

# ROSTRUM



January 2008

Volume 82

Issue 5

## Inside this issue:

Princeton Review's national video debate contest promotes newly released film, *The Great Debaters*, starring Denzel Washington and Forest Whitaker.





Visit CDE at [www.cdedebate.com](http://www.cdedebate.com)

**PARLIAMENTARY DEBATE.** This is a user-friendly book that is both engrossing and useful. It offers insight, good suggestions, and tactics that help any level of debater. It has a rock solid clarity in the basic chapters and excellent examples that not only clarify concepts but add real enjoyment and understanding to the chapters. The book works at all levels. Beginning debaters experience a useful text, experienced debaters and coaches are given a plethora of tools to improve their tactics, strategy and knowledge.

19 chapters

Price: \$29.00, 8 or more \$22.00 each

#### Contents

1. What is Parliamentary Debate? 2. Definitions and Concepts 3. Preparation Time
4. Speaking For The Government 5. The Opposition's Strategy 6. Opposition Speeches
7. Rules 8. Analyzing Debate 9. Rebuttals 10. Delivery and Style 11. Procedural Points and Tactics
12. Flowsheeting 13. Background Research 14. Logic Fallacies 15. The Squad
16. International Debate 17. Judging 18. Coaching Issues
- Appendices Index

CDE

### PARLIAMENTARY DEBATE

THE  
FUNDAMENTALS  
and  
TEXT

T. Nebet



Extemp Topics free. 100s in U.S. and International categories. Just go to the Homepage at [www.cdedebate.com](http://www.cdedebate.com)

## STUDENT CONGRESS.

A unique book. For a speech event centered on human interaction the authors (Bob Jones and J. Nygren) give you both the rules and subjective elements necessary to win.

Chapters include

- Rules
- Procedures
- Strategies on the floor
- Speech Research and Prep
- Writing bills and amendments
- Ally strategy
- Sponsorship Tactics
- Lobbying

## *Beginning Theater* has

16 chapters, 249 pages, a perfect bound text. *Already reviewed by one college Chair as "the best classroom text on the market".*

Chapters get students going with *What is Drama to Chapters on Physical Acting, Stagecraft, Comedy, Character Creation, Plays, Writing, Directing, Cuttings.*

Simple and easy to use without any reduction or compromise in content. Single copies \$32, ten or more \$23 each.



- \$24 for a single copy, \$16 each for 10 or more

Order at [www.cdedebate.com](http://www.cdedebate.com)



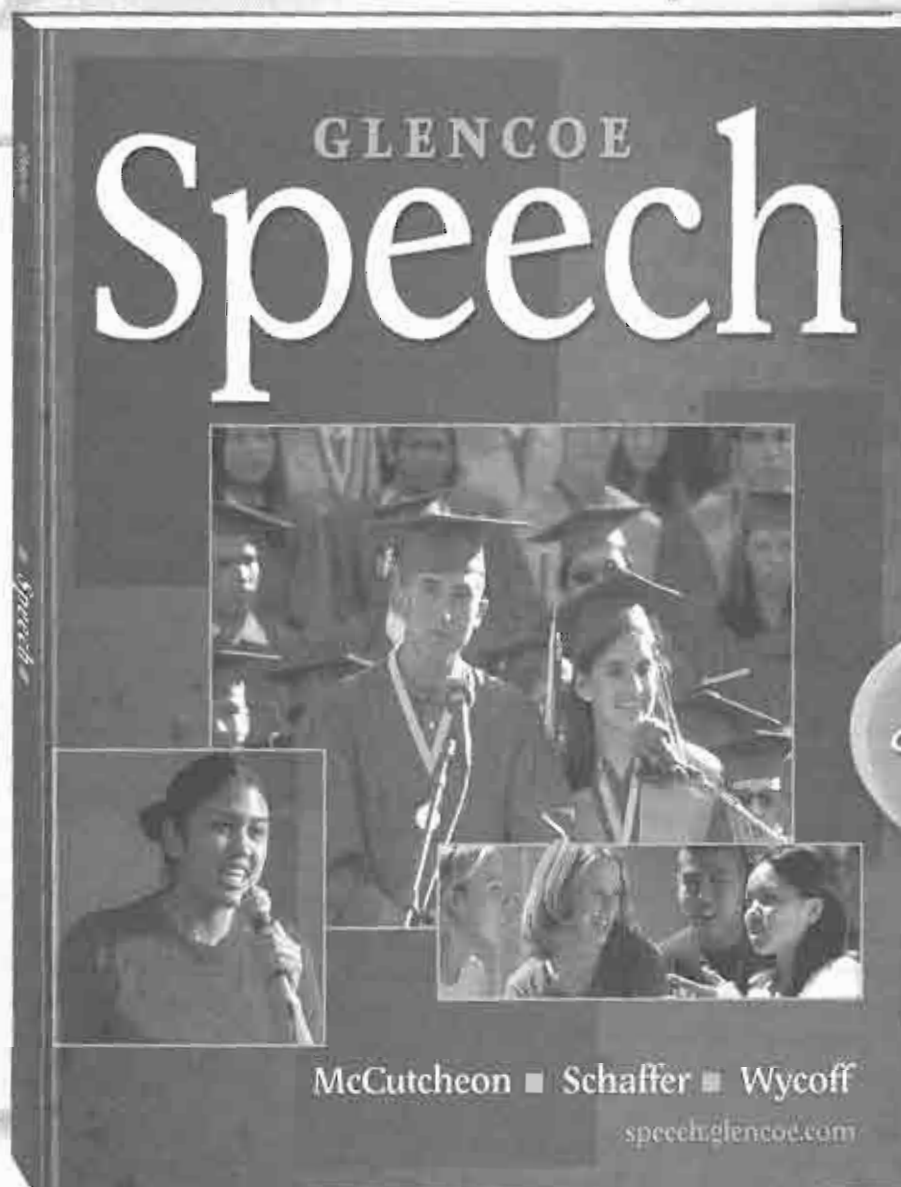
Glencoe

FOR THE ART OF

*Language...*

FOR THE LOVE OF

*Speech*



**Glencoe**

The McGraw-Hill Companies

800-334-7344

[glencoe.com](http://glencoe.com)

[glencoe.com/catalog](http://glencoe.com/catalog)

*Building Brighter Futures*



# Nixon ascendant: the Checkers speech

by Bill Forsythe,  
Lincoln Financial Group



Corny, maudlin, manipulative, embarrassing, and thoroughly insincere; all aptly describe the Checkers speech. Yet, it worked, salvaging the political career of Richard Nixon and proving the immense power of the infant medium television. The election of Dwight "Ike" Eisenhower, who'd reluctantly accepted Nixon as his running mate to appease con-

servative Republicans, hung in the balance, too.

All in all, Nixon's one-man, half-hour, prime-time pity party, broadcast September 23, 1952 on NBC immediately following *The Milton Berle Show*, may be one of the most significant unheralded speeches of the 20th century. History was shaped, nay, warped in that artless moment. Without a successful Checkers speech, Nixon may have faded into obscurity and the nation spared the wreckage of Watergate some two decades later.

## Trust fund follies

The events that forced Nixon into a TV studio a fortnight before the pivotal '52 election are nearly forgotten. His alleged wrongdoing was weak tea by today's standards. On September 18, the *New York Post* reported he had a "secret rich man's trust fund" of \$18,000 to cover his campaign expenses. He did, but it was not secret, not large even then, and not unusual. The Democratic candidates, it turned out, had similar trust funds.

Perception is everything in politics, however, and questions persisted. The tempest was especially vexing for Eisenhower, who'd assailed Truman administration corruption and promised a government "as clean as a hound's tooth." The admired commander of Allied forces in Europe, a novice in national politics and indifferent to

Nixon personally, stood mute as the story mushroomed. Angered by Ike's indecision, Nixon took to the airwaves.

## Bathetic bravado

A skilled smear campaigner – he often insinuated that rivals were communists and strongly hinted that Democratic presidential candidate Adlai Stevenson was homosexual – Nixon played innocent victim with bathetic bravado. Sixty million Americans watched as he told the story of his hardscrabble life, shared his modest finances, and said his wife Pat "doesn't have a mink coat. But she does have a respectable Republican cloth coat."

The tug at the heartstrings that gave the rambling, unscripted speech its name came next. He admitted that his family had accepted a gift, a cocker spaniel sent to his daughters. It was black and white and his youngest daughter Tricia had named it Checkers. "And you know," he continued, "the kids, like all kids, loved the dog. And I just want to say this, right now, regardless of what they say about it, we are going to keep it."

## From Checkers to China

His overwrought performance struck a populist chord. The Republican National Committee received four million telegrams, overwhelmingly in Nixon's favor. Pat was offered fur coats. Dog lovers sent Checkers collars, hand-woven blankets, and enough food for a year. On November 4, the Eisenhower-Nixon ticket carried 39 states. Nixon was ascendant, and his roller-coaster career ended in disgrace and resignation in 1974.

Nixon's triumphs – détente with the Soviet Union, restored relations with China, creation of the Environmental Protection Agency – were undone by the Watergate break-in and its collateral crimes. All of it – the good, the bad, and the ugly – might never have happened had the Checkers speech failed. Nixon knew it. Every year, to his dying day, he privately noted its anniversary, and the dog is buried on the grounds of the Nixon library.

### Sources:

*One of Us: Richard Nixon and the American Dream*, Tom Wicker, Random House, 1991.

*The Arrogance of Power: The Secret World of Richard Nixon*, Antony Summers, Viking, 2000.

*The Fifties*, David Halberstam, Villard Books, 1993.

 **Lincoln**  
Financial Group®





## National Forensic League

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

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

Bro. Rene Sterner FSC  
Delone Catholic High School  
140 South Oxford Avenue  
McSherrystown, PA 17344  
Phone: 717-637-5969 *sternerla-  
salle@yahoo.com*

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

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

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

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

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

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

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

## From the Editor

J. Scott Wunn



Dear NFL,

Two years ago while attending a state convention, I was sitting in a very large auditorium witnessing a rather heated discussion among coaches concerning the various types of debate. The issue in question was whether or not all forms of debate deserved a place at the state tournament. As the conversation worked its way to the peak of tension, a very respected coach, who had sat quietly and listened to the entire conversation, raised his hand and said, "Ladies and gentleman, we are forgetting one really important thing. There are only two kinds of debate...good and bad. All forms of debate can produce good debating. There is always a place for good debate because good debate facilitates great leaders."

The education of youth in effective research, critical thinking, listening, public speaking, and argumentation ought to be primary goals of the activity. The National Forensic League promotes four areas of debate, all of which have the necessary framework to allow an educator to teach these important skills. On pages 27-41 of this month's issue, outstanding educators have eloquently provided support for teaching each style of debate. Policy, Student Congress, Lincoln-Douglas, and Public Forum Debate provide a foundation for learning a skill set essential to quality leadership.

As we begin a new year and people all over the world are establishing their new year's resolutions, ours is simple, "Resolved: Debate is good."

Sincerely,

J. Scott Wunn  
Executive Director

## Rostrum

Official Publication of the National Forensic League

P.O. Box 38

Ripon, Wisconsin 54971-0038

(920) 748-6206

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

Sandy Krueger, Publications Director  
Andrea Neitzel, Publications

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

The Rostrum is published monthly (except for June-August) each year by the National Forensic League, 125 Watson St., Ripon, WI 54971. Periodical postage paid at Ripon, Wisconsin 54971. POSTMASTER: send address changes to the above address.

### Subscription Prices

Individuals: \$10 for one year  
\$15 for two years

### Member Schools:

\$5 for each additional  
subscription

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



## **T**opics

### January Public Forum Debate Topic:

Resolved: In a democracy, civil disobedience is an appropriate weapon in the fight for justice.

