b>CB, AS, IP, OP</b>
12	<b>Candlewood Suites KCI Airport</b> ..... <a href="http://www.ichotelsgroup.com/h/d/cw/1/en/hotel/MKCCW">http://www.ichotelsgroup.com/h/d/cw/1/en/hotel/MKCCW</a>	<b>11110 NW Ambassador Drive</b> .....	<b>816-886-9700</b> .....	<b>\$96</b> .....	<b>FC, GL</b>
25	<b>Holiday Inn KC Northeast</b> ..... <a href="http://www.ichotelsgroup.com/h/d/hi/1/en/hotel/mkcne">http://www.ichotelsgroup.com/h/d/hi/1/en/hotel/mkcne</a>	<b>7333 NE Pervin Road</b> .....	<b>816-454-2629</b> .....	<b>\$94</b> .....	<b>IP, FC</b>
24	<b>Hampton Inn - Kansas City / Liberty</b> .....	<b>8551 N. Church Street</b> .....	<b>816-415-9600</b> .....	<b>\$94</b> .....	<b>CB, GL, IP, FC</b>
6	<b>Fairfield Inn &amp; Suites Kansas City Airport</b> .....	<b>11820 NW Plaza Circle</b> .....	<b>816-464-2424</b> .....	<b>\$94</b> .....	<b>CB, AS, GL</b>
4	<b>Four Points by Sheraton KCI Airport</b> ..... <a href="http://www.starwoodhotels.com/fourpoints/property/overview/index.html?propertyID=1567">http://www.starwoodhotels.com/fourpoints/property/overview/index.html?propertyID=1567</a>	<b>11832 Northwest Plaza Circle</b> .....	<b>816-243-5561</b> .....	<b>\$91</b> .....	<b>AS, FC, OP</b>
13	<b>Comfort Inn KCI Airport</b> .....	<b>1201 Branch Street • Platte City, MO</b> .....	<b>816-464-5500</b> .....	<b>\$90</b> .....	<b>CB, CI, AS, IP, FC</b>
15	<b>Chase Suite Hotel</b> .....	<b>9900 NW Prairie View Road</b> .....	<b>816-891-9009</b> .....	<b>\$90</b> .....	<b>CB, FC, GL, OP</b>
1	<b>Best Western Airport Inn and Suites</b> .....	<b>2512 NW Prairie View Road</b> .....	<b>316-214-6027</b> .....	<b>\$75</b> .....	<b>CB, FC, IP</b>
10	<b>Super 8 / Country Inn KCI Airport</b> ..... <a href="http://www.super8.com/">http://www.super8.com/</a>	<b>11900 NW Plaza Circle</b> .....	<b>816-464-2002</b> .....	<b>\$69</b> .....	<b>AS, CB, CI</b>
3	<b>Hawthorn Suites by Windham Kansas City Airport</b> .... <a href="http://www.hawthorn.com">http://www.hawthorn.com</a>	<b>11951 Ambassador Drive</b> .....	<b>816-464-5500</b> .....	<b>\$69</b> .....	<b>AS, CB, FC, IP</b>
22	<b>American Inn</b> ..... <a href="http://www.myamericaninn.com/northkansascity.htm">http://www.myamericaninn.com/northkansascity.htm</a>	<b>1211 Armour Road • North Kansas City</b> .....	<b>816-471-3451</b> .....	<b>\$69</b> .....	<b>R, OP, GL</b>
21	<b>Howard Johnson Plaza Hotel KCI Airport</b> ..... <a href="http://www.hojo.com/HowardJohnson/control/Booking/property_info?propertyId=01240&amp;brandInfo=HJ">http://www.hojo.com/HowardJohnson/control/Booking/property_info?propertyId=01240&amp;brandInfo=HJ</a>	<b>7301 NW Tiffany Springs Road</b> .....	<b>816-268-1600</b> .....	<b>\$67</b> .....	<b>AS, CB, FC, CI</b>
20	<b>Sleep Inn Airport</b> .....	<b>7611 NW 97<sup>th</sup> Terrace</b> .....	<b>816-891-0111</b> .....	<b>\$58</b> .....	<b>AS, CB, CI</b>
9	<b>Microtel Inn and Suites Kansas City Airport</b> .....	<b>11831 NW Plaza Circle</b> .....	<b>816-270-1200</b> .....	<b>\$50</b> .....	<b>AS, CB, CI</b>
8	<b>Extended Stay America</b> ..... <a href="http://www.extendedstayamerica.com/minisite/?hotelID=724">http://www.extendedstayamerica.com/minisite/?hotelID=724</a>	<b>11712 NW Plaza Circle</b> .....	<b>816-270-7829</b> .....	<b>\$34</b> .....	<b>GL, AS</b>

MAP LEGEND

CONGRESS SITES

- 2 • Marriott Kansas City Airport
- 11 • Hilton Kansas City Airport

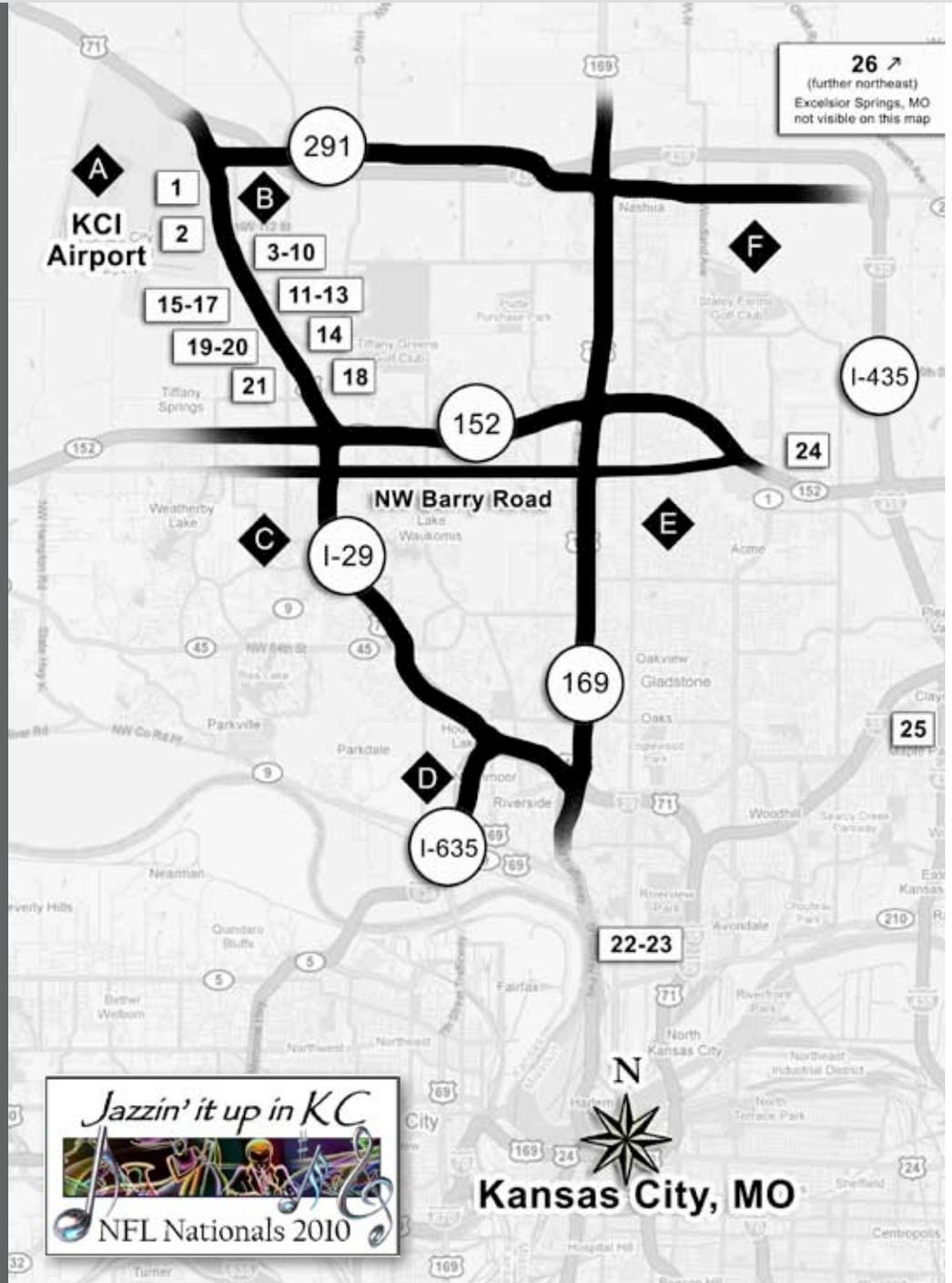
VENUES

- A • KCI Airport
- B • KCI Expo Center
- C • Park Hill High School / Congress Middle School
- D • Park Hill South High School
- E • Oak Park High School
- F • Staley High School

HOTELS

- 1 • Best Western Airport Inn and Suites
- 2 • Marriott Kansas City Airport
- 3 • Hawthorn Suites by Wyndham Kansas City Airport
- 4 • Four Points by Sheraton KCI Airport
- 5 • Radisson Hotel Kansas City Airport
- 6 • Fairfield Inn & Suites Kansas City Airport
- 7 • Holiday Inn KCI Airport and Expo Center
- 8 • Extended Stay America
- 9 • Microtel Inn and Suites Kansas City Airport
- 10 • Super 8 / Country Inn KCI Airport
- 11 • Hilton Kansas City Airport
- 12 • Candlewood Suites KCI Airport
- 13 • Comfort Inn KCI Airport
- 14 • Residence Inn Kansas City Airport
- 15 • Chase Suite Hotel
- 16 • Drury Inn & Suites KCI
- 17 • Courtyard Kansas City Airport
- 18 • Embassy Suites Kansas City Airport
- 19 • Hyatt Place Kansas City Airport
- 20 • Sleep Inn Airport
- 21 • Howard Johnson Plaza Hotel KCI Airport
- 22 • American Inn
- 23 • Guesthouse International Hotel, Suites & Conference Center
- 24 • Hampton Inn - Kansas City / Liberty
- 25 • Holiday Inn KC Northeast
- 26 • The Elms Resort and Spa

Note: Map is to scale, but hotel and venue notations are approximate. Please look at a road atlas and enlargement of the North KC area to get a better perspective on travel logistics.



AMENITIES LEGEND (opposite page)

- |                              |                    |
|------------------------------|--------------------|
| AS = Airport Shuttle         | GL = Guest Laundry |
| CB = Complimentary Breakfast | IP = Indoor Pool   |
| CI = Complimentary Internet  | OP = Outdoor Pool  |
| FC = Fitness Center          | R = Restaurant     |

REMINDER:

When you book, it is NFL policy that you reserve with an immediate two-night, **non-refundable** deposit to hold each room. The NFL must eliminate speculative booking (reserving rooms just in case you qualify) and double booking (booking two locations until you arrive). If you reserve excess rooms, you will be charged a two-night, **non-refundable** deposit on each room booked, even if cancelled later.



## National Summer Institute in Forensics

### Top Ten Reasons

1. Tuition as low as \$1,300
2. National Champion coaches as instructors
3. Earn college credit
4. Unrestricted access to libraries and computers
5. Not-for-profit, we enrich students we don't get rich
6. Free reproduction of all lab materials & printing
7. High-tech classrooms
8. Students have direct input in their learning
9. Cover more topics and produce arguments not at other institutes
10. Individualized attention, one-on-one instruction

**Two Week LD Option: June 21—July 4**  
**Three Week LD Option: June 21—July 10**

**Instead of “hoping” your summer work is meaningful for the year, Iowa guarantees it!** We will be teaching 7+ topics during the two week LD session. Each staff member will choose one of the topics on the LD ballot and create lesson plans to instruct and guide students through the chosen topic. Students will choose which topic they want to focus their attention on during their two weeks at Iowa and this will become their primary lab. Students will have access to all of the topics being taught through an elective series of instruction, honor seminars, and possess the option of challenging other labs. All lab materials generated will be provided to each student giving access to multiple affirmative and negative cases on at least 70% of the potential topics. And, the three week participants will research and develop arguments on 2 additional topics thus 90% of the potential topics are covered. We are the only institute that can guarantee that the learning students engage in will directly apply this competitive season. **Your success is not worth the risk!**

**Policy Debate Option: June 21—July 10**

This option is open to students completing their first year of policy debate. The curriculum is designed to address education and development needs of young debaters. While other institutes target a broader based curriculum or target the needs of varsity debaters at the expense of developing younger debaters, our curriculum privileges developing the younger talent needed to maintain squad depth and ensure students are enriched at institute. The curriculum focuses on the gap between argument theory and practice that exists at this age. With an emphasis on skills and development of refutation, the transition to varsity level debate is sped up and **competitive success of students is improved!**

**We invite you** to visit our website site at:

**[www.iowadebate.com](http://www.iowadebate.com)**

for program information and online registration.



# *Have you heard?*

## **IDEA/NJFL National Middle School Tournament**

*✦ Now in Des Moines, Iowa! ✦*



**June 24-27  
2010**



*The tournament will provide competition opportunities to talented middle level students from across the nation, consistent with the mission of the National Junior Forensic League (NJFL) to extend the benefits of debate and speech education to young adolescents.*

Visit **[www.juniorforensicleague.org](http://www.juniorforensicleague.org)** for more details.

Show your love for the **NFL**...  
...without saying a word!



*Classy  
gifts for  
you and  
yours!*



[www.nflonline.org](http://www.nflonline.org)

# Student of the Year Spotlight

by Danielle Camous



**M**y favorite John Mayer lyrics are from his song *Say*, particularly the line, “say what you need to say.” I found the song to be oddly appropriate as it ran continuously through my mind during most speech and debate tournaments my senior season. Possibly because I had also seen the movie *The Bucket List* and—like most seniors—was aware of the rapidly approaching set of lasts in my own forensic career, I couldn’t help but focus on the future and how I could and would “say what I need to say” as I left the comfortable competition rooms and headed into the so-called real world.

I learned early on that learning how to speak was important for more than winning rounds. Learning to speak well gives you a voice. It gives you the ability to inspire and persuade. It gives you the power to challenge, and the responsibility to live up to those challenges. It gives you the strength to declare who you are.

I may have learned the proper way to format speeches and design an argument from my coaches over the years, but I learned how to speak from my friends and fellow competitors. In four years, I watched and learned as they spoke from their hearts and minds, and learning how to speak like they do ensures that each of us will say whatever it is we need to say.

## Tip One: Speak to Find Your Voice

I find it a problem that there are so many smart, talented, and capable people who won’t speak up when they have the chance. I’m not suggesting that each of us should go out and make statements in the hopes of always igniting a debate, but I do believe that those who have the power, knowledge, or desire to discuss and debate, to find answers to the tough questions, should do so. Many don’t, however, because they haven’t found their voice. This is why forensics is transforming; it allows individuals to find his/her own voice while allowing them to declare who they are.

I’ve been friends with Kelly Davis since my family moved back to Colorado when I was in the second grade. She’s one of those girls who is an incredible friend and prevents you from feeling like your life has morphed into a scene out of *The Day After Tomorrow*. But before Kelly did forensics, she was always the church mouse of any group. Usually quiet and reserved, forensics forced Kelly to literally find her voice and actively speak with conviction and presence. From a quiet church mouse to a state qualifier, Kelly found both her voice and success. Kelly’s transformation is reminiscent of at least one student for most coaches. For me, it serves as a reminder that anyone can be good at speech and debate and—more importantly—find their voice here.

But once you find your voice, what do you say? The answer is different for everyone. For some of us, we choose to engage in public policy and programs like the UN

Foundation’s *The People Speak* allow you to do just that. Others choose to entertain or inspire or inform. Others still, like Colorado Oratory State Champion Josh Wilson, choose to declare who they are and encourage others to do the same.

In Josh’s senior year oratory entitled “Introspection,” he calls his audience to look inward to discover who they are. Only by first discovering yourself, can you ever find your voice, since the latter is tied to the first. Josh boldly declared who he was and, as a result, found that what he needed to say was about who he truly was.

## Tip Two: Speak to Inspire and Persuade—But Don’t Run From Vulnerability

Most orators are already feeling really comfortable with the first half of this tip. But learning to speak to inspire and persuade goes beyond knowing how to tell a good story and finding the perfect “sound byte.” It requires the speaker to be accessible to his/her audience, to be honest, and often, to be vulnerable. My freshman year, I met a senior named Rachel Ewing whose oratory that year was about love. Most coaches and orators will tell you that this is a standard theme in rounds, but Rachel’s speech always stood out. Throughout her speech about love, she challenged the pop culture notions of love, and then provided a personal example of what true love was.

Rachel told the story of her parents and how—despite the fact that her mom was in a virtual vegetable state—her dad stayed by her

side and loved her anyway. Stories like this can be hard to hear, but even harder to tell. Every time Rachel stood up to speak she told a story that made her vulnerable, as she gave us a profound look at her own life while allowing people to (literally) judge her. She was willing to be vulnerable in the hopes of connecting to and inspiring others to strive for this type of love.

Sometimes, however, inspiring others when you speak isn't based solely on your message. When judging at a local Denver tournament a few months ago, I encountered two CXers who truly astounded me. The two were smart boys and good debaters, but both spoke with a stutter. Immediately I wondered how difficult it was to compete with a speech impediment in an activity that judged an individual on the way he/she spoke. Most of us would be afraid to do it. Probably without ever knowing it, the two serve as an inspiration and staunch reminder that despite any barrier that may lie before you, you shouldn't let it stop you from "saying what you need to say."

**Tip Three: Don't Be Afraid to Challenge**

Regardless of your political views, most would agree that President Obama's campaign

speeches were memorable for more than a smooth delivery and great speech writing. These speeches were memorable because—like JFK and Reagan—they issued challenges to both the American people and the world. But challenging people can be hard, as very few like those who urge us to reassess and change what is comfortable to us. When we are challenged, we have to take responsibility and actively work to fix a problem—not passively hope it resolves itself.