### January/February Lincoln Financial Group/ NFL L/D Debate Topic

Resolved: It is just for the United States to use military force to prevent the acquisition of nuclear weapons by nations that pose a military threat.

### 2007-2008 Policy Debate Topic

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

## *The Cover Photo*

From two-time Academy Award winner Denzel Washington and an ensemble cast lead by Washington that includes Academy Award winner Forest Whitaker, comes **THE GREAT DEBATERS**. Inspired by a true story, **THE GREAT DEBATERS** chronicles the journey of Professor Melvin Tolson (Denzel Washington), a brilliant but volatile debate team coach who uses the power of words to shape a group of underdog students from a small African American college in the deep south into a historically elite debate team. A controversial figure, Professor Tolson challenged the social mores of the time and was under constant fire for his unconventional and ferocious teaching methods as well as his radical political views.

In their pursuit for excellence, Tolson's debate team receives a groundbreaking invitation to debate Harvard University's championship team. The film is directed by Denzel Washington and stars Washington, Forest Whitaker, Jurnee Smollett, Nate Parker, Denzel Whitaker, and Kimberly Elise. "The Great Debaters" was written by Robert Eisele and produced by Todd Black, Kate Forte, NFL Alumnus Oprah Winfrey and Joe Roth. Presented by The Weinstein Company, "The Great Debaters," will be released in the U.S. by MGM on December 25<sup>th</sup>.



### *Who is eligible?*

- A coach with 25 years NFL Membership
- or
- Retired

Nominations must be postmarked no later than February 1, 2008

Forward Nomination AND Coach Bio to:

Sandy Krueger  
National Forensic League  
P.O. Box 38  
Ripon, WI 54971

or  
email: [nfirostrum@nflonline.org](mailto:nfirostrum@nflonline.org)

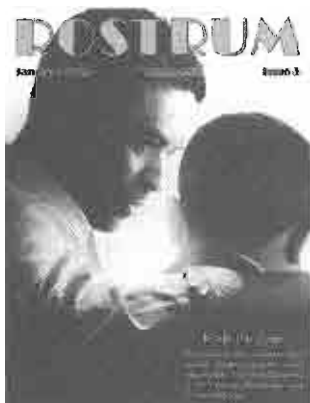


# ROSTRUM



Volume 82, Issue 5

January 2008



**"The Great  
Debaters"**



## **Public Forum Goes to the Movies**



## **Featured Topics**

### **More Than Just Trophies**

by Nicholas Owen  
pg. 25

### **Debate as Preparation**

by Nick J. Sciallo  
pgs. 31-32

### **Spotlight on Debate**

by Cindy Burgett, Kathi Wells  
Cherian Koshy, & Jason Kline  
pgs. 34-41

### **Too Many Dogs and Not Enough Bones**

by Rev. B. A. Gregg  
pgs. 43-45



## **In Every Issue**

Letter from the Editor  
pg. 3

Student Challenge  
pg. 11

Coach Profile: Gayle Hyde  
pgs. 14-15

Meet the District Chairs  
pgs. 18-20

Forensic Technology  
pgs. 47-49

NDCA Coaches Corner  
pgs. 55

NFL Curriculum Guide  
pgs. 56-57

Billman Book Club  
pgs. 58-59



## **Honor & Recognition**

New State Members & Degrees  
pgs. 61

District Standings  
pgs. 62-63

Welcome New Affiliates  
pgs. 64



**APPLICATION  
NATIONAL FORENSIC LEAGUE  
ACADEMIC ALL-AMERICAN AWARD**

Name \_\_\_\_\_  
School \_\_\_\_\_  
School Address \_\_\_\_\_  
NFL District \_\_\_\_\_

To the National Forensic League:

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

- \_\_\_\_\_ NFL Degree of Superior Distinction on record (750 points)
- \_\_\_\_\_ GPA of 3.7 on a 4.0 scale (or its equivalent)
- \_\_\_\_\_ ACT score of 27 or higher or SAT score of 2000 or higher
- \_\_\_\_\_ Completed at least 5 semesters of high school
- \_\_\_\_\_ Character reference from both the student's coach and principal
- \_\_\_\_\_ School Transcripts included.
- \_\_\_\_\_ NFL Chapter may present Award to any NFL member who meets the above criteria.

We certify that the above information is true and accurate and that the student nominated, in addition to the above criteria, has demonstrated character, leadership and commitment.

\_\_\_\_\_  
NFL Sponsor (coach)

\_\_\_\_\_  
Principal

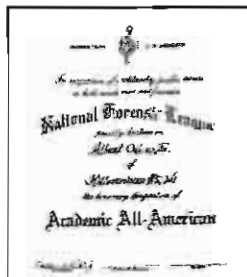
\_\_\_\_\_  
Student

**Forward application, along with \$10 application fee and transcripts to NFL, Box 38, Ripon, WI 54971-0038**  
**\$10 fee provides a hand engrossed Certificate of Achievement to be presented to student.**

**DEBUTING  
ALL-AMERICAN PIN**



Elegant Gold Plated Pin with  
Alternating Blue and Gold Stripes  
Cost \$10



**COMPLIMENT** your  
Academic All-American  
Certificate of Achievement!

**I have enclosed money  
for the following:**

Quantity

# \_\_\_\_\_ \$10 Application Fee  
(receive a Certificate of  
Achievement)

# \_\_\_\_\_ \$10 **New** Academic  
All-American Pin

Total Enclosed \$ \_\_\_\_\_

**Pins are available for previous AAA students through the NFL Online Store at [www.nflonline.org](http://www.nflonline.org)**



# **Election Year for Executive Council**

**2008-2009  
National Officers**

Election of National officers shall be conducted in even numbered years as follows:

- Any member coach with 5 years of NFL coaching experience may become a candidate for Executive Council by so advising the Executive Director in writing before February 1, **certified mail**.
- Present national officers whose terms expire on July 31 shall become candidates for re-election by filing a written statement with the Executive Director by February 1, 2008, **certified mail**.
- No person may serve as a member of the Executive Council after his/her 70<sup>th</sup> birthday [Council Meeting, April 11, 1992, unanimous]. This rule does not apply to the Administrative Representative who is appointed by the Executive Council every two years.
- Each candidate shall be allotted one column (unedited by the NFL National Office) in the *Rostrum* to support his/her candidacy, due February 1, 2008, **certified mail**. Each candidate may include a photo to accompany the column. PLEASE limit column to 400 words.
- Each chapter shall be mailed a ballot on which the candidates' names appear in an order drawn by lot and on which the chapter shall vote for four directors. Each ballot shall be worth as many votes as the chapter has active members and degrees on record in the National Office on May 1, 2008.
- All seats are not up for election. Councilors William Woods Tate, Jr., Kandi King, Pam Cady Wycoff and Tommie Lindsey, Jr. were elected in 2004 to four year terms and their seats are up for re-election in 2008.

BALLOTS WILL BE MAILED TO CHAPTERS ON APRIL

## **National Forensic League Mission Statement**

**The National Forensic League Honor Society promotes secondary school speech and debate activities and interscholastic competition as a means to develop a student's lifelong skills and values, as well as the public's awareness of the value of speech, debate, and communication education.**

**As an organization, the National Forensic League embraces diversity, interconnection, and visionary leadership. We empower students to become effective communicators, ethical individuals, critical thinkers, and leaders in a democratic society.**

*Est. on Sept. 24, 2006*





Tony's

RED BARON

FRESCHETTA

SENSATIONS

Larry's

EDWARDS

Mrs. Smith's

Schwan's  
Prepared to serve.

The Schwan Food Company has grown from a one-man, one-truck operation to a global leader in the frozen-food industry. With our commitment to you and your families, we look forward to being part of the success and growth of the NFL for years to come.

The SCHWAN  
FOOD COMPANY™

2007 Schwan's Shared Services, LLC. All Rights Reserved.



Proud to  
support



# F<sup>☀</sup>orensic Fun in the Sun

## NFL Announces Summer Workshop Scholarship Program

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

**What institutions are participating?** A list of sponsoring summer programs that are involved will be updated daily at [www.nflonline.org/Partners/Partnerships](http://www.nflonline.org/Partners/Partnerships). A complete list will be published in the February issue of Rostrum.

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

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





# Let Your Students Hear What Wins! Championship Final Round Audio Tape

*"A great teaching tool"*

**\$10 per Individual Event Tape--For Individual Tapes, CIRCLE the year of each tape ordered.**

	Oratory:	L/D Debate:	Int'l Extemp:	U.S. Extemp:	Debate:	Public Forum Debate:	
Set	2007	2007	2007	2007	2007	2007	2003 - 2005 in Audio Format Only
Set	2006	2006	2006	2006	2006	2006	
Set	2005	2005	2005	2005	2005	2005	2006 and 2007 in CD Format Only
Set	2004	2004	2004	2004	2004	2004	
Set	2003	2003	2003	2003	2003	2003	

Quantity # \_\_\_\_\_ (\$10 each) Individual Event Tape(s) \$10 x \_\_\_\_\_ = \$ \_\_\_\_\_  
 Indicate Year \_\_\_\_\_ (\$50) One Complete Set (choose one specific year which includes all events) = \$ \_\_\_\_\_  
 Indicate Year \_\_\_\_\_ (\$75) Mixed Selection of 2003-2006 (Mix/Match Set of 10) = \$ \_\_\_\_\_  
 S/H - Add \$1 per tape/\$10 per set) + \$ \_\_\_\_\_ S/H Total

**Total \$**

## GREAT "PAST" FINAL ROUNDS

For Individual Tapes, CIRCLE your Selections

	Oratory	L/D Debate	U. S. Extemp	International Extemp	Debate
	1992	1992	1992	1992	1992
	1993	1993	1993	1993	1993
	1994	1994	1994	1994	1994
	1995	1995	1995	1995	1995
	1996	1996	1996	1996	1996
	1997	1997	1997	1997	1997
	1998	1998	1998	1998	1998
	1999	1999	1999	1999	1999
	2000	2000	2000	2000	2000
	2001	2001	2001	2001	2001
	2002	2002	2002	2002	2002

**All Tapes are in  
Audio Format Only**

# \_\_\_\_\_ Individual Past Final Round Tapes (\$7 each) \$ \_\_\_\_\_  
 \_\_\_\_\_ 3 Tapes for \$18 (Mix & Match any year/any category) \$ \_\_\_\_\_  
 \_\_\_\_\_ 10 Tapes for \$65 (Mix & Match any year/any category) \$ \_\_\_\_\_  
 S/H (\$1 per tape/\$10 per Archival Set) + \$ \_\_\_\_\_ S/H Total

In case of defect, you have 30 days upon receipt of the audio tapes to return to the National Forensic League. A replacement tape(s) will be sent as soon as possible. After 30 days no refunds or replacements will be granted.

Special: (on one tape)

1960 Drama, Poetry, Oratory,  
Boys Extemp, Girls Extemp

Older year tapes (starting 1964) available.

Call NFL Office for more information.

Name \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

Email \_\_\_\_\_

Mail to: NFL

P.O. Box 38, 125 Watson Street

Ripon, WI 54971-0038

Phone: (920) 748-6206 Fax: (920) 748-9478

Email: nflsales@nflonline.org

All audio tapes also available online at [www.nflonline.org](http://www.nflonline.org)



# Student Challenge

IBM chairman Thomas Watson remarked in 1943, "I think there is a world market for maybe five computers." Despite his misgivings, computers now effect nearly every aspect of our daily lives. Which technology are we currently underrating that will become a cornerstone of future life?

## DANIELLE FROM GEORGIA

Cell phones; it seems now that everyone has one. From cameras, to texting, to even internet access, cell phones have it all. They are the closest thing to computers available with the convenience of being able to take it anywhere. I don't know one person who doesn't have a cell phone.

## STEVE FROM IOWA

Vegetable oil hybrid automobiles. Our dependence on foreign oil is an Achilles heel on our society. Until American's realize the negative impact, we will continue to "feed the man." Utilization of vegetable oil as a fuel source will not only serve the uncontrollable needs of society, but will forever "stick it" to the man.

## MEGAN FROM NEW YORK

I think we are underrating the cell phone. I know almost everyone has one, but people tend to use them for just phone calls, and use the computer for everything else. Actually I can back my opinion up because in Japan computer sales have slumped and they are using cell phones for almost everything. I think this will eventually happen in the U.S.

## LEEANNA FROM TEXAS

Cell phones. Cell phones are also one piece of technology that is a part of our everyday lives. Pretty soon, people won't need computers at home. Why would you have a desktop at home when you could have constant computer connection in your palm? With the new cell phone advancements, it's not long before we will be able to do everything from typing a word document to create a PowerPoint. All of this will be done on a cellular device, and I bet the person that created the cell phone didn't know that all these technological advancements would go as far as they did, and continue to grow.

## HENRY FROM NEVADA

The internet is a form of technology where we all have become too attached with. Unfortunately, we have failed to recognize this as we are currently underrating the significance of the internet. It will become a cornerstone of future life, but not necessarily a productive or positive one. Today, we see the internet as a means of personal communication, ignoring the value of physical language where we can hear and relate to verbal messages. Instead, online, we are lost to misinterpretation, ambiguity, and manipulation. Why shake hands or wink at a person when you can have an emoticon do it for you, right?

## MISTY FROM IDAHO

Alternative fuel

**NEW STUDENT CHALLENGE FOR THE MONTH OF JANUARY**

*What are your goals for 2008?*



# ***The Championship Debate Group***

***On the Campus of Northwestern University***

***July 13 through August 9, 2008***

## ***The Championship Debate Experience:***

- ***Championship Caliber Instruction***

***More NDT, NFL, and TOC Champion Instructors than Any Other Institute***

***A Diverse Faculty with Experience in Every Argument Category***

***Learn From Those Who Have Consistently Won Major Championships!!!***

- ***State of the Art Classroom Facilities***

***Fully Outfitted and Air Conditioned Smart Classrooms***

***Wireless and Hardwire Internet Connections in Every Room***

### ***Top Notch Living Facilities Include:***

- ***The Newest Dorms on Campus with Internet Access in Every Room!!!***
- ***The Only Major Institute with Air Conditioning in Every Dorm Room!!!***
  - ***Full Service Top Quality Dining Facilities!!!***

- ***World Class Research Facilities***

***Special Collections on Major Topics Not Available on the Internet***

***Brand New State of the Art Library Computer Labs***

- ***Learn in the Heart of America's Most Cosmopolitan City!!!***

***Chicago's World Famous Museums***

***Lake Michigan Recreation, Comedy, Sports, Entertainment and More!!!***

***The Championship Debate Group***

***540 North Lake Shore Drive, Suite #316, Chicago, IL 60611***

***[www.championshipdebategroup.org](http://www.championshipdebategroup.org)***

***E-Mail: [scott@championshipdebategroup.org](mailto:scott@championshipdebategroup.org)***

***Phone: (312)-342-6737***



# ***The Championship Debate Group***

***On the Campus of Northwestern University***

***July 13 through August 9, 2008***

## ***Our World Class 2008 Senior Staff Includes:***

- Scott Deatherage, Director of Debate, Northwestern University  
NDT Champion Coach: 2005, 2003, 2002, 1999, 1998, 1995, 1994
- Kevin Hamrick, Associate Director of Debate, Northwestern University  
Championship Debate Group Curriculum Director and NDT, NFL and TOC Championship Coach
- Michael Antonucci, Director of Debate, Lexington High School  
Senior Research Assistant, Northwestern University
- Josh Branson, Senior Debater, Northwestern University  
2005 NDT Champion and Copeland Award Winner and 2006 NDT Top Speaker and All Time Point Leader
- Caitlin Bruce, Senior Varsity Debater, Northwestern University
- Chris Lundberg, Assistant Director of Debate, Northwestern University  
Assistant Coach of Three National Debate Tournament Championship Teams
- Tristan Morales, Senior Research Assistant, Northwestern University  
2005 and 2003 NDT Champion and Copeland Award Winner  
All Time Record: 34-2 Lifetime NDT Win-Loss
- Jonathan Paul, Associate Director of Debate, Greenhill School  
National Debate Tournament Champion, 2002
- Tripp Rebrovick, Senior Varsity Debater, Harvard University  
2005 NFL National Champion and TOC Top Speaker
- John Warden, Senior Varsity Debater, Northwestern University  
2007 NDT Quarter-Finalist and 2005 TOC Runner-Up

### ***Welcome to Our New Faculty Additions for 2008!!!***

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

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





## Coach Profile

# MEET GAYLE HYDE

by

*Tyler Billman*

*NFL Staff*



Gayle Hyde is a three diamond coach from Fargo South HS in Fargo, North Dakota.

### What was your first NFL experience?

My first NFL experience was as an assistant coach. The school I was coaching at had not attended the NFL Qualifier for 10 years, although they had maintained their membership in NFL as an honor organization. The head coach had made it her goal to attend the qualifier with a group of students that year. Of course, then she found out she was expecting and she had a very difficult pregnancy. That left me to take the students to the tournament. We arrived two hours early (wouldn't want to miss the first round) and found out that no one had read the rule that all interps have to be memorized. We put our two hours to good use memorizing in the cafeteria. Later in the tournament I came down with the stomach flu. Needless to say, this NFL Qualifier was memorable. Although no one qualified that year, we learned a lot and came back much stronger the next.

### What is your team philosophy?

My team philosophy is that not everyone wins, but everyone can improve. The unspoken part of that philosophy is that everyone is welcome. Surprisingly, with this philosophy, almost everyone wins – eventually. We set goals for each tournament and if goals are met there are rewards even if you didn't win a trophy. Goals help move students toward excellence and excellence is something for which we all strive.

### How many hours do you spend with this activity a week?

The number of hours I spend with this activity each week varies on the time of year and the season. In addition, as I've gotten older, I've gotten smarter about practice time. The growth of electronic communication has also reduced the number of hours I spend at the school and in the library, but it doesn't really reduce the number of hours spent coaching. My guess is that I spend 30-40 hours a week directly coaching, reading cases and speeches, judging or tabulating at tournaments. My husband would probably tell you it is more!

### What do you consider your coaching strengths and challenges?

My coaching strength is my passion for the activity. I really believe every student should do forensics during their educational career. It helps them in so many facets as they move into the world. Of course, I don't reach my goal, but I think I have a knack for seeing a spark in a student and convincing them that they can do the activity. My greatest challenge as a coach is time. Students' time because they are overburdened with too many activities, a work schedule and still are trying to fit in forensics. My time as I try to balance coaching time and my school family with my own family. If there were 48 hours in a day, I think this would still be a problem.

### Do you have any fundraising secrets that you use with your team at Fargo South?

Fundraising is the bane of my existence – as it is everyone's. I wish that we had a magic method of raising funds. Our district is supportive of in-state competition. They pay for our transportation and registration/judging fees for any tournament in our regular season as long as it is in a bordering state. The students have to pay an activity fee to participate which is sometimes a stumbling block, but we work that out. The students also pay any overnight hotel and meal expenses which again can be a hardship for some. Our team hosts several concessions stands in our building and this helps with some of the money. Our district will pay nothing toward NFL qualifier competition (unless it is part of our in-state season) or nationals competition, so we are always looking for something to help raise money. The Schwan's fundraiser is an easy way to raise some funds and we do take advantage of that.

### Do/Did you have a forensics mentor? If so, who and how have they changed the way you coach?

Don't we all? I could not have made it through those first few years coaching without the help of so many. Harlan Schuck who used to coach in Moorhead, MN was a lifesaver. I remember hosting my first debate





## *Coach Profile*

# GAYLE HYDE

tournament. This was when you still scheduled the tournament in advance and tabulated by hand. Right before the tournament, the weather turned bad. We had drops and my schedule was collapsing. He calmly said, "give it to me" and proceeded to reschedule the entire tournament before my eyes. He taught me patience, recruitment, and endurance. Of course he also taught me that in the big picture of the world, forensics was just a game and what really mattered were the people!

### **How do you mentor others?**

I mentor others by being willing to share anything with anyone. I have no secrets. I tell everyone exactly how I coach. I give out my phone number, my email, and my team web address. I also try to mentor by example. I offer to help, but step back if they want to try it on their own. I believe that coaching is about education and that if everyone else's students are good, your own will have to rise to the occasion.

### **What is exciting about being an NFL coach in North Dakota?**

Being a coach in North Dakota is exciting because we are one big family. Although we are competitive, we also work together and trust each other. In addition, we have had a lot of retirements and turn-over of coaches in our state, so it is exciting to see new coaches take the helm and get excited about ideas and plans. It is always good to be reminded that not everything needs to stay the same.

### **What's unique about Fargo South High School as an NFL chapter?**

The Fargo South chapter is unique in that our team stretches across four different schools. We are in a time of transition and we have two feeder middle schools that are actively part of our team as well as our 9th grade housed in a temporary building 13 blocks away from the rest of the high school. The fact we have

fragmented schools may not be unique, because I know other schools even in our state that deal with a similar issue, but I think we are unique because the feeling of the team is that we are one team. It doesn't matter what school you are in you are still a member of the Fargo Southside Team. This inclusionary vision of the students makes our job as coaches so much easier.

### **How do you recruit students to the team? What qualities do you look for when recruiting students to your program?**

Recruiting students is an on-going process. We run a "summer camp" for Student Congress because the activity has its first tournament in North Dakota three weeks after school starts. We invite every student who has ever done any forensic activity to the "summer camp." In addition, because my own philosophy is that every student should experience forensics, I watch for students who might be ready to try. I encourage them. We also send letters to honor students, speak in English classes, and have students recruit friends, all the usual tricks. I think the biggest selling point is that we really do believe "it is never too late to join." Up until the regional and state competition, we let students become a member of the team.

### **What is the coolest place you've ever been on a forensics trip?**

I think the "coolest" place we have gone is to a small town in Western North Dakota. It may seem odd to say that with all of the national locations I have gone to, but this town is very unique. Richardton, North Dakota has an Abbey and once my Student Congress team actually got to stay there. The church is beautiful and the people are friendly. The Abbey was a very cool experience for my students.

### **What is your vision for the future of NFL?**

I like that NFL has moved into the 21st century, but I hope that we never lose sight that it is an honor organization for all students. We need to be careful to respond to all types of programs and not fall into the trap that the largest programs or the most visible are advantaged because of the perspective that the NFL hears from the largest and most visible programs. Here in North Dakota we really do have chapters who provide NFL as an honor organization for students to be part of a national organization; it is used as a way to recognize excellence in students. The idea of competing at nationals is not important to them. It is about the educational advantages NFL can provide for their students.

### **Do you have any advice for new NFL coaches?**

Ask questions and advice from those who have been around the block a few times. Then listen to what they tell you. Most NFL coaches are so willing to share their experience both with coaching their team and with the NFL experience.

### **What has been the most rewarding experience thus far in your career?**

I think the most rewarding experience as a coach has to be seeing your students achieve their potential. For some students that is getting higher than a 5 in a round by the time they are a senior and for others it is being in the final round at the national tournament. Whatever is the most that student can achieve, it is rewarding when you know you have helped them to achieve that goal.