Every year my high school holds a senior mass a few weeks before graduation, and after mass, two seniors are invited forward to address the school community. In 2008, senior Simon Delory (NFL member and St. Mary's High School forensic captain) issued a tough challenge to the student body. Earlier that year, Simon's close friend and former St. Mary's student had died. In Simon's final speech to the school, he called upon each and every one present to do more than try to assign blame, but act in a way that would prevent the loss of another friend. He challenged everyone to do more for one another, and to be better friends to one another while holding

each other responsible. Simon finally said what he needed to say to his friends and his community, and in doing so, left a more profound impact on those present than any of Simon's success in forensics ever did.

Each of us speaks with a clear message in mind. Programs like *The People Speak* encourage us to speak to do more than simply win rounds. Rather, these programs urge us to take the voice we have found in forensics and actively connect with the world around us. Ultimately, though, we simply should all "say what we need to say." ■

**About the Author**

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

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

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# Tie Goes to the Runner: Spelunking Presumption with the Negative Counterplans

by Michael Greenstein

Just the other day, while I was sitting at my desk, a novice Policy debater approached me and asked, “Who wins the debate in the event of a tie?” I replied with the same basic answer all of our coaches likely told us as we were beginning debate: “If at the end of the debate, the judge believes there is no difference between the quality of the affirmative plan and the status quo, then the negative wins because we presume against change. However, if the negative reads a counterplan, then presumption shifts to the affirmative.” After my student left my office, I felt a little guilty because I did not really give him a thorough, complete, or maybe even correct answer. Part of the reason I rushed my response is because my squad was about to leave for a debate tournament; however, the other (and perhaps more troubling) reason I answered him the way I did was because it occurred to me that I might not know the answer.

Believe it or not, the question of presumption becomes a relevant consideration for Policy Debate judges more often than one would think. In fact, this year at Emory University’s Barkley Forum Tournament, the semifinal debate between Pace Academy (Atlanta, GA) and the St. Mark’s School (Dallas, TX) was decided in large part on the question of presumption. If someone took a survey of both the high school and college debate community about beliefs regarding presumption, I am certain that over ninety percent of the people would respond to my novice’s question about presumption the same way that I did. The reason people view the properties of presumption so narrowly is because almost no one ever discusses or even thinks about presumption. This article explores the concept of presumption; more specifically, it investigates which way presumption should shift if the negative advocates a counterplan and at the end of the debate there is a tie.

Before one can determine which way presumption shifts, it is first vital to understand the concept of presumption. Simply defined, presumption is the reason a person lends belief to something. Traditionally, regardless of discipline and particularly in Policy Debate, presumption is determined by a burden of proof. In United States criminal courts, for instance, people on trial are presumed innocent until proven guilty—criminal law posits that it is the prosecutor’s burden to prove the defendant committed a crime. In Policy Debate, the burden of proof (five burdens of proof actually) rests with the affirmative. Therefore, if the affirmative cannot prove that the plan solves the harm, the affirmative has not fulfilled their burden of proof and the judge would vote negative.

Regardless of whether an individual determines presumption based on burdens of proof or less-change, both schools of thought would agree that judges should presume negative when the negative advocates the status quo. However, questions of presumption become both more interesting and complex when the negative opts to advocate a counterplan. Those who believe that people should determine presumption based on burden of proof often believe that the answer I gave to my novice is the correct one; if the negative advocates a counterplan, then presumption shifts affirmative. The reason is because the burden of proof shifts to the negative when they advocate a counterplan because it is their burden to prove the counterplan is better than the plan. Therefore, according to the burden of proof

**“The question of presumption becomes a relevant consideration for Policy Debate judges more often than one would think.”**

It is important to note that in Policy Debate, the burden of proof concept is not the only mode by which one can determine presumption. Many debate scholars and theorists believe that one should always presume for the side that advocates less change. The most basic example is when the judge compares the plan to the status quo. If there is a tie (neither the plan nor the status quo is better than the other), the “less-change” school of thought would dictate that a judge vote negative because the affirmative advocates change and the negative advocates no change. The reason is because change is inherently risky; change always brings with it the possibility of unforeseen unintended consequences or disadvantages.

theory of presumption, since the burden of proof is on the negative when they advocate a counterplan, presumption shifts to the affirmative if the negative cannot fulfill their burden.

The less-change mode of determining presumption has another take on where presumption lies when the negative advocates a counterplan. Those who believe presumption lies with the side who advocates less change, must decide whether or not the plan or the counterplan is less change from the status quo to determine which way one should presume in the event of a tie. Again, the reason presumption could reside with the negative if the counterplan is less change is because change is inherently risky and there is more potential for unintended or

unforeseen consequences with a plan that advocates more change.

Aside from the argument about less change, there is another reason why some believe presumption stays with the negative when the negative advocates a counterplan. In Policy Debate, the question the judge must answer is: is the plan a good idea? This remains true regardless of what the negative defends. If the negative defends the status quo the judge compares the plan to the status quo, if the negative defends a counterplan the judge compares the plan to the counterplan, and if the negative defends a kritik the judge compares the plan to the alternative. In every instance, the judge is deciding if the plan is needed at all or better than any other option. Since the question presented to the judge never changes and affirmative is always responsible for defending their plan, some believe that a tie should go to the person who on the offensive.

Baseball provides a perfect clarifying example and analogy. In baseball, the team in the field is on defense and the team hitting

is on offense. On a typical play, the batter must hit the ball and run to first base before a fielder can throw the ball to the person guarding first base. In baseball if there is a tie, that is if the runner and ball get to first base at the same time, the tie goes to the runner. In this analogy, the affirmative is the person guarding first base and the negative is the runner. This theory dictates if the negative can get so close to proving that the plan is bad that it is a tie, then the negative should win.

The most common objection that people have to the negative retaining presumption when the negative reads a counterplan is that it justifies the negative advocating a counterplan to do the plan and claiming they win the debate because they retain presumption. This is not a very valid concern simply because if the negative believes the plan should be done, then it seems obvious that the affirmative wins. In this instance the negative would not have proven that the plan is bad or that there is a better option than the plan, they would merely be advocating the

exact plan the affirmative argues should be done.

Presumption is one of the first parts of debate about which students learn as novices, yet it is also a concept that teachers rush through quickly and in a fashion that gives students the perception that it is not important. On the contrary, presumption is quite pertinent to modern debates and is a relevant consideration for the evaluation of debates with surprising frequency. Hopefully, this article will reopen the debate about presumption and encourage students to refer to it more when explaining to judges for whom they should vote. ■

### *About the Author*

**Michael Greenstein** is the former Director of Debate at Georgetown University in Washington, DC, and is currently the Director of Debate at Glenbrook North High School in Northbrook, IL.



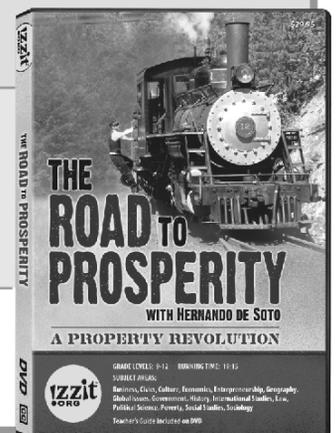
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## Communication Ethics Amidst Linguistic Power

by Adam Jacobi

All but one year of elementary school (through sixth grade), I was fortunate to have been taught by teachers who identified quite well with Black History Month, sharing their heritage and fostering a love for intercultural understanding. We learned about the ills of slavery and racism, and through creative expression in various artistic media, appreciated the beautiful bounty of contributions melding cultures bring to our lives. During these formative years, I never thought of my friends in terms of their skin color or background, but more for their personality and imagination. Ah, the innocence of youth.

In middle school, I was enrolled in a class where I was the only white student. I learned poignantly the sting of bullying at an already awkward age, where I was called out for being different: for not being the same race as my classmates. We have celebrated a victory in civil rights and race relations with the election of a black President. Yet, despite Mr. Obama entering his second year as the nation's chief executive, the debate on such issues as the use of the N-word continues to pervade, especially given its prevalence in pop culture, particularly comedy and youth-targeted media.

### Generative Topics

Young people love to discuss an issue to which they personally relate, especially if there's a certain taboo stigma attached to it. The popularity of hip hop/rap, along with stand-up comedians, brings this issue to the fore, and while any discussion of use of language need not advocate an absolute



*“Despite Mr. Obama entering his second year as the nation’s chief executive, the debate on such issues as the use of the N-word continues to pervade.”*

position of censorship, it is valuable to at least make young people aware of their choice to use certain words. This extends to any disparaging language, like the sexist term referring to a female dog, or to the myriad words used against the LGBTQIA community. For that matter, it can extend to other pejoratives and inappropriate language that reflects negatively upon the person speaking.

When Michael Richards of *Seinfeld* “Kramer” fame used the N-word during a comedy routine in Los Angeles in 2006, he incited one of the most active discussions

ever regarding that epithet. Jamie Foxx claims the word as necessary to his comedic success, while Richard Pryor has sworn off the word since visiting Africa. Editor of *Ebony* and *Jet* Bryan Monroe announced in an extensive feature story in February 2007 that both magazines would cease use of the N-word, unless “its use is central to the telling of an important story,” and even so, those instances require Monroe to personally sign off on inclusion of the word.