# **The Global Debates**

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



**This March, join The People Speak Global Debates.  
Hold your debate March 1 - 24, 2008.**

**"Resolved: Water should be considered  
national property."**



**Register online today.  
Visit [www.thepeoplespeak.org](http://www.thepeoplespeak.org)**

**Participating schools can compete to send their four-student  
TPS debate team (plus two educators) to the United Nations  
Foundation Youth Leadership Summit.**



# Apollo Debate

## *Debate Deep*

**Some companies sell you evidence.  
We invest in your round.**

Do you feel overwhelmed by volumes of evidence on your desk?

Do you suffer anxiety while searching through 1,000 pages for those 200 cards that are actually applicable?

Do you hide your unblocked evidence in the corner of your tubs so nobody will see it?

Tired of watching novices stumble through evidence they don't understand?

Do you worry that you're paying companies so they can assign *you* work to do?

**You are not alone and there is hope.**

**Apollo Debate's *Discourse* cures debaters of Evidence Anxiety, Position Blocking Paralysis, and In-Round Strategy Deficiency.**

*(Warning: Apollo Debate's Discourse (A.D.D.) should only be prescribed to patients capable of independent thinking. A.D.D. will not help you look cool by providing you with extra tubs of unblocked evidence. Exposing Duet Acting teams to A.D.D. may have harmful side effects, including vomiting, exorcist-like head spinning and attempts at logical reasoning.)*

**Shift The Paradigm**  
**[www.ApolloDebate.com](http://www.ApolloDebate.com)**



Apollo Debate LLC P.O. Box 260648 Plano, TX 75026 Email: [admin@apollodebate.com](mailto:admin@apollodebate.com)



# MEET THE NFL

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

## **CHRISTOPHER McDONALD, SOUTHERN MINNESOTA**

Eagan High School coach Christopher McDonald has been showing students the ropes in forensics for eighteen years, and for two years he has taken an even bigger role as the District Chair of Southern Minnesota. While he stays busy schedule coaching and inspiring the students on his speech and debate team, he also maintains big goals for his district, explaining that *"My first goal is to continue to expand our school numbers so that more students in Minnesota can enjoy what the National Forensic League has to offer. My second goal is to continue increasing overall participation at the district qualifying tournaments."*

As his biggest inspiration, Mr. McDonald credits his wife, Ceil. Perhaps it was her influence that helped him achieve a number of accolades including the Apple Corps Award for Outstanding Assistant Debate Coach (1994), Jack Edie Outstanding Debate Coach of the Year Award (2000), James Graupner Distinguished Service Award (2005), Minnesota AA Speech Coach of the Year (2007), and Minnesota Debate Coach of the Year (2007). While Mr. McDonald's favorite NFL memory is the 1997 NFL National Tournament in his home state of Minnesota, he also notes that he enjoyed watching his Extemporaneous speakers win the National title in 2003, 2005 and 2007. After years of experience, he strongly believes that *"our efforts in forensic education are making the world we live in a better place for everyone."*



## **CHRIS STEPP, HOOSIER CROSSROADS**

For the past 32 years, Chris Stepp has shaped the state of Indiana by coaching forensics. During this time she has been inducted into the IHSFA Hall of Fame, designated as an Indiana Outstanding Forensic Educator, and awarded the Wayne Township Excellence in Teaching award. This three diamond coach, who now teaches and coaches at Kokomo High School, is one of only a few District Chairs who have served as Chair of more than one district. She explains, *"I was a chair in many places--probably sometime in the 90's I was chair in the South, in the Central in Hoosier Heartland, and now in Hoosier Crossroads. So, I guess for about 14 years maybe [in total], but I've never counted."* This year, Ms. Stepp hopes that Hoosier Crossroads will meet or exceed their numbers of members and degrees from previous years and that all member schools will enter one of the three qualifying tournaments.

While her years of coaching and district leadership are certainly impressive, she admits that she had to learn that she did not have all the answers. Still, her experiences with NFL have been rewarding, as the following story demonstrates: *"The first student I qualified to Nationals was Mike Hatchet, who is now an international attorney. I knew nothing about Congress, but he was interested in it. I asked how it went, and he said 'ok.' We sat in the back of the auditorium talking quietly as Joe Dunbar announced the awards. I said, 'Hey, Mike, did they just say your name?' 'No, I'm sure not.' 'People are clapping and looking at us. Quick go get the plaque, I'll warm up the car before they know they've made a mistake.' That was the first of many wonderful kids I have been able to work with and take to the national finals."*

## **MICHELE LOCKHART-HENRY, NEW MEXICO**

Michele Lockhart-Henry, the head coach at Rio Grande High School in Albuquerque, New Mexico, has been coaching forensics for the past nineteen years -- fifteen years in the high school circuit and four years with middle school speech and drama. In her first year as District Chair, Ms. Lockhart-Henry has developed extensive goals for New Mexico: *"My greatest goal is to get more of New Mexico's high schools to invest in hiring teachers to coach and teach speech teams. I would like to retrieve at least five currently defunct or probationary chapters to add students to New Mexico's very talented student competitors. I know the students are out there; my goal is to get more schools to find the teachers and support their coaching."* Ms Lockhart-Henry also has a plan to achieve this, as she continues: *"Currently, I'm trying to figure out how to crash administrative conferences, using our students as entertainment and information sources at these meetings. As most coaches will agree, administrations view successful, polished students favorably, and want to see more of those kids at their own schools."*

This two diamond coach has several accolades and leadership honors, which include: John Adams Middle School Electives Teacher of the Year (1991); John Adams Middle School Teacher of the Year (1992); Albuquerque Chamber of Commerce Crystal Apple Teaching Excellence Finalist (1993); Secretary of the New Mexico Speech and Debate Association (1997-2000); New Mexico Speech and Debate Association Speech Coach of the Year (2000); New Mexico Speech and Debate Association Debate Coach of the Year (2001); President of the New Mexico Speech and Debate Association (2001-2003); State of New Mexico Golden Apple Outstanding Teacher of the Year Semi-Finalist (2005). In her spare time, Ms. Lockhart-Henry reads and plays with her three Jack Russell Terriers. In the short seven weeks between Nationals and in-service teacher training, she and her husband Ed travel and cook gourmet meals for the few remaining people who don't run when they ask them to judge at a tournament. *Photo not available.*



# DISTRICT CHAIRS



## DAVID HUSTON, NORTH TEXAS LONGHORNS

"Too darn many," David Huston exclaims when asked how many years he has been coaching. In his 26th season of coaching, Mr. Huston currently coaches at Colleyville Heritage HS in Texas. While this is Mr. Huston's second year as District Chair of North Texas Longhorns, he also served as the Chair of the Lone Star NFL district (two years) and the West Iowa NFL district (five years). As for district goals, Mr. Huston is seeking new members and degrees in order to earn the additional benefit that will allow a bonus entry at the National Tournament; he also wants to make less active chapters more active. Mr. Huston has garnered several honors during his career, including Key Coach for the Barkley Forum, Two Diamond Coach for the NFL, Secretary of the Texas Forensic Association (2002-2005), multiple terms as an NDCA board member, and election as President of every major forensic association in Iowa. His list of achievements notwithstanding, he notes that *"One of the greatest honors I've had is to serve as the policy debate tabulation chair for the NFL the past two years."*

In his spare time, Huston enjoys reading, playing with his three-year-old grandson in Dallas, and umpiring. In fact, Huston is now in his 15th season as an umpire for competitive softball. His love for the game even ties in to one of his favorite memories with the St. Louis Nationals in 1997. *"I was picked to judge the final round of policy debate and I had tickets to the St. Louis Cardinals game that night. I judged the round dressed not only in dress slacks, shirt, and tie, but also had my shorts and polo shirt on underneath those clothes. I sat right next to the legendary Gregg Varley. Once I made my decision, I hurriedly got in my car and rushed to the game. My student and I got there just as the game was beginning. During the game I heard someone holler my name. I looked up and it was Varley sitting about ten rows away from us."*

While he may jokingly say that he has been coaching for "too darn many" years, Mr. Huston has a clear love for the activity. He explains that the people within the activity of forensics explain why he loves it so much. *"If you are not out meeting people in this activity and cultivating those friendships, then you are missing out on the best thing that speech and debate has to offer. Go make some friends."*

## JIM MENICK, NEW YORK STATE

Even though Jim Menick is quite busy authoring novels like "Lingo" and serving as a full-time book editor for Readers Digest, he still finds time to coach forensics. In fact, he's been "finding time" to coach forensics for the past 12 years! He explains, *"I started out as a committed parent judge. Much of what we do cannot survive without those committed parents. The more we engineer what we are doing away from the abilities of parents to help, the more we engineer ourselves toward a dead end."*

Currently coaching at Hendrick Hudson High School in New York, Mr. Menick has been a District Chair for six years and he still has extensive goals for his district. *"[I want to] get every chapter at top level entry, plus add some extras to the tournament to make it more appealing to everyone."* Some of his "extras" include adding consolation events to the district tournament. Mr. Menick has previously been honored with the Bronx Achievement Award and the "Extra Mile" award from the Hendrick Hudson School District. As for his favorite forensics tips to give to coaches, he notes that attending a debate tournament does not mean that a person is forced to eat fast food!



## JAN HEITEEN, ILLINI

Teaching for the past 32 years and leading the Illini district for the past seven years, Downers Grove South head coach Jan Heiteen has accumulated a wealth of experience, memories and insight. This five-diamond coach draws on these resources frequently when leading the Illini District. Over the past two years, the Illini district has been working to increase participation in Public Forum and Lincoln-Douglas debate among our schools that traditionally do only speech events. Illini also hopes to continue to increase the participation of some of the Chicago public schools and to include competition in Student Congress at the district tournament again.

Interestingly, Mrs. Heiteen has been affiliated with the NFL since high school, and she still has her certificate and seals! She explains why she is drawn to NFL by saying, *"As a professional, I have made connections with other professionals who have not only inspired me as a coach and a teacher, but have become some of my most cherished friends. I look forward to being able to share that week in June with these people who have become extended family and to have the opportunity to share with them throughout the year. NFL is one of my most treasured professional homes. What the organization does for students and teachers alike is without equal!"*

Mrs. Heiteen has received a number of awards and honors during her tenure. She has served as the President of the Illinois Speech and Theatre Association (receiving the organization's W.P. Sanford President's Award) and she was the first recipient of the NFL Albert Odom Award. Additionally, she earned recognition as a National Federation Outstanding Speech, Theatre, and Debate Educator (2003) and the NFL District Chair of the Year (2007). When she is not coaching, she directs musicals, children's theatre, and talent shows at Downers Grove South High School. In her spare time, she travels with her husband who retired from teaching a few years ago.



# DISTRICT CHAIRS



## DR. RANDY PATTERSON, MISSISSIPPI

*"The Mississippi district has big plans this year to stay green and growing,"* Dr. Randy Patterson, District Chair of Mississippi enthuses. The coach of St. Andrew's Episcopal School in Ridgeland (Greater Jackson), Mississippi, Dr. Randy Patterson and the district of Mississippi plan to enlist a record number of chapters and affiliates, have three House chambers again at District qualifiers and qualify three Representatives to nationals. Mississippi also aspires to qualify two Policy Debate teams to nationals and to have a smooth district tournament. Dr. Patterson has been coaching for the past 13 years and served as District Chair of Mississippi for the last five years. *"For eight years (1980-88) I had the wonderful opportunity of being on the inside of Mississippi state government and politics. One of the most profound experiences was to see the incalculable benefits of oral communication that we spend our days helping our students to acquire."* Dr. Patterson's teaching and coaching accolades include St. Andrew's Outstanding Teacher in Upper School Award (1995), Mississippi Outstanding Speech Educator Award (1996), election to the Mississippi Humanities Council, Humanities Educator Award (2000), and STAR Teacher (2001). Although Dr. Patterson has certainly had an impressive career, above all he remains devoted to helping the students of Mississippi. Dr. Patterson notes, *"Sometimes we win; but all the time we build character, and we -- coaches too -- can always learn if we are open and receptive."*

## LEANN RICHARDS, SIERRA

The NFL certainly invokes a long history of memories for LeAnn Richards, chair of the Sierra District. Ms. Richards recalls being present at the National Tournament when her high school coach, Ron Underwood, received his seventh diamond as she was receiving her first. *"[Mr. Underwood] inspired me to follow in his footsteps and join the NFL family. Ron was, and still is, dedicated to forensics and I only hope that I have been able to inspire my students to achieve their fullest potential the way that he was able to inspire me."* Ms. Richards, a coach for fourteen years and a chair for seven years, is currently coaching at Edison High School in Fresno, California. Her goal for the Sierra district is to increase participation at the District tournament and at the Congress tournament. This double diamond coach has won two outstanding chapter awards since being at Edison High School and has won the district tournament trophy for five years. She advises other coaches to *"be committed and expect commitment. Be your students' best cheerleader."* When she's not coaching or teaching, Ms. Richards enjoys spending time with her four-year-old daughter Camille and her six-year-old son, Max. *"Oh, and let's not forget the husband, Patrick, too!"* Ms. Richards also enjoys reading great literature with her AP Literature students as well as scrapbooking with friends.



## COACHES: NOMINATE A FORMER STUDENT FOR THE HAROLD KELLER PUBLIC SERVICE LEADERSHIP AWARD

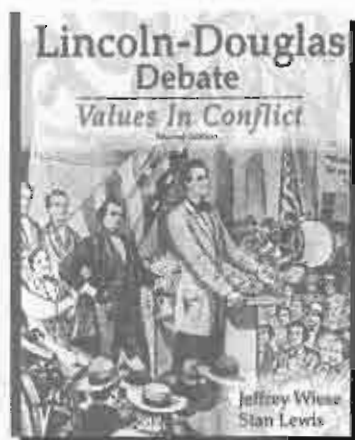
Do you have a former Student Congress participant that has made significant contributions to public service leadership? Nominate him/her for the 2008 Harold Keller Public Service Leadership Award to be given at the National Forensic League's 2008 National Tournament in Las Vegas, Nevada. To qualify for the award, the student must be a former National Student Congress participant and a significant contributor to his or her community, state, or nation through public service leadership. Selection is based on demonstrated leadership ability, commitment to public service, and potential for an ongoing leadership role in the nominee's community and beyond. All nominations and materials must be received by January 25, 2008, to be considered for the award. Applications can be downloaded from the National Forensic League website at [www.nflonline.org/DistrictInformation/AwardNominationApplication](http://www.nflonline.org/DistrictInformation/AwardNominationApplication).

The annual award was established by the Stennis Center for Public Service to recognize a former student congress participant who has shown noteworthy leadership in government, education, or the non-profit sector. Named for the long-time Stennis Student Congress leader, Harold C. Keller, the award honors an individual who has successfully applied lessons learned through Student Congress to become an effective leader in public service while paying tribute to Keller's dedicated support.

To obtain a nomination form for the 2008 Harold Keller Public Service Leadership Award, visit the NFL's website at [www.nflonline.org/DistrictInformation/AwardNominationApplication](http://www.nflonline.org/DistrictInformation/AwardNominationApplication). For more information on the Stennis Center for Public Service, visit [www.stennis.gov](http://www.stennis.gov).



# The most comprehensive Lincoln-Douglas resources available!



## Lincoln-Douglas Debate: Values in Conflict

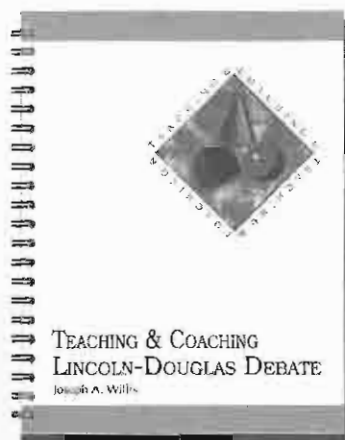
The basics of Lincoln-Douglas debate for  
novice and intermediate debaters

The most complete introduction available  
on preparing for and participating in the  
Lincoln-Douglas (L-D) debate format.

Short, well-designed chapters move students  
through L-D analysis, case construction, and  
case defense procedures. Students learn about

- L-D theory
- the difference between L-D debate and  
policy debate
- how to choose and research value topics
- preparing cases
- developing rebuttal strategies
- improving delivery skills

A Teacher Guide features activities, additional  
L-D topics, ballots, quizzes and answer keys,  
and more!



## Teaching & Coaching Lincoln-Douglas Debate

Resources for teaching value debate

Practical, everyday materials help teachers  
build and sharpen their instructional practices.

This book contains something for every  
instructor, regardless of experience, including

- the basics of L-D debate
- a grounding in theory
- development and construction of value  
debate cases
- activities and lectures on three levels
- options for unit length
- improvement of delivery



## Philosophy in Practice: Understanding Value Debate

Philosophical theories and concepts  
in understandable terms

This book is an invaluable resource for  
value debate preparation! Students can use  
authoritative insight from philosophers,  
such as Hobbs, Locke, Rousseau, Kant,  
Nietzsche, Aristotle, and others.

The material is presented in an easy-to-use  
format and is identified for novice,  
intermediate, or advanced debaters.  
Chapters on L-D debate theory are  
also included.

## Perfection Learning®

Perfect for *YOUR* Classroom

Additional  
debate texts  
are available!

Call customer service or visit our Web site today for a FREE catalog and product samplers!

phone: (800) 831-4190 • fax: (800) 543-2745 • web: [perfectionlearning.com](http://perfectionlearning.com)





*An investment  
in knowlege  
always pays  
the best interest*

*Benjamin Franklin*

*As you may have noticed, the NFL has been going through a wide variety of changes. We have dramatically improved the website, added new and exciting features like our online chat, and supplied coaches and students with more and more resources. The NFL is proud to "empower students to become effective communicators, ethical individuals, critical thinkers, and leaders in a democratic society," but we need your support. Please help the NFL keep changing, growing and providing opportunities to thousands of students all across the country by giving a donation to the Bruno E. Jacob Leadership Fund.*

*Questions about giving?*

*Please contact the NFL national office  
at 920-748-6206, e-mail Heidi at [hschristensen@nflonline.org](mailto:hschristensen@nflonline.org),  
or write to us at NFL Bruno E. Jacob Youth Leadership Fund,  
P.O. Box 38, Ripon, WI 54971*



## Former Mullen Debaters host Frank Sferra Tribute

Former Mullen High School debaters roasted NFL Hall of Fame member Frank Sferra on November 3, 2007 in Columbine, Colorado. The event recognized the prestigious career of this longtime coach and educator, which included eight years as the President of the Executive Council and seven diamonds. In all, Mr. Sferra has served the forensics community for over fifty years.



*Frank*

A number of former debaters and students spoke at the roast including Craig Bowman, Paul Freeman, Tim Schmeckpeper, Jim Hudson, Joe Pickard, Lowell, Sharp, Jim Johnson and Robert Riley.



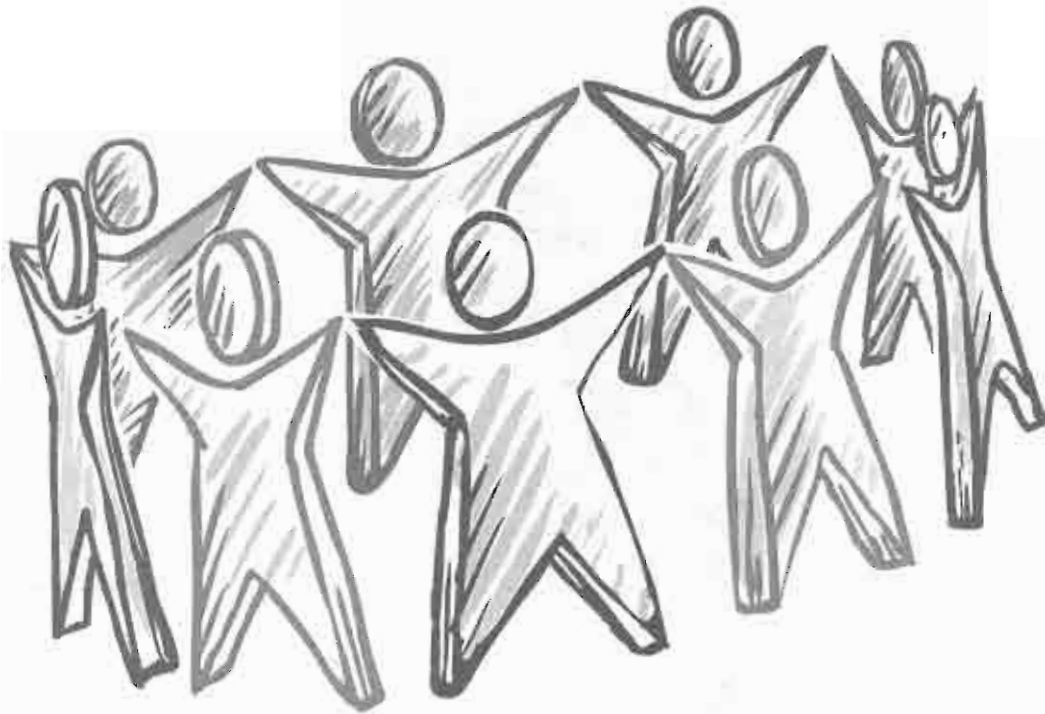
Alumni Carl Unrein, Bob Reily, Joe Pickard and Jim Johnson served as the Steering Committee for this event, which was held at the Columbine Country club.





*'It takes a  
Community to  
Change'*

*We must become the change we  
want to see in the world*



Thinking back on your high school NFL days has probably made you smile more than once. Coaches, friends, and competitors, those who became your surrogate family while on the road – these memorable people are members of your NFL community and so are 100,000 additional students, 3000 coaches, and countless volunteers. Join them this New Year by adding NFL to your weekly routine. Speak to a speech or debate team, judge at a tournament, help with fundraising in your community, write for the Rostrum or the Alumni Magazine, give a monetary donation to the NFL, coach... the opportunities to become an active member in YOUR community are endless. As your Alumni Coordinator, if you ever need anything or have questions on how to give back to the NFL community, please contact me directly at [hschristensen@nflonline.org](mailto:hschristensen@nflonline.org) or 920-748-6772. Thank you in advance for all that you have done and all that I believe you will do in your COMMUNITY.

*Heidi*



# More than just trophies

*Our role in promoting ALL speech activities*



*by Nicholas Owen*

The infamous quotation states, "It takes a village to raise a child." The problem is we are not allowing our village to help raise our children. We are being too protective of their time and energy. We take our students on our team and monopolize their time with different competitive events so that they will represent us well at local and regional tournaments. Competition is the name of the game. We all would love to say that it's simply about kids getting better, but if we weren't competitive, you wouldn't be taking the time to read this *Rostrum* or this specific article. The problem that arises is that we need to allow our children to participate in more speech activities that may not directly help us or our team, but will affect them personally.

I know, I know, we are all too busy to put anything else on our plate. The last thing any coach wants to hear is about something else they need to do, whether that is another school committee, speech committee or simply filling out another kid's IEP. On the other hand, there are opportunities for our students and us to put something else on our plate that will help our teams. These opportunities are speech contests. Contests such as Words that Shook the World, Voice of Democracy, Bickel and Brewer Debates, American Legion Oratorical Contest or even the People Speak Global Debates are examples of how the village of our country is reaching out to help our students. They want to help raise them by giving them scholarship money to help further their education. But why don't we let them help? Why don't we take a little class time ourselves? Hopefully we will understand why we need to step up to the serving line and put another helping on our plate.