From a theoretical standpoint, some would philosophize that using the word in a different context takes away its power. The reality of the real world is that attempting to co-opt the epithet doesn't always work, because of such factors as generation gap and a lack of perceptual understanding of context. For instance, a suburban, middle-aged, white person may not understand the casual use of the word among black youth, perceiving it as self-disparaging and ignorant of its history.

Many students also believe that different pronunciation of the epithet means different meaning. Isn't the saying, “you say potato, I say *potah-to*?” With the liberalization of language through democratization by the Internet, the N-word ending in -a has found a home in several online dictionaries, all acknowledging the word as slang. So, what of a person from the New England region who tends to pronounce words ending in -er as “ah?”

Akin to examining words that disparage are words that label political orientation. As a precursor to discussions on the N-word, I loved to play a little game with my students. I wrote two columns on the board: “For Abortion” and “Against Abortion.” I then asked students to tell me the labels they often

***“In public speaking, acknowledging the importance of word choice is essential, particularly since the most practical mode of delivery to teach is extemporaneous.”***

hear used to describe the two ideologies: “pro life” vs. “pro choice.” I next asked if the opposite of each term is “anti life” (pro death) and “anti choice.” I received varying levels of disagreement. I reminded students that politically, those who oppose abortion often support capital punishment, so the sanctity of life may differ, depending on the issue. Finally, I posed the question: between “pro life” and “pro choice,” which label sounds more positive. The answer is invariably “life,” because it is a universal value.

This leads to my discussion of how *framing* terms and labels can be such a powerful tool in language. Cognitive linguistics expert George Lakoff has done a great deal of work in this field, where he examines the *conceptual framework* related to words (think about connotations and associated metaphors that arise from highly-charged words). A great example Lakoff often uses is the term “tax relief” that came out of the second President Bush’s administration shortly after he was elected. The press picked up the term, using it as if it carried no bias, even though it implies taxes are inherently oppressive. While no one likes taxes, most reasonable people acknowledge that they’re a necessary part of a social contract society. What’s most surprising is Democratic candidate for President Senator Joe Lieberman continued to use the term in 2004, despite Lakoff’s urgings not to.

In public speaking, acknowledging the importance of word choice is essential, particularly since the most practical mode of delivery to teach is extemporaneous

(limited notes, more spontaneous delivery). Extemporaneous delivery requires a speaker to have a polished repertoire of language and to avoid saying less desirable words.

### **Understanding Goals/Standards**

In terms of Bloom’s Taxonomy, engaging students in discussion of this issue takes them to the pinnacle of higher-order thinking, evaluation. They are thinking introspectively, engaging interpersonally and using verbal intelligence. It also highlights two of the most overlooked zones of literacy: speaking and listening. To that end, a unit or lessons with this theme would strive to meet the following goals, along with the associated content-area, cross-curricular standards:

- A. Understand how word choice affects and is affected by intercultural relationships and situations in communication transactions by creating meaning.** (CS 1, 2, 3, 5, 6, 7, 9, 10, 11; ELA 4, 5, 6; SS 1, 2)
- B. Research and analyze different perspectives and texts for meaning.** (CS 13, 14, 15; ELA 1, 2, 3, 7, 8)
- C. Understand the impact of various media on thought and discourse.** (CS 16, 17, 18, 20; ELA 3)
- D. Understand the importance of discourse in decision-making processes in a democratic society.** (CS 4, 8, 10, 11; ELA 12; SS 1, 4, 5, 6, 10)

#### **KEY:**

**CS** = Communication Studies standards as defined by the National Communication Association

**ELA** = English Language Arts standards as defined by the National Council of Teachers of English

**SS** = Social Studies standards as defined by the National Council for the Social Studies

Taking the goals above, a teacher can ask students if the benefits of attempting to co-opt a word, especially vis-à-vis pop culture truly eradicates all of the negative history and ramifications the word has wrought (lynching, etc.)?

### **Performances of Understanding**

Harvard University Project Zero instructor Lois Hetland, EdD explains that understanding performances must “require active engagement, thought, and direct connections to understanding goals... using the phrase ‘doing, thinking, linking’ to describe them” (Hetland). Classroom activities can be varied, depending on the context of the course in which this theme is included. The following is a general scope and sequence for exploration of the N-word, with some variations noted. Ongoing assessments are built in, along the way.

1. Introduce the concept of how language carries power. Examine various theories and practical examples, such as George Lakoff’s work in cognitive linguistics.
2. Assign some articles to students to read for homework. A number are included in the references section below. Try to find a spectrum of balanced perspectives to include. Encourage the students to *read actively*, by marking up the text, highlighting points with which they strongly agree or disagree, and coming prepared with questions and comments. You may also ask students to find a few artifacts of their own to support arguments for and/or against the issue.
3. Present the case for decreasing use of the N-word, and the case for accepting its continued use; alternatively, assign a student or team to present each side.
4. Moderate an open discussion period, encouraging as many students as possible to participate. Alternatively, assign this as a value debate topic and have individuals or pairs square-off, followed with an open question and answer period with the class, en-masse. It’s important that whatever activity you do, as many students have an opportunity to express their views as possible.

5. Have students “vote with their feet” and walk to a particular side of the room that meets with their opinion on the issue after reading, listening to and analyzing arguments for a variety of points on the issue. Use the options expressed in this *This Week in Race* blog entry: <http://raceproject.org/2007/10/n-word-inaugural-debate.html>. Alternatively, have kids raise their hands in a counted vote, or conduct a private/secret ballot vote survey.
6. Ask students to write journals, poetry, or draw artwork to express their thoughts on the issue. Allow them the opportunity to present or showcase their work.

### The Last Word

I was fortunate to teach in a school where administrators supported my First Amendment rights for academic freedom to engage students in this subject matter. The demographics of my students were 65% black, 20% white, and a mix of other ethnic backgrounds. I was certain to foster an open, honest, and safe atmosphere for the free exchange of ideas, emphasizing the importance of evaluating opinions, but not judging the people who hold them. Teachers should assess the culture of their schools when developing curriculum around a sensitive subject like this. ■

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## *Defending Policy Debate*

by Shawn F. Briscoe

### **Defending Policy Debate**

Traveling around the country over the last eight years, I have heard more than my fair share of coaches complaining that there is a problem with Policy Debate. Even in this very publication, a number of coaches have written articles detailing the trends within the debate community that are destroying or, at least, disrupting the merits of the activity. In fact, the December issue of *Rostrum* featured an article by Dan O'Rourke that detailed a number of the common complaints or "proofs" that Policy Debate is either dead or well on its way to the grave.<sup>1</sup> Perhaps the most prevalent complaint is lodged at the continued prevalence of speed or talking fast. One such article written by Hall of Fame Coach Bob Bilyeu horrifyingly called upon coaches to intervene in the debate and vote against teams that employed speed, simply because they chose to speak quickly.<sup>2</sup> Is there a problem with Policy Debate? Perhaps. That being said, I would like to challenge some of the fundamental assumptions upon which many of these charges rest, specifically address the principle complaints lodged by people such as Professor O'Rourke, and then identify what I see to be the true problems and solutions with the current state of Policy Debate.

First and foremost, I should explain what I am not attempting to do. This should in no way, shape, or form be seen as a critique of speed or rapid fire delivery. Nor is it a criticism of generic disadvantages, counterplans, and kritiks. All can be quite beneficial to the activity. Together, they help develop students' minds to think critically, analytically, and quickly. I personally reaped the benefits of the activity during my six-year stint as an officer in the Air Force. I have seen my peers from the Air Force Academy CEDA

squad benefit intellectually and professionally, as well. I have seen my former students at Fort Walton Beach HS in Florida receive those same benefits. I believe the problem with Policy Debate—at the high school level—can be attributed to other phenomena. At the same time, they can be overcome through our efforts as teachers and coaches.

**“Despite the variances in speed and argument selection, what constitutes a solid debate remains the same.”**

### **Fatal Assumptions**

Many of the critiques of Policy Debate rest on one or more of three flawed assumptions. First, coaches and judges returning to Policy Debate contend that it has changed so much that it is no longer recognizable to those who debated 10, 20, or 30 years ago. I do not believe this is the case. I have been debating since I was a freshman in high school in the fall of 1990. At that time, I competed regularly on the local circuits of Missouri... a circuit dominated by lay judges and traditional coaches. Upon graduation, I competed for the Air Force Academy during the CEDA and NDT re-merger. From 2002-2006, I coached Fort Walton Beach HS as we traveled the national circuit to tournaments such as Harvard, Glenbrooks, Wake Forest,

and Emory. From there, I moved to Alaska, where I now coach on a local circuit comprised almost entirely of judges not familiar with Policy debating outside of what they have seen in our competitions. On face, one might say that these experiences are radically different. However, they are not.