As a coach, we all have many pet peeves. My new one is this: I enter a speech contest and the organization thanks ME for entering it. I may be mistaken, but shouldn't I be thanking you for the opportunity for one of my students to win scholarship money? More importantly, shouldn't I thank you for the opportunity to enhance my student's speaking skills outside of a competitive tournament? The number of entries to these contests is so small, they are thankful for anyone to participate. On a local scale, our local VFW post hosts a Voice of Democracy local contest. In a post area of over 3000 high school students, only a few students enter this contest. In the last four years, the average number of entries is only five. This is ridiculous especially due to the fact that the top three receive \$600.00 in cash prizes. This problem isn't just in my community. On a national scale, the "Words that Shook the World" contest that each NFL coach was emailed about, only 36 schools in the nation entered a speech. Furthermore, only 16 of those schools entered more than one entry. This was with incentives not only for students, but for coaches as well. Some of the incentives were \$250.00 to a school that entered 20 videos. This incentive was only achieved by four schools in the country. Other incentives outside of

the actual \$40,000 scholarship to the winner and the \$2500 scholarship to the ten finalists included \$5000 to the school that simply entered the most speeches. Unless I am mistaken, every teacher and every forensics program in the country could use a little extra money for expenses. Speaking of money, I am fortunate to live in a very reasonable priced state as far as tournaments go. For example, it only cost us about \$4.00 per event to enter a tournament. As cheap as this is, it's even cheaper to enter these speech contests. It's absolutely free! There is no cost to enter these contests. If you're a school who can't gather enough money to attend a lot of tournaments then this is a must for you and your students. Have your orators write a mini version of their speech. Think of it as a practice draft. The only difference is the practice draft of 3-4 minutes could actually garnish the student more accolades and scholarships than a NFL Finalist might receive.

So, we all know we need to do this, but how. The easiest way would be to take one day and have all your kids write a speech. These contests are never more than 5 minute speeches. We all have multiple kids on our squad that write 7 minute speeches in 30 minutes, so one class period should be easy. Another way we can do this is work with other teachers and staff. Many of these contests can align with curriculum in either History, English or basic Speech classes. This year, I made all of my basic speech kids write a speech for one of these contests. They gave it in class and were offered extra credit to enter it in a contest.

Maybe your excuse is you just didn't know about them. I would like to take a second to commend NFL for sending email reminders to all coaches about several of these contests. If that isn't enough, take some time in your off-season and look up contests. One easy way to do that is with [www.fastweb.com](http://www.fastweb.com). This site has numerous speech contests for students to enter and is a great resource on the web.

Finally, we must hurry to enter these now, before it's too late. The truth is many of these contests are going to cease to exist if we don't take them up on their offers. It will only be a matter of time before an organization is going to stop offering thousands of dollars of scholarships if only a few enter. The quality is out there, watch any out-round at NFL and you will see it. Our job is to allow our children into these activities. As "parents" of these kids, let's embrace our villages and send them our brightest to these contests for all to appreciate. (Nicholas Owen is the Head Forensics Coach at Salina High School Central in Salina, KS where his team is the current state champion in the state of Kansas. He is a diamond coach and has served on his district committee for the past 5 years.)



# Stanford National Forensic Institute Policy Debate 2008

July 24- August 13

August 13- August 20

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

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

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

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

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

Jon Sharp - U. of Kentucky

Judy Butler - Augusta Prep

JR Maycock - Highland

Jacob Polin - UC Berkeley

Bobby Lepore - Stanford

Jenny Herbert Creek - Stanford

Matt Fraser - Stanford/Head Royce

Toni Nielson - CSU Fullerton

Nichelle Klosterboer - Idaho State

Janelle Rivard - U. of Georgia

Doug Dennis - St. Francis H.S.

Erik Holland - Stanford/Head Royce

Rachel Schy - Redlands

Reuben Schy - U. of Kentucky

## Three Week Program

Accelerated program

July 24 - August 13, \$3185

Core Program

July 24 - August 13, \$2385

## Extended Week

August 11 - August 18, \$1350

ALL DATES AND PRICES  
ARE TENTATIVE

*"I improved more at this  
camp than I did during  
the entire school year."*

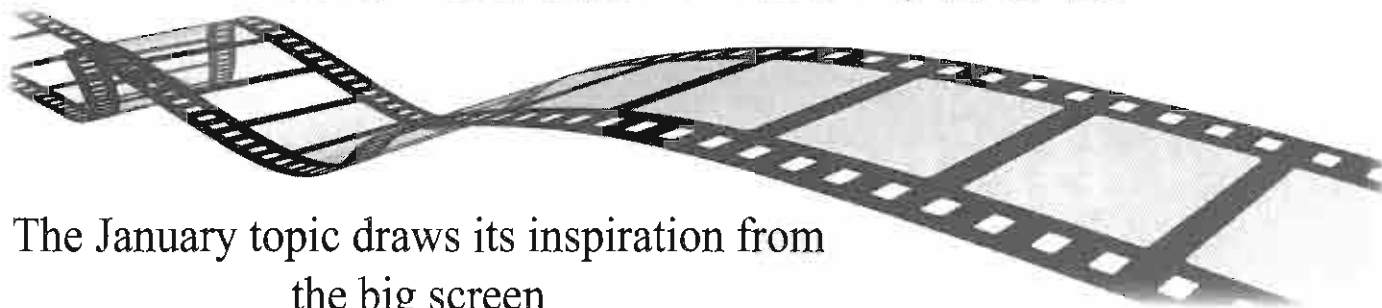
*Justin Sedjuki, 2007  
SNFI Participant*



Phone: 650-723-9086 • Web: [www.snfi.org](http://www.snfi.org) • Email: [info@snfi.org](mailto:info@snfi.org)



# Public Forum Goes to the Movies



The January topic draws its inspiration from  
the big screen

Interpers have been known to study Academy Award winning actors endlessly, trying to decipher what it is that makes them so universally appealing to audiences. My husband, a former NFLer and champion interper, dissects every movie he sees. I can't tell you how many times I have heard about Meryl Streep's versatility or Sydney Poitier's depth. Myself...I'm a debater. I only recently saw *Sleepless in Seattle* for the first time. I'm so behind on movies that I thought *My Girl* was a new release.

Happily, debaters and interpers alike have a new reason to go to the movies. *The Great Debaters*, a major motion picture starring Denzel Washington and Forest Whitaker, was released by MGM on December 25th. Presented by The Weinstein Company, *The Great Debaters* is inspired by a true story which emphasizes the power of debate.

Judging from the movie trailer, available online, and its recent Golden Globe nomination, *The Great Debaters* is going to be a beautiful and inspiring choice for your winter break viewing pleasure (to see the trailer for yourself, go to:

<http://www.princetonreview.com/testprep/testprep.asp?TPRPAGE=2781&TYPE=LOBBY>

and click "Watch the Trailer"). Inspired by actual events, *The Great Debaters* chronicles Professor Melvin Tolson's struggle to transform a group of unlikely college students into a fiercely competitive debate squad. Teaching at an African American University in the Deep South, Professor Tolson battles constant criticism for his political views and unorthodox teaching style. By overcoming these constraints, he powerfully demonstrates the potential of speech to change the world and ultimately transforms his rag-tag squad into a prestigious group of intellectuals, complete with an invitation to engage an ivy-league institution in a historic debate.

Not only will you have fun at the flicks, watching the film will inspire part of January's forensic competitions. For the month of January, Public Forum debaters will discuss the resolution: Resolved: In a democracy, civil disobedience is an appropriate weapon in the fight for justice. This resolution,

which varies slightly in structure from previous resolutions, was chosen because of its modern relevance and historical gravity. Civil disobedience shaped the political landscape of the US, most recently in situations like the Jena 6 controversy and the Hollywood writers' strike. Historically, civil disobedience fueled the American civil rights movement and the campaign to end apartheid in South Africa. Despite these successes, debate continues over whether civil disobedience is more effective than working within a political system to create change.

The January Public Forum resolution also fuels the Great Debaters contest, sponsored by the Princeton Review, which asks students to debate it with a partner in a modified debate format. To enter the contest, students submit four minutes of videotape in which they and a partner debate the pro and con side of the civil disobedience topic or one of two other resolutions, available on the contest website. Sixteen finalist teams will compete for extensive prizes. Complete details of the contest are available at [www.princetonreview.com](http://www.princetonreview.com) under Improve your Scores and Skills/ News.

The January Public Forum resolution enables Public Forum debaters to participate in both NFL tournaments and the Great Debaters contest using the same body of evidence, effectively doubling the competitive opportunities associated with a month of research. Moreover, the topic encourages discourse on civil disobedience, a concept that continues to influence American politics. Perhaps most importantly, the January resolution allows Public Forum debaters to contribute to discussion about the film and its themes. In doing so, NFL hopes to increase public awareness and appreciation for competitive speech and debate.

Debaters and interpers may have different levels of expertise when it comes to pop culture, but at least they can now agree on the Holiday film to see. Of course, this isn't to say that we will be watching the movie in the same way. While my husband is admiring the theatrical stylings of this all-star cast, I'll be the woman flowing the movie in the back of the theater.

-Jenny Billman  
Coordinator, NFL Public Relations and Marketing





# Bring Home A *Classic*



The One For Everyone™

©2007 Schwan's Consumer Brands North America, Inc.



# UNIVERSITY OF KENTUCKY

## "Where the Road to the TOC Begins and Ends" 2008 INSTITUTES

*Training High School Debaters at Continuous Institutes Since 1961*

### **2008 POLICY INSTITUTES**

Three-Week—June 21-July 13, 2008

Two-Week—June 21-July 6, 2008

One-Week—June 21-June 29, 2008

### **2008 L-D INSTITUTES**

Three-Week—June 21-July 13, 2008

Two-Week—June 21-July 6, 2008

### **2008 PUBLIC FORUM INSTITUTES**

One-Week—June 28-July 6, 2008

Two-Week—June 28-July 13, 2008

### **PARTIAL 2008 POLICY STAFF**

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

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

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

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

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

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

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

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

### **2008 PUBLIC FORUM STAFF** (other staff being added)

**JONATHAN PEELE:** Director, Manchester Essex.

### **PARTIAL 2008 L-D STAFF**

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

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

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

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

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

**\*For Institute information and application, contact: Dr. J. W. Patterson, Director of Debate, 225 Funkhouser Building, University of Kentucky, Lexington, Kentucky, 40506-0054, 859-257-6523, [jwpatt00@uky.edu](mailto:jwpatt00@uky.edu) <http://www.uky.edu/Provost/CitellgrenCenter/Debate>**



# MARQUETTE UNIVERSITY DEBATE INSTITUTE

JULY 20 — AUGUST 2, 2008

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

[www.mudebateinstitute.com](http://www.mudebateinstitute.com)



*Small, collaborative lab groups*



*Skill-oriented training*



*State-of-the-art facilities*

## Two Week Policy Program

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

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



*Research-intensive program*

## One Week Policy Program

A shortened program including intensive research and skill development.

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



*Dedicated faculty*

## SAMPLE DAILY SCHEDULE

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



*Great competition*

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

[www.mudebateinstitute.com](http://www.mudebateinstitute.com)



# Debate as Preparation

by Nick J. Sciullo

Debate offers a wide variety of skills to students ranging from the obvious (public speaking, research skills, self confidence) to the not so obvious (time management, philosophical inquiry, relationship building). Debate is much more than an activity onto itself where one only develops on a singular trajectory, it is instead a foundational activity that may underlie much of a participants life in the years to come. Students and coaches must realize that there is more to debate than the next practice or tournament and even more than NFL points or a high school state championship. Debate is a preparatory journey for the future.

The purpose of this article is to illustrate, in several scenarios, the power of debate to positively affect students and to argue for a preparatory model of understanding for policy debate.

**Scenario 1:** A long time debater and high school senior is busily completing the fall's college applications. Dates are approaching fast, essays are piling up, some schools are even asking for proposed majors or for additional materials for honors programs. With every new application that comes in via email or postal mail requested, more come in unsolicited. Originally, the debater had hoped for the honors program at her local state university and had as her "reach school" the neighboring state's private university. But now, with so many choices abounding, decisions were becoming increasingly hard.

As an avid debater with some success in her local high school tournament circuit and at regional invitationals, she had been privy to great research on topics that interested her: proliferation studies, gender studies, and monetary policy. She knew the leading authors, the best sources, and the various subtopics of her

interests. This made the college decision much easier. She was not sure that debate was something she wanted to stick with, but she knew that two of her favorite authors taught in the peace studies program at her local state university. She also knew that the university's program was one of the top programs in the nation. Because of her debate experience, she was able to make an informed decision about the next four or so years of her life and had the opportunity to meet and work with several authors for which she had much respect.

**Scenario 2:** An inner city youth who attends a large and decrepit inner city high school has trouble with grades. He works hard, participates in after school clubs and sports, is popular, and has a good head on his shoulders. Unfortunately, the baseball team has not made the playoffs in eight years, the National Honor Society has not successfully pulled off a program in months, and his friends are not too interested in entering college. The future looks dull at best. Through his involvement in the city's urban debate league, he's come into contact with many people. He's met some local college coaches, a few ex-debaters, and more than a few eccentric judges from the community. These interactions have helped him formulate a plan. Because of his relationship with a local college coach, he's been promised a small scholarship as long as he competes in two college tournaments a semester.

College did not look like an option before, but now the combination of instate tuition and a modest scholarship has turned his dull skies bright with hope. Debate was the activity he least associated with success, but he met many more interesting people and made many more friends in debate than he did on his struggling baseball team. Now he's excited about college and



# Debate



though his friends give him a hard time about being a nerd, he knows he's got the potential to really go far in the future.

**Scenario 3:** A student has a goal, he wants to be a lawyer. He knows that good grades, activities, and hard classes will help him enter a challenging college. He knows that the same pattern will lead him to a greater chance of acceptance in law school. Yet again, he knows that this pattern will open up opportunities in law school and as he makes his way into "the real world." Debate runs in his blood. Whether it's arguing at home with his parents or always taking his friends to task on their latest college basketball picks, he knows he wants to debate. This debater succeeded in high school, went on to debate in college and coach a high school while there, and then even coached at the college level while in law school. He knew that his debate skills were providing him with the background to excel in an exciting community and to also excel as a law student and lawyer. His favorite professor asked him to be a research assistant and work on interesting law review articles, and that in turn got him to publish his own article in an outside law review.

Debate spurred his career as a writer and now he's changed his focus from becoming an attorney to one day becoming a professor.

Many of us in the debate community can relate to these examples. While these stories are fictional, they all contain piece material from events I've read about, seen take place, or experienced myself. Debate opens doors, although we hear this time and time again; it bears repeating.

Understanding debate using a preparatory model, places debate in a larger context. It almost seems like a radical concept. Interestingly, in policy debate rounds, we'll often hear intense debates about critical history, contextualization, and genealogies, but as

participants in the community we're often hesitant to apply the same sort of critical thinking to the activity itself. Where does debate fit into a student's personal trajectory? How does success in debate translate into success in life? What will the worst debater on my squad come away with and be able to apply to her next destination?

Coaches must embrace this model so that students can as well. I've seen many a debater, even those seemingly interested and successful, describe debate as a "resume padder." While debate does look great on a resume, it's the skills one learns in debate and the experiences one has that make debate look great across one's life. Coaches need to emphasize that debate has benefits beyond wins and points.

As a former high school coach, I always attempted to inspire my students to think beyond the debate round—to really make their advocacy important and to understand how their hard work mattered on a grander scale. Debate is enabling tomorrow's stars and it is a disservice to ignore the potential this activity has to make students and coaches better learners, more engaged citizens, and successful workers. To view debate as a preparatory activity is to recognize potential for continued growth. And *that* pursuit of potential growth ought to be why we became involved in debate in the first place.

*Understanding  
debate using a  
preparatory model, places  
debate in a larger context.  
It almost seems like a  
radical concept.*

(**Nick J. Sciallo** is a former policy debater for Tallwood HS in Virginia Beach, VA where he won a Virginia High School League State Championship. He went on to debate at the University of Richmond and has coached at Midlothian HS in suburban Richmond, VA and West Virginia University. He graduated from West Virginia University College of Law and writes and speaks on race/class/gender issues.)



Debate has the potential to change a person's life. As demonstrated by films like *The Great Debaters* and affirmed by 83 years of NFL tradition, a person who participates in academic debate learns a completely new way of thinking. As a result, former debaters typically attain high levels of education and consistent success in a number of fields.

In the following section, NFL asked four coaches to write an article each, describing the unique benefits of each particular form of debate. These pieces also describe the format and protocol of each type of debate, as well as the specific skills a person needs to succeed in that event.

As a set, these articles may encourage new competitors to identify the type of debate that is the best fit for them. It may also encourage competitors who have stayed mainly in the interpretation and public speaking events to branch out and try something new. Coaches may find these articles helpful in explaining debate to students, parents, or administrators. Perhaps most importantly, the community at large may come to a deeper understanding of debate.





# Policy Debate

## A Distinguished Historical Tradition

by Cindy Burgett

Policy debate, sometimes called cross-examination (CX) debate or switch-side debate, has a distinguished historical tradition. Organized debate is first recorded in ancient Athens, and more than two thousand years later, the first national high school topic was published in America. Organized debating societies are known throughout history, especially in the university setting. What is this thing called policy debate and why has it endured the test of time?

Policy debate is a highly structured discussion of a predetermined topic concerning a policy. Essentially, debaters talk about changing the way things are done in some specific topic area. That topic area is chosen by debate schools nationwide and it changes each academic year. As an example, the 2007-2008 topic concerns what policy the United States federal government should choose to increase its public health assistance to Sub-Saharan Africa.

To understand policy debate, it's important to understand the basic structure of a debate. First, policy debate involves teams made up of two people who debate together against other teams of two people at tournaments. Tournaments are made up of rounds, and in each round one team of two people debates another team of two people from a different school. All of the teams at the tournament are debating at the same time in different classrooms, so if there are thirty teams attending a tournament, there will be fifteen debates going on during a round. Usually each team debates between three and six rounds at a tournament. There are two sides in a debate, the affirmative and the negative. The affirmative proposes a policy that concerns some aspect of the resolution, and the negative opposes that solution from a number of different argumentative positions. In most places, a team is expected to uphold a different side of the resolution in each round they debate, so a team must be prepared to both advocate a policy (be affirmative) and to oppose policies that other teams propose (be negative). Each side in the round speaks according to a schedule and questions each other in cross-examination periods following the speeches. Listening to the debate is a judge or critic, who has a ballot and decides which team did the better debating, based on the quality of each team's argumentation, speaking skills, and general persuasiveness. This ballot is handed into a tabulation room, where the host school keeps track of wins and losses, and at the end of the tournament, the teams with the best win-loss records either enter elimination rounds or get awards.

*Being a successful debater in any of the debate events takes a bit of talent, which a person can hone over time, and it takes a lot of work.*

The idea in a debate round is not to verbally browbeat your opponent into mush, but to have an educated discussion about the good and bad aspects of change. To avoid having a debate turn into a yelling match, each side speaks according to a schedule for a limited amount of time in speeches called constructives, and rebuttals, with cross-examinations happening after each constructive. Each individual has one eight minute constructive, after which s/he answers questions, then asks questions after a constructive speech by a member of the other team, and finally gives one five minute rebuttal. These are maximum time limits.

While all of that may seem complicated, it's really pretty easy once a person gets to see how it works. But just understanding the rules of the game and how the game came about isn't enough to make a person a good debater. To debate well, one needs the ability to research information on the topic, to organize that information, and to craft argumentation from that information. Learning to do effective research is one of the most important skills a debater develops. Just as important to being a good debater is being able to articulate clear and logical arguments that you have crafted in a way that is convincing to a judge. Thinking strategically about argumentation is also a skill that will help a person win debates. Making intelligent arguments, engaging the other team's arguments, and telling a judge in a clear way why your arguments are superior in a round are the keys to winning.

Still, students have a variety of different types of debate from which to choose – Lincoln-Douglas, Public Forum and Congress are all very interesting as well – so what makes policy a good choice for certain people over the others? If you enjoy working on a team, as opposed to working independently, policy debate can be a great way to make a life-long friend (or sometimes, not!). While being a great public speaker is a plus in all three kinds of debate, policy debate, at its top levels, requires you to be able to talk at very quick rates rather than at conversational speed. It seems like a crazy skill to develop, but it makes it more possible for you to run and to juggle a larger load of argumentation than other forms of debate just don't require. All types of debate require critical thinking, but the ability to think strategically in very complex ways is



# Policy Debate

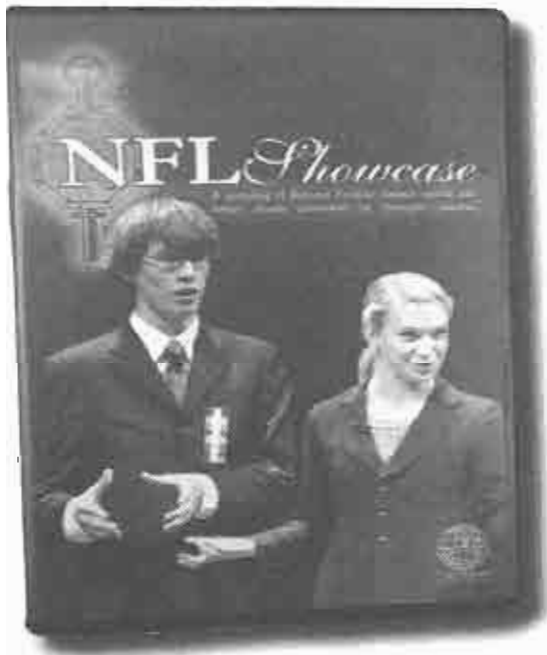
*continued*

especially valuable in policy debate. It would be fair to say that policy debate is more cut throat in terms of its competitiveness than Congress debate is, and while Lincoln-Douglas debaters may disagree, for most people, policy debate seems a bit more intense and specialized than other kinds of debate.

Being a successful debater in any of the debate events takes a bit of talent, which a person can hone over time, and it takes a lot of work. The Puritan Work Ethic holds true in policy debate over time: if you are talented but lazy, eventually other talented people will pass you by. If you are not a "natural" but you work hard, your work will, over time, see a return. Most things that are worthwhile take some effort, and debate is well worth that effort. Debaters learn more about domestic and international affairs, economics and politics and especially about the topic area than any of their non-debating peers. Their ability to express themselves verbally is far above average. It's very empowering – especially for a young person who doesn't have many opportunities like this -- to get the opportunity to speak to a critic uninterrupted for an extended period of time. Also, it's a great adrenaline rush to engage in what some have called "full contact social studies" with some of the brightest minds around.

Debate is also a great place to meet interesting people and make life-long friends. What better way to bond with folks than a long van ride to a tournament? Sitting around in the squad room and talking with teammates about debate and non-debate things can be entertaining and enlightening. For lots of folks the squad room becomes their home away from home and the debate squad their extended family. There are worse ways you could spend your time, but not many better ones.

(Cindy Burgett is the coach at Washburn Rural High School in Topeka, Kansas, where she has been the head policy coach for the last 22 years.)



## THE NFL ANNOUNCES THE NFL SHOWCASE DVD

In this fantastic instructional series, champion coaches provide wonderful insight into each of the NFL's speech and debate events, as well as prose and poetry. After each instructional segment an example performance or debate is provided.