Despite the variances in speed and argument selection, what constitutes a solid debate remains the same. At the most basic level, a good debater still makes a claim, supports it with facts or evidence, and makes comparisons between her arguments and those of her opponents. At a more nuanced level, the qualities of an argument are still the same... Are the logical connections between points formed, are the *stock elements* of a particular argument present, etc.? In fact, these elements do not really change across time or formats. Whether I reflect upon my high school years debating in front of Missouri's lay judges, listen to my students engage their parents on whether or not they should be allowed to attend yet another tournament, witness the holistic debating of international teams competing on the world-debating circuit, or reflect upon the points that were persuasive in staff meetings while I was in the Air Force, these arguments have not changed. The fundamentals upon which a case is built and the modes of deconstructing them are the same... only the titles and rates of delivery have changed.

In addition, many critics point to the decreased number of competitors taking part in the activity. Again, there is a fatal assumption in using this as proof of their argument. For the most part, these authors competed in the 1960s or 70s. At that time, however, there was only one format of debate available to students. With the advent of Lincoln Douglas, Public Forum, and Student

Congress as competing debate events, it necessarily decreases the number of students engaged in Policy Debate. Furthermore, I admit that it is the most difficult form of debate to access. It is the longest, both in terms of a round and the length of speeches, which scares many students off. As a format, it is the most likely to incorporate knowledge of the political process, international relations, philosophy, sociology, and science within the confines of a single round. Conversely, the other formats tend to treat only one of these aspects at a time. Compounding these factors, most schools rely upon someone with a background in English or theater to run their debate programs. As someone new to the activity, Policy Debate seems just as daunting to them as it does to their students. In some cases, this is because they have the same reservations about the length of the activity as the students, or they have a lack of subject experience with the social sciences. In other cases, they are simply scared off by the advice given by other coaches as they enter the world of forensics. Regardless, it is difficult to get students to participate in Policy Debate, if no one is ready to help prepare them for the event.

Finally, I believe many of the critics compare their evaluation of a mediocre or poor round to the ideal image of what a debate is supposed to look like. In other words, I freely admit that there are poor debaters who utilize speed as a strategy to spread their opponents out of the round. However, there are also very good debaters who use speed to add depth of analysis to the arguments in a round. Thus, it is unfair to use a team reliant on speed as a strategy or pre-written camp blocks to denigrate the entire activity. In other words, when lodging a blanket criticism of trends within the Policy Debate community based on examples of teams who abused their opponents through rapid fire delivery of an incoherent idea (or a coherent one that the speaker just did not understand), we should remind ourselves that bad debates have always existed.

I remember my fair share of horrible debates when competing in front of lay judges in Missouri. Let me ask this question of the critics: How are your examples any different than the eloquent speaker who lacks a coherent thesis and fails to engage

his opponents' ideas, yet mesmerizes the inexperienced lay judge and picks up the ballot? Likewise, how is it any different than the disorganized debater who has not thought through the issues, but muddles the round so badly that the judge does not know what to do and ends up flipping the mental coin to decide the round? In addition, how is it any different than the weak debater who spends the entirety of his or her speech asking questions such as, "who will actually perform the research suggested by your plan?," "can you guarantee that you can take these funds out of existing program X, to fund your policy?," "what happens if your plan costs more than you expect it to; that's a disadvantage?" None of these examples is indicative of high quality argumentation.

I know, I know. A good debater transcends these failures. But, so too does the good debater transcend the poor debating of someone who uses speed as a strategy or does not understand the arguments they received at debate camp. Case in point: at the 2007 Harvard Invitational, I took a Policy team that had never been confronted with speed, generic disads, kritiks, counterplans, or narratives. Yet, they stuck to the basics, and argued from the place with which they were comfortable. The end result? A 4-3 record. The point of all of this is twofold. First, we cannot judge the entire activity based on a few bad examples... surely our experiences in debate would have taught us this much. Second, debate is not corrupt; it still values quality discourse... it always has. The only difference is the rate at which those arguments are presented, the amount of depth that can be presented by good debaters, and the names of the specific twists on old arguments.<sup>3</sup> In other words, an unthinking, un-critical team will almost always lose to a team that thinks critically about the issues at hand and presents those ideas in clearly articulated responses.

### **The Usual Suspects**

Nevertheless, there are a number of specific attacks that have been levied on Policy Debate in its current form: it lacks academic application, it has become reliant on jargon that only a Policy debater can understand, and it has devolved to focus on argumentation rather than education.<sup>4</sup> Let us address those critiques one at a time. First,

many argue that Policy Debate is no longer academically applicable. Before answering this criticism, I think the statement should be unpacked. At least in O'Rourke's article, he has conflated the concepts of "academic or education" with that of "communication." Look at the phrases he uses to prove his point: "No judge would tolerate it in a courtroom... Could this example of Policy Debate in any way be considered effective communication?"<sup>5</sup> As for the actual meaning of his argument, I will grant that Policy Debate does not currently prepare one for public speaking engagements in the way that extemporaneous speaking or original oratory do. Nevertheless, Policy Debate does teach one how to conduct research, make connections between lines of argumentation, think quickly on his or her feet, and present ideas in an organized and coherent fashion. All of these skills translated perfectly to my involvement in command staff meetings in the Air Force, and as a classroom teacher, now. Furthermore, the process of analyzing a Policy topic from multiple paradigms (traditional policy, critical perspectives, and so forth) over the course of an entire season helps them to understand that these issues and perspectives do not occur in a vacuum.<sup>6</sup> In addition, the activity inherently pushes students to listen closely to what their opponents are saying. Ultimately, this helps them to understand *the other's* perspective. In the end, debate is about finding commonality in our differences, so that matters of true importance—outside the debate round—can be addressed in a constructive manner.

Second, many argue that Policy Debate is corrupt because it has become too reliant on jargon or too complex for the average student. On some level, this is probably the case. Nevertheless, critics such as O'Rourke have misidentified the jargon that has made the activity complex. He specifically identifies terms such as eco-fem and Heidegger as "policyspeak."<sup>7</sup> Correct me if I am wrong, but I do not believe that Policy debaters developed these terms. Eco-fem is a self-coined term used by environmentally conscious feminist groups. Likewise, I think my fellow professors down hall in the Philosophy department at the University of Alaska Anchorage would be a tad surprised to hear that Heidegger is a creation of the Policy

Debate world. If you really want to examine the complex jargon of Policy Debate, we should discuss terms like inherency, link, brink, and topicality; all of which have been around for decades in Policy Debate circles.

That being said, the question remains, is Policy Debate complex? Has it evolved to the point where debaters no longer evaluate a plan in a vacuum; thus, creating a web of interconnected concepts and ideas? Does it have its own language? In reference to the first question, I say, yes it has. But, I also ask, why is that wrong? I do not think that the advent of the forward pass, triple option, west coast offense, or spread option in football has undermined its beauty as a sport. Nor have they destroyed the merits of team sport or fitness. To the contrary, I think most football fans and athletes would concur that these developments improved the sport. The evolution of an activity should not be viewed as inherently bad. Rather, we should evaluate the merits of the change not on our initial reactions, but upon reflection after seeing what those developments actually bring to the table.

To the second question on whether Policy Debate has its own specialized language, of course it does... and always has. We should also remember why jargon is developed within a field of study or activity. That is, it develops as a form of shorthand between people who communicate regularly on a specific set of concepts. Thus, it eases the communication process between people within the activity. However, if debaters fail to adapt to a judge who lacks background in that world, then they can probably be defined as mediocre debaters. To O'Rourke's broader point, if we wish to use jargon and complexity as our standards for evaluating the merits of a field of study, then we may need to ask ourselves why we maintain courses in physics, calculus, and economics in our high school curriculum. After all, they are also complex and filled with their own specialized vocabulary. Interestingly, they historically have the fewest number of enrollees of all courses within the science, math, and social sciences departments, as well. That does not make them bankrupt or worthless. Indeed, I would encourage all of my students to push themselves in the direction of those courses rather than floating through the much easier

worlds of integrated science, consumer math, and so forth. Isn't the point of an educational endeavor to push oneself beyond the comfort zone, to learn how to learn, to make connections in ways that were previously unheard of for that individual? Policy Debate, like the aforementioned courses, does just that. This could also help explain some of

the trends that alarm individuals such as Professor O'Rourke.

Finally, critics of contemporary Policy Debate argue that it is focused more on argumentation than education. I think this statement takes too narrow a view of Policy Debate. The activity cannot be defined by a single round. Rather, it must be looked at



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holistically. In other words, I cannot contend that I understand physics because I can calculate  $v=d/t$  or even a single lesson in a physics class. The educational experience of debate starts when the debater is introduced to the topic, progresses throughout the season as they engage myriad debaters on a virtual plethora of arguments, and ends long after the debater has graduated and moved on into whatever path his life takes.

### Legitimate Concerns

While I believe that many of the criticisms against contemporary Policy are rooted in flawed assumptions or are otherwise inaccurate in their attacks, I acknowledge that the activity is not devoid of problems. In fact, I have seen several trends among average debaters over the last few years which can easily be corrected with some adjustments in coaching strategies. These concerns are analogous to the previously mentioned examples of the gifted orator who lacks a thesis or coherent point. That is, there are practices which work against the educational merits of the activity and give rise to the concerns presented by many of the activity's critics.

#### *Issue #1: Generic Overviews*

One of the latest trends in Policy Debate involves debaters spending one, two, and even three minutes in the Negative Block reading pre-written overviews on the positions they run. Keep in mind that I am not referring to pre-written shells in the first negative constructive or the 2AC's frontlines to generic positions. Both of those can be extremely beneficial, but debaters should do their best to tailor those pre-written shells to the arguments presented by their opponents. The pre-written blocks that I find counterproductive are the ones used in the negative block—2NC/1NR—to extend the negative's disadvantages or kritikis. I have also started to see 2ACs using these types of overviews when referencing their own cases.

Overall, reliance on these tools contributes to poor debate and undermines critical thinking because someone else has typed up responses to the most common answers to that particular position. The time spent reading a pre-written overview could be much better utilized responding to specific attacks

made by their opponents. Most of the time, the information contained in those blocks has very little if anything to do with the responses that have been made in the round, anyway. Furthermore, most of the teams I have judged do not even apply the information in a pre-written overview to specific responses made by the other team. As a result, debaters spend the round avoiding clash, and judges are left scratching their heads as they try to figure out who *did the better debating*. After all, this scenario generally plays out as two extremely fast teams read pre-written overviews for a pre-written generic shell without actually debating anything, thus contributing to the flawed assumption that speed is always bad. In reality, debaters have become too reliant on pre-written extensions. We should encourage our students to become intimately familiar with the positions they run so that they can create their own meaningful responses and analysis as they work their way through a debate round.

#### *Issue #2: Inadequate Signposting*

The second major problem I have witnessed stems from inadequate signposting within speeches. It is possible this is related to the issue described above in Issue #1. It seems as though people have forgotten—or never learned—how to debate the line-by-line. That is, I rarely see debaters work their way down the flow, responding to the specific responses of their opponents.

Compounding the problem, debaters have begun using signposts such as *next*, *in addition*, *second*, and so forth. The problem with this type of signposting is that even in a slow round it can be extremely difficult to distinguish the next tag from previous rhetoric within a piece of evidence. Some teams have also become too reliant upon referring back to their evidence with statements such as “my Smith in ‘04 card already pre-empted this attack.” Which Smith in ‘04 card? Unless debaters are referring to regularly read evidence such as Mead ‘92 or Khalilzad ‘95, this is not very helpful. Even then, the debaters are gambling that the judge has been around the activity long enough to know this evidence by heart. A better alternative is to use the traditional signposting method of *Observation 1 - A*, *the 2AC #3*, and the

tried and true method of using a hard-count numbering system within the arguments.

#### *Issue #3: Group Think*

Finally, the debate community prides itself on its openness and acceptance of those who are different. Yet, at the same time, it seems to practice the opposite mentality when it actually comes to debating the issues. It appears the community as a whole has locked step with various research guides or camp arguments at the detriment to new thinking. Again, I am not criticizing research guides or debate camps. I think the activity benefits from the efforts of those institutions through the advancement of research and critical discourse.

Nevertheless, I have witnessed judges—usually recent high school graduates—who do not seem to listen to unique or different arguments. For example, two of my debaters at Fort Walton Beach HS once wrote an in-round inherency argument using the affirmative's evidence from the 1AC against them. They further created a series of arguments explaining how inherency was critical to both fair debate and the educational aspect of debate. They even pre-empted an affirmative response by explaining how the inherency argument would not contradict their uniqueness evidence on their disadvantage. The affirmative team simply extended the original inherency evidence from the 1AC. What did the judge say on the ballot? To paraphrase: You clearly demolish the affirmative's argumentation on inherency. However, inherency is a stupid argument, so I don't vote on it.

Another example involves an Iran disadvantage that Fort Walton ran on the UN topic a few years ago. In that argument, they explained that the US must engage in a first-strike on Iran's nuclear program or Israel would do so, an option that would be much more devastating to stability in Southwest Asia. About a month later, a research guide put together a politics DA scenario in which the terminal impact was a US military strike on Iranian nuclear facilities. In short order, debaters across the country were running the argument. In one round in particular, I witnessed a judge lecture my debaters after the round that they did not understand their own argument. He proceeded to

admonish them for explaining their argument backwards. He went on to detail the Politics DA scenario that everyone else was running and then clobbered their speaker points because they did not understand the argument they were running and were explaining it all wrong.

Finally, on the civil liberties topic in 2005-06, one of my teams at Fort Walton ran a critical affirmative that argued that the resolution functioned as a call to the debate community to embrace open discourse and to spread that discourse back in the debaters' schools and communities. I will admit that this kritik was different, strange, and unique. In short, we knew it was an argument that not all judges would *buy*, and we were willing to accept that risk. Nevertheless, we did not expect the response that came from a great number of judges. Most of them simply told my debaters that "this isn't how you run a kritik." Thus, they could not justify voting for such an argument.<sup>8</sup> As I said, I do not believe these examples are an indication that the activity is inherently flawed. These types of problems are merely cosmetic. They really are not any different than the lay judge who voted against me in high school because she was pro-life, and I was given the task of defending pro-choice on a health care debate.<sup>9</sup> In other words, a bad judge or a bad decision does not define the activity.

Isn't debate supposed to be about challenging norms, exploring different alternatives, and examining arguments based on the merits of the logic contained within them and used by the debaters themselves? It seems strange that we, as a debate community, would wholesale reject arguments because they are "stupid," different from what others are saying, represent something completely new and unique, or are presented in a way that is different from what we are used to hearing.

### The Solution

The solution to the "problems" with Policy Debate begins with us, as coaches and judges. We must foster in-depth research and discussion on the arguments that are present in the debate community, in academia, and

in Policy circles. While doing so, we can encourage our students to actually learn the theory and analysis behind a position rather than relying solely on research guides or camp evidence they carry into the round.

Rather than rejecting the idea of speed debate, we should have students practice debating the line-by-line while signposting appropriately. Rather than punishing teams for going fast, perhaps we could teach our students to think critically and attack their opponent's arguments at the weakest link. I remember my high school track coach emphasizing the idea of "running smarter not harder." Our debaters are certainly capable of doing the same... debating smarter not faster. Of course, a smart and fast runner is likely to beat someone who is exceptional in only one of those areas, but why should that be considered an evil thing?

Finally, we should foster a mentality within our teams that welcomes myriad viewpoints and rewards thinking that is *outside the box*. In the spirit of John Stuart Mills' marketplace of ideas, we must welcome the expression of students' differing views, if for no other reason than to ensure that students have a clearer and more complete understanding of the topics at hand.

The problem with Policy Debate has nothing to do with talking too quickly or running generic or new arguments. Talking quickly helps debaters more fully develop an argument in an activity with a finite number of minutes to devote to the debate. Generic positions give them a starting point when they lack specific evidence against their opponents' arguments. Furthermore, if they can do a better job of debating with generic arguments than their opponents can with specific arguments, perhaps they truly are the better debaters. The real problems at the heart of many critics' arguments stems from over reliance on pre-written strategies, sloppy line-by-line debate, and collective group think in the debate community. Nevertheless, we can overcome these problems through stressing the fundamentals of Policy Debate, meaningful practice, and simply by encouraging genuine learning on the subject matter of the resolution. ■

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### End Notes

- <sup>1</sup> O'Rourke, D. (2009, December). Policy Debate is Committing Rhetorical Suicide: Let's Save Lincoln Douglas. *Rostrum*, 84(4), 17-18.
- <sup>2</sup> Bilyeu, B. (2004, April). An Army of One, A Challenge to Debate Coaches. *Rostrum*, 78(8), 82-86.
- <sup>3</sup> Is a kritik really all that different than an old school disadvantage or justification argument? Not really. Like a DA, it is a negative consequence associated with something the Affirmative has done. Like a DA, it has links, internal links, and impacts. Like an old-school J argument, it says that the affirmative's thought process or conceptualization of the topic is somehow flawed.
- <sup>4</sup> See O'Rourke.
- <sup>5</sup> O'Rourke, 17. It should be noted, that I am skipping over the ad hominem attack, "teachers would not permit such histrionics in a classroom."
- <sup>6</sup> Briscoe, S.F. (2009, May). Forensics: Enhancing Civic Literacy & Democracy. *Principal Leadership*, 48.
- <sup>7</sup> O'Rourke, 17.
- <sup>8</sup> I must note that at CFL grand nationals, a shift started to occur. That is, a number of judges began accepting their analysis of the critical affirmative.
- <sup>9</sup> Resolved: That the federal government should guarantee comprehensive national health insurance to all United States citizens. (1993-1994)

### About the Author

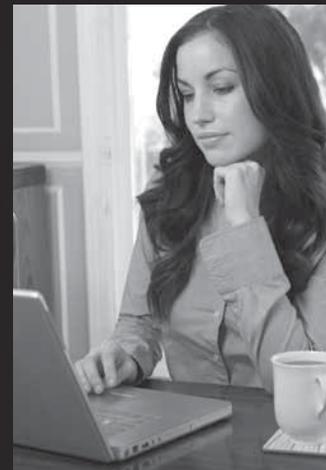
**Shawn F. Briscoe** is a former quad ruby debater for Nevada HS, MO, and CEDA All American at the U.S. Air Force Academy. He has coached forensics at Fort Walton Beach HS, FL, a national circuit squad, and South Anchorage HS, a local lay judge circuit. He also coaches the University of Alaska Anchorage debate team in the international format of British Parliamentary debate. (shawn.briscoe@uaa.alaska.edu)

Thoughts on this article—or others? Comment on the NDCA Web site [www.debatecoaches.org](http://www.debatecoaches.org).