**ORDER YOUR COPY TODAY!**

Available online at  
[www.nflonline.org/OnlineStore/  
NFLShowcaseDVD](http://www.nflonline.org/OnlineStore/NFLShowcaseDVD)



# Stanford National Forensic Institute

## 2008 Lincoln Douglas Program

**For 17 years, SNFI's students have outperformed their competition and set the gold standard in speech and debate.**

SNFI is unique among many. Built upon a long history of education and competitive success, SNFI teaches students to excel in forensics by thinking critically and arguing persuasively under the steady hands of our renowned, experienced instructors. You are encouraged to join this tradition.

**SNFI relies on 3 core pillars that have proven successful year after year:**

**- A precision-guided academic curriculum led by seasoned experts**

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

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

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

**- An educational and, above all, fun summer at Stanford, one of the nation's top universities.**

**SNFI. The way debate camp ought to be.**

**LD/IE Two-Week session: July 31 - August 13**

**LD Third Week Session: August 13 - August 20**



Phone: 650-723-9086

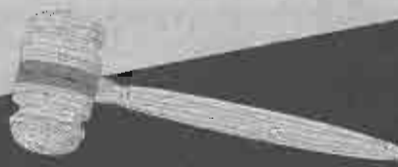
Web: [www.snfi.org](http://www.snfi.org)

Email: [info@snfi.org](mailto:info@snfi.org)



# Skills Taught Through Student Congress Training

by  
Kathi Wells



Student Congress is a great way to teach many different skills that students need for several different events. The skills needed in Congress include researching, topic analysis, cross examination, speaking skills, etc. Therefore, participation in student Congress helps students in various other areas in debate and in life.

Since Student Congress must cover constantly changing issues and include many topics in any given tournament, Student Congress participants must be well-versed in current events. Their research starts with reading the latest edition of a news magazine every week, having a subscription to a national newspaper and keeping an eye on the day's events. It continues with more in-depth reading of economics and politics from people such as Thomas L. Friedman and Joseph S. Nye. What the students prepare one week might have to change the next due to changes in the world around them. Therefore, they must constantly keep up with both domestic and international affairs and understand the concepts that underlie them.

When my students performed at a recent Rotary meeting, the Congress students asked to take topics from the audience. They were thrown some softballs and asked for something harder. Finally satisfied with a foreign relations topic, the lead speaker gave himself about 30 seconds and then began to speak. The Rotarians were awed as he gave in-depth analysis with flawless delivery. Then the next student got up and gave a rebuttal speech tearing the first one apart. Again, they were awed. The wealth and depth of knowledge they have on many important issues is amazing for anyone at any age. It comes from having to be ready on either side of the plethora of topics available to Congress.

At the same time, Congress has been criticized for not having longer speeches to encourage in-depth analysis. But by the very nature of the shorter speech, students must learn to eliminate frivolous arguments and narrow their debate to the most important factors from the first moment. There is no time to have tangents or information that will be discarded later. Like a short story, every sentence must be important to the overall effect of their speech. Choosing the most unique and interesting arguments, sometimes with only minutes of preparation time, is an amazing talent and skill that can be carried over to everyday life.

Of course, Student Congress is a unique event due to the political aspect it entails. For some, those politics are an instant turn off; for others it is a challenge they love to tackle. For me, it was both. When I first started coaching, I was appalled that the final winner of Student Congress was selected by student vote. I had an outstanding student who came in first by judges at one tournament and end up fourth after the voting. It made me angry beyond belief.

As I began to understand the event more, I realized that part of what makes Congress special and great is the student voting. Students not only have

to learn the research skills and speaking skills of many other events, they also must learn how to win friends and influence people. I have found that it is an event where the nice guy can win, by actually being nice as well as good. Students spend years working with each other, helping each other to win and then end up with votes on their side. These things do not happen overnight. The process of building alliances and friends in Congress is a long and arduous one, but it teaches students the power of integrity and consistency. Students who are consistently voted up are usually those who are not only good at what they do but are honest in their dealings with others. Students who are willing to work across schools to better each other actually benefit. Students from other teams actually get together to go over legislation and help each other process arguments, even the night before final rounds. How many events can say that?

Congress also teaches students that they must be inclusive in their dealings with others. At a final round posting of nationals this past year, I watched one of my students write down the names of the people also in finals that he did not know yet. He needed to go meet them all. Why? To get their votes. No one in the room was less important than any other person in the room that day. He knew what he needed to win and he set out to get it. Does this always work? No. Students do actually vote for who they think is the best speaker despite the politics. After many years of tabbing student Congress in Florida, I have found that, despite my experience with my student early in my career, most of the time the judges and the student vote are in agreement. Not all the time of course, but often enough to see that the students do want those who are best in the event to walk away with the awards. But the process they are learning of building alliances, meeting people and working with others is all part of the political process in not only government but also in business. Think how far ahead they will be from this experience.

As a coach, I love tabbing and running Student Congress. I get the opportunity to know students from different schools from around the state. Seeing them in this environment is a completely different experience than just judging them in rounds. Debate students are a unique breed of kid. They spend much of their free time doing extra work and then choose to spend their weekends in an academic endeavor. Talking with students between Congress sessions and in late night preparation meetings is as fun and inspiring as watching them in rounds. Most of them will go on to be leaders in whatever field they choose. I only wish more people could see Student Congress, really all forensic students, in action.

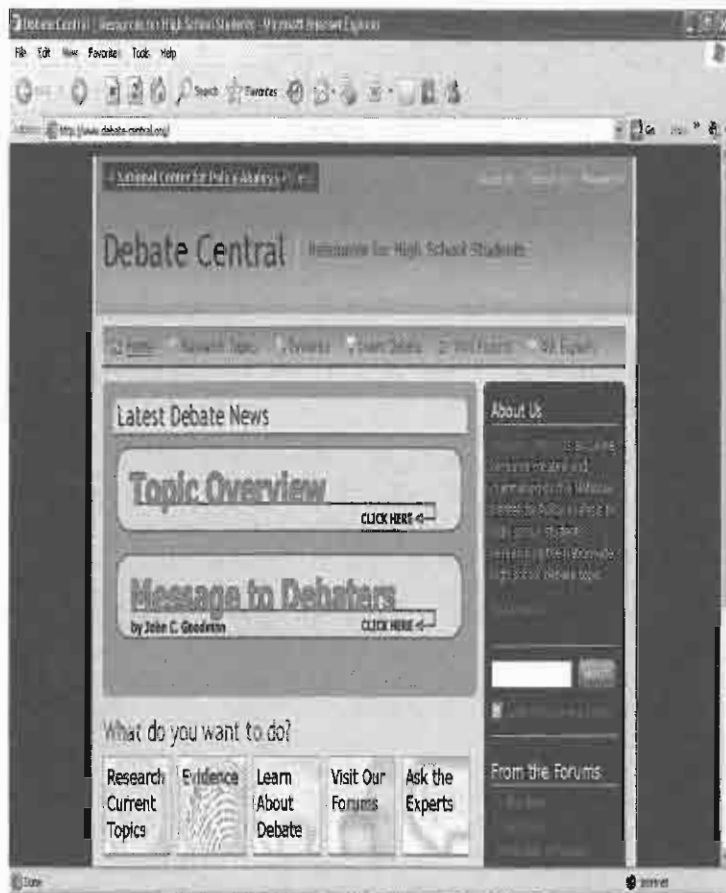
(Kathi Wells started the debate program at Winter Springs High School, FL nine years ago. She is a diamond coach and teaches English.)





# www.Debate-Central.org

Debate-Central.org is your one-stop-shop for **completely free** materials on the CX and LD debate topics. It is ideal for both new and seasoned debaters.



Debate Central is partnering with Chris Burk, Director of Debate at UT-Dallas, to provide FREE CX CARDS to you each month!

More than 2,000 organized links to articles, essays, studies and other resources.

Topic analysis and background papers from public policy experts.

A debater's forum bulletin board where you can share ideas with other debaters.



## Debate Central Newsletter

Sign up for our newsletter at the bottom of [www.debate-central.org](http://www.debate-central.org) to stay updated on the new materials we post each week.

Debate-Central.org is sponsored by the National Center for Policy Analysis, a non-profit public policy research institute based in Dallas, Texas. The NCPA seeks free-market solutions to public policy problems.

National Center for Policy Analysis Corporate Office: 12770 Coit Road, Suite 800, Dallas, Texas 75251,  
Phone: 972 386-6272, Fax 972 386-0924



# All I really need to know I learned in kindergarten Lincoln Douglas Debate

by  
*Cherian Koshy*

Inspired by the writings of Robert Fulgham, all I really need to know about how to live and what to do and how to be I learned in Lincoln Douglas Debate. When I started debating in the early 1990s, the world (of debate) was very different, especially since most of my current students were in kindergarten. After coaching for just over a decade, I've come to agree with many of my students that they often learn more in practices than they do in the classroom. Wisdom is not at the top of the high school mountain, but there at the tournaments from Brunswick High School in Maine to Puyallup High School in Washington. It is found in the late night practice sessions, the summer institutes, the minutes between rounds, and the moments between the NC and the 1AR. These are the things I learned.

Accept other people and their values if they are the same, respectfully challenge those that are the opposite, and compromise with those that are similar. Values govern every aspect of our interactions with others. Individuals with similar values are not as easy to find as cases with the ubiquitous "justice" value premise but the nature of resolutions in LD debate teaches us that we can disagree about value priorities and still be respectful of one another. Unique to the format, students engage in critical discussions of value conflicts that arise often in our daily lives as adults. Should we prioritize security or liberty? Should we prioritize protection of the innocent or prosecution of the guilty? These are the quintessential issues that face every LD debater but also everyday citizens as they make choices in leadership. The ethical ramifications of our debate rounds are also the rationales for policy decisions. But just like other sports, after a verbal combat, we can leave our differences on the field of battle.

Be prepared. There's a reason it works for the Boy Scouts and as a former Scout, I can assure you that it is as important to be ready for sub-zero camping as it is to be ready for that first round of a new topic. With a bi-monthly topic, victory conditions change as quickly as the weather requiring LD debaters to embrace versatility in their arguments and strategies. As in most fields, the well-researched emerge victorious over time. LD debate represents the happy medium between a policy topic that lasts an entire year and a congressional topic that lasts an hour or so. The LD debater invests in thoroughly researching a topic and understanding its implications but will tackle a new set of philosophies, authors, and subject areas every two months.

Champion is both a noun and verb; to be it, you have to do it. Perhaps the greatest life lesson that debate teaches is that to be successful at debate in the high school world is nice but few people will remember where that plaque or trophy is just a few months later. To be successful at life, we must champion values that we believe in, champion ideas that are important, and champion people who can not advocate for themselves. The tournament champion is not as impressive as the one who champions. At the end of the speech, the round, or the tournament, it is important to remember that it's not about the cards, the turns, or the voting issue but the actual people whose lives are affected by the arguments we make and the positions that we advocate. All debaters and speakers are trained with the skills to make their voice victorious, giving them the responsibility to give voice to the voiceless.

Defend your position. Unlike policy debate, each side in LD debate has the burden of proof. There's no presumption in LD and as such, each debater has the obligation to develop a unique advocacy to prove or disprove the resolution. In congressional debate, the debater could advocate for one side of a topic or another, while the LD debater must advocate both sides. Unlike other formats where partners work in tandem, in LD the debater "stands and delivers" as an individual; it is debate without a safety net. For many debaters the thrill is working without a net and if you fall, there's no one there to catch you. In the world outside of debate, Ginger Rogers put it best, "you've got to stand for something or you'll fall for anything." While we rarely need to both attack and support a position in the span of a half hour, the virtue of debate is that we find a truth on each side of the resolution that we can defend