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## In Defense of Rhetoric!

by Adam Jacobi

**M**erriam-Webster Online Dictionary defines rhetoric as “the art of speaking or writing effectively: as a: the study of principles and rules of composition formulated by critics of ancient times; and b: the study of writing or speaking as a means of communication or persuasion.” In last month’s issue of *Rostrum*, contributing writer Wayne C. Mannebach, PhD, posed some profound thoughts on rhetorical artistry, vis-à-vis the poetic function of language. When examining oratory through an Aristotelian lens, rhetoric becomes an important component in establishing a speaker’s *ethos*, or credibility, and *pathos*, or emotional appeal. This column takes a broader look at rhetoric, and its applications across the forensic spectrum.

Conventional wisdom holds that original oratory is the natural bastion of effective rhetorical technique. Lincoln Douglas debaters used to weave their language skillfully, but it seems debate events have become so fact-oriented, there is little room to artfully persuade judges and audiences. Yet one debate event still exists where use of rhetoric can give students an edge: Congressional Debate. Congress simulates legislating, and since constituents could conceivably hear what their representatives say, it’s important to be publicly compelling. Plus, Congress chambers have built-in larger audiences to communicate with, whereas other forensic events only enjoy large audiences for final rounds.

In an age of instant access to information, thanks to the Internet, we consumers of

communication seem to have become impatient, just as speakers have become somewhat (dare I say it?) lazy. Actually that assessment was made by one of my students a little over a year ago, when he lamented that students don’t take the time to construct their thoughts with care. People want to hear “just the facts, ma’am, only the facts.”

Yet, every so often, we witness special students in the activity who hearken the value of creating a holistic message that incorporates all the rhetorical tools—and not just the straight content—and they usually enjoy a great deal of success. I contend that we can raise our bar, universally, and expect the same standard from all students. After all, that’s truly taking an educational approach to communication, benefitting our students in their writing, too. Lest we forget the interrelated nature of the four zones of literacy. The more students read effectively written works, and the more they hear effectively spoken words, the better they will speak and write. In my college advanced composition course, I read as many reflective essays as I wrote my own. As a communication educator, I often model great speeches, such as those identified at [www.americanrhetoric.com](http://www.americanrhetoric.com).

### Concision

The professor in that course hammered one value of writing and speaking beyond others: concision. “Omitting *needless* words” is not a new concept, either, thanks to Strunk and White. Yet, if I had just a penny for each time I judged speakers or debaters who used redundant language, I’d be rich! I share the view I’ve heard other coaches iterate so many

times: if debaters were just more efficient in their word economy, they probably would not need to spread (though I do grant that they’d just shoehorn in some more arguments or evidence).

Students love to use unnecessary articles and infinitives, as well as stock filler phrases, including “seeing as how,” “we must look to,” and “we can realize that.” A great exercise is to audio or video record students, play back the recording, and have them analyze how they could cut the “fat” out of their speaking. For orators, investing time in the process of drafting their speeches through several revisions and different proofreaders can help mitigate unnecessary verbiage.

### Simple Specificity

I’ll never forget judging two successive Congress speeches, where the first student tore into a jargon-raid, even exclaiming that he knew what he was talking about, thanks to his AP Economics class. The next student claimed to not have all the answers on economic theory, yet proceeded to refute the preceding speaker with panache, by actually explaining the ramifications of current economic situations on the issue at hand in the legislation, giving nary a reference to the terms of art, but rather, how the theory itself was relevant.

This is not to say students cannot pepper in words of sophistication, with which they are absolutely comfortable, and are applied in context. However, lest they sound bombastic, they should do so with measured sensibility.

Speakers should never assume their audience understands what they’re talking about, especially if the topic is technical

in nature. Recently, I judged informative speaking at an intercollegiate tournament, and four out of six speeches had something to do with DNA. I've judged my share of stem cell debates in Congress, but the highly technical nature of the informative speeches nearly gave me a headache, because they did not connect the science underlying new discoveries or applications of old ideas, so the unlinked ideas were all swirling around in a morass of confusion.

Using vivid, concrete language helps listeners conceptualize abstract ideas and understand their implications better.

### Devices

Employing rhetorical devices helps keep language vivid for listeners, and those devices should be used purposefully, as Mannebach often points out. Speaker and instructor Andrew Dlugan on his "Six Minutes Public Speaking" blog collection of self-help articles describes the "impact and beauty" of speechwriting, and divides devices into how they affect the **sound** of the spoken word (alliteration, onomatopoeia), the **repetition** of ideas for emphasis (anaphora, epistrophe), and the ability to **change** word meanings (metaphor, simile). Gratuitous inclusion of devices or informal clichés will only erode a speaker's credibility.

As students grow in forensic development, they will begin to incorporate devices without consciously thinking about it. It's fun to play "scavenger hunt" through a speech rich in such devices, like Dr. Martin Luther King, Jr.'s "I Have a Dream" speech. Playing MP3 audio of the speech while students follow along on a manuscript helps them connect the importance of emphasis and pause in delivery with the corresponding devices.

Indeed, as George A. Kennedy once put it, rhetoric is "energy" in language. ■

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### About the Author

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February's Book of the Month:

## The Power of Four: Leadership Lessons of Crazy Horse

Marshall, J.M.III. (2009). *The Power of Four: Leadership Lessons of Crazy Horse*. New York: Sterling.

*The Power of Four* may sound like it provides an esoteric action plan for becoming a better leader, but it actually serves as a thoughtful, if critical, evaluation of society. Unexpected and at times unsettling, Marshall's text arguably functions as an anti-leadership book. While he includes the standard explanation of an ideal leader, drawing on Lakota icon Crazy Horse for inspiration, he also refutes other notions of leadership. Rather than focus exclusively on what a leader is, he includes (especially toward the end) a passionate discussion of what a leader is not. Rather than applaud established leaders, including heads of business and state, he highlights their deficiencies. Rather than sing America's praises, he reflects on her missteps.

This disarming approach could easily be off-putting, especially to readers seeking validation. However, Marshall tempers his strong words with an attitude of quiet humility and genuine concern. Moreover, Marshall's skillful storytelling and plainspoken approach endear the reader so immediately that his challenging, perhaps even controversial views, seem possible, or even likely.

The following are four lessons gained from Marshall's book. Marshall explains that

the number four is significant to the Lakota nation, of which he is a member. "Four is all around us," he writes. "West, north, east, and south are collectively referred to as the four corners of the Earth, or the four winds. There are the four seasons—winter, spring, summer, and autumn, and also the four basic elements of life, which are earth, wind, fire, and water" (p. 15). Interestingly, the four principles Marshall touts do not subsume his leadership advice: Instead, the best nuggets of wisdom spill over the edges. Consequentially, the following ideas are not the four that Marshall promotes. Still, they too derive from the lessons of Crazy Horse.

### ***1. Rather than force or coerce, a leader influences.***

Speaking from a culture which has no word or concept for "authority," (p. 30), Marshall explains that a true leader influences by example and experience. "Anyone can hide behind... authority, especially when there is stated or implied threat of punishment... but it takes an individual with character to truly lead" (p. 163). For this reason, Marshall insists that most administrators and politicians are not real leaders. "Are people responding to and following instructions, directives, and

# **“Marshall’s skillful storytelling and plainspoken approach endear the reader so immediately that his challenging, perhaps even controversial views, seem possible, or even likely.”**

orders out of fear—either of failure or of punishment—or because they believe in the organization and its purpose?” (p. 25). In contrast, a true leader influences through his or her personal example. A leader, Marshall asserts, may invite or inspire others to follow, but others must make the choice to follow.

## **2. Rather than pursue profit, a leader makes sacrifices.**

Marshall explains that a leader’s needs are secondary to the needs of the people. In fact, he notes that Crazy Horse was notoriously generous and self-sacrificing. While most are familiar with Crazy Horse as a warrior, he was more often known to take food to the elderly and widows. This commitment to vulnerable members of his band established trust between Crazy Horse and the people. Only after this trust was established would they follow him into battle. To emphasize this point, Marshall explains that a few highly respected men were given ceremonial shirts to wear, signifying their position among the group. Accepting the shirt required the shirt-wearer to accept a vow to “help others before you think of yourselves” (p. 146).

## **3. Rather than seek glory, a leader responds to a need.**

Marshall writes that a leader tends not aspire to leadership, but accepts the call once he or she receives it. He explains, “Most people who accomplish the extraordinary or set themselves apart do not actually set out to do so” (p. 44). Elsewhere, he notes that “Not everyone is born to be a leader, but anyone who so chooses can prepare himself or herself to lead when the moment comes” (p. 162). Here again, Marshall criticizes contemporary leaders, many of whom “work to keep their jobs instead of doing their jobs” (157). He laments, “We have not yet fully realized that we need true leaders, not politicians who win popularity contests” (p. 156).

## **4. Rather than empower leadership, we hold them accountable.**

Marshall writes that ordinary people shoulder the responsibility for selecting and following honest, effective leaders: “Without a doubt the failure to put truly qualified people in positions of leadership rests on the shoulders of the people themselves” (p. 154). Beyond our obligation to select and follow honest, effective leaders, we are obligated to

evaluate our leaders continuously. “Doing nothing empowers apathy, indifference, racism, and so on,” Marshall explains. “It certainly empowers those civic, religious, and political leaders whose priority is other than the well-being of their constituency” (p. 116).

In summation, Marshall’s book is far from affirming. Rather than empty rah-rah psychology, he points out the flaws in current popular opinions and draws on Lakota culture to address the deficiencies. The result is both humbling and oddly refreshing. *The Power of Four* is challenging, not for its content so much as its criticism. Still, if one chooses to consider the perspectives of the Lakota, it just may be possible to unlock *The Power of Four*. ■

### ***About the Author***

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

*Note: This feature is intended to discuss professional literature for the benefit of NFL members. The views expressed by the authors of books discussed in this column do not necessarily reflect the views of the National Forensic League or its employees. Review of a book does not constitute endorsement by the NFL.*

# New Diamond Coaches



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Morristown West High School, TN

October 5, 2009

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• **FOURTH DIAMOND** •

**Nick Panopoulos**

Cherry Creek High School, CO

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**Marita Duesler**

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3,043 points



• **FIRST DIAMOND** •

**Alice Theresa Hilt**

Pittsburg Colgan High School, KS  
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1,596 points



• **FIRST DIAMOND** •

**Megan McCorkle**

Ladue Horton Watkins High School, MO  
October 14, 2009  
2,899 points



• **FIRST DIAMOND** •

**Cort G. Sylvester**

Rosemount Sr. High School, MN  
October 24, 2009  
1,569 points



• **FIRST DIAMOND** •

**Chris Begeman**

Norfolk High School, NE  
November 9, 2009  
2,781 points



• **FIRST DIAMOND** •

**Michele Lamons**

Pinole Valley High School, CA  
November 23, 2009  
1,552 points



• **FIRST DIAMOND** •

**Mark Doherty**

Hillcrest High School, UT  
December 8, 2009  
1,702 points

# NFL DISTRICT STANDINGS

(as of January 1, 2010)

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	210	Blue Valley North High School	631
2	--	Kansas Flint-Hills	177	Washburn Rural High School	357
2	--	Calif. Coast (CA)	177	Leland High School	704
4	2	Northwest Indiana	164	Munster High School	443
5	-1	East Los Angeles (CA)	161	Gabrielino High School	694
6	-1	New York City	158	The Bronx High School of Science	720
7	2	Florida Manatee	154	Nova High School	578
8	--	Sierra (CA)	152	Sanger High School	706
9	1	East Kansas	151	Shawnee Mission East High School	393
10	3	Nebraska	150	Millard North High School	345
11	1	Show Me (MO)	146	Belton High School	342
12	4	Northern South Dakota	145	Aberdeen Central High School	295
13	3	Rushmore (SD)	144	Sioux Falls Lincoln High School	470
14	-7	San Fran Bay (CA)	143	James Logan High School	580
15	--	Ozark (MO)	140	Central High School - Springfield	576
15	-1	Southern Minnesota	140	Eagan High School	524
17	-6	Heart Of America (MO)	133	Liberty Sr. High School	583
18	--	Sunflower (KS)	132	Wichita East High School	261
19	--	Illini (IL)	129	Downers Grove South High School	337
20	2	Southern California	128	Claremont High School	304
21	-1	South Texas	123	Bellaire High School	734
22	-1	Eastern Ohio	122	Perry High School	266
23	1	Northern Illinois	114	Glenbrook South High School	348
24	-2	West Kansas	111	Buhler High School	273
25	7	Northern Ohio	108	Canfield High School	236
26	--	New Jersey	106	Ridge High School	241
26	--	Golden Desert (NV)	106	Green Valley High School	396
26	4	New England (MA & NH)	106	Manchester Essex Regional High School	260
29	-4	Carver-Truman (MO)	104	Neosho High School	367
29	1	Rocky Mountain-South (CO)	104	George Washington High School	330
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40	-5	East Texas	91	Klein High School	207
42	-5	Florida Panther	89	Trinity Preparatory School	286
43	1	Colorado	88	Cherry Creek High School	310
43	-6	North East Indiana	88	Chesterton High School	384
45	--	Sundance (UT)	87	Bingham High School	214
45	--	Great Salt Lake (UT)	87	Skyline High School	203
47	-2	South Carolina	85	Southside High School	252
48	1	Hoosier Crossroads (IN)	84	Kokomo High School	224
48	5	North Coast (OH)	84	Gilmour Academy	154
50	3	West Iowa	82	West Des Moines Valley High School	265
50	1	Central Texas	82	Winston Churchill High School	239
50	3	Arizona	82	Desert Vista High School	341
50	3	Wind River (WY)	82	Green River High School	223

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56	-5	Carolina West (NC)	78	Myers Park High School	214
56	6	Hole In The Wall (WY)	78	Cheyenne East High School	245
56	13	North Texas Longhorns	78	Colleyville Heritage High School	182
59	1	Northern Lights (MN)	77	St. Francis High School	235
60	4	Western Washington	75	Gig Harbor High School	218
60	11	Nebraska South	75	Lincoln East High School	239
62	9	Lone Star (TX)	74	Plano Sr. High School	207
62	4	Pittsburgh (PA)	74	North Allegheny Sr. High School	264
64	-2	Southern Wisconsin	72	Brookfield East High School	178
64	19	Western Ohio	72	Notre Dame Academy	112
64	2	Louisiana	72	Comeaux High School	162
64	-4	North Dakota Roughrider	72	Fargo South High School	186
64	11	Valley Forge (PA)	72	Truman High School	158
69	-5	Michigan	71	Portage Northern High School	154
69	-24	Georgia Northern Mountain	71	Henry W. Grady High School	250
69	-3	Space City (TX)	71	Alief Elsik High School	144
69	-20	Greater Illinois	71	Belleville West High School	169
69	-10	West Los Angeles (CA)	71	La Reina High School	168
74	6	Colorado Grande	70	Central of Grand Junction High School	156
75	-4	Florida Sunshine	69	Pine View School	176
76	-5	East Iowa	68	Indianola High School	232
76	-7	Inland Empire (WA)	68	Central Valley High School	136
78	-2	Big Valley (CA)	67	James Enochs High School	145
78	-2	Kentucky	67	Grant County High School	192
80	-2	West Oklahoma	66	Norman North High School	236
80	--	Mississippi	66	Oak Grove High School	175
80	-2	New Mexico	66	Albuquerque Academy	158
83	4	New York State	65	Scarsdale High School	160
84	-2	Rocky Mountain-North (CO)	64	Rocky Mountain High School	151
85	2	Hoosier Heartland (IN)	63	Fishers High School	154
86	-1	Tall Cotton (TX)	62	Central High School - San Angelo	119
87	--	Gulf Coast (TX)	60	Gregory Portland High School	177
88	-3	Tennessee	59	Morristown West High School	164
89	1	UIL (TX)	58	Hallsville High School	144
90	5	North Oregon	57	Tigard High School and Sprague High School	124
90	--	Capitol Valley (CA)	57	Mira Loma High School	186
90	3	South Florida	57	Michael Krop High School	127
90	-7	Georgia Southern Peach	57	Carrollton High School	127
94	-1	East Oklahoma	55	Jenks High School	195
95	1	LBJ (TX)	54	Princeton High School	154
96	-4	Puget Sound (WA)	52	Kamiak High School	150
97	3	West Virginia	50	Wheeling Park High School	76
98	5	Virginia	48	West Potomac High School	111
99	-2	Iroquois (NY)	47	R. L. Thomas High School	100
99	--	Sagebrush (NV)	47	Reno High School	161
101	1	Maine	46	Bangor High School	87
102	-5	South Oregon	45	Ashland High School	117
103	2	West Texas	44	Ysleta High School	74
103	-2	Pennsylvania	44	Bellwood-Antis High School	114
105	-2	Hawaii	43	Punahou School	120
106	--	Pacific Islands	37	CheongShim Int'l Academy	58



# Welcome New Schools!



*Bravo Medical Magnet High School, CA*

*Faith Christian High School, CA*

*Northwood High School, CA*

*South East High School, CA*

*Celebration School, FL*

*Arlington Christian School, GA*

*William Fremd High School, IL*

*Paul Lawrence Dunbar High School, KY*

*Alfred M. Barbe High School, LA*

*Ionia High School, MI*

*Como Park High School, MN*

*Patrick Henry High School, MN*

*Alta Vista Charter School, MO*

*Gloria Deo Academy, MO*

*Sandhoke Early College High School, NC*

*Moon Area High School, PA*

*Waccamaw High School, SC*

*Lutheran South Academy, TX*

*Kentridge High School, WA*

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Sr. Oratory and Jr. Public Speaking
- **INTERP**  
Sr. DI, Duo, HI, Improv Duo, Poetry and Prose  
Jr. Duo Acting, Improv Duo, Interp of Lit, Poetry,  
Prose and Storytelling

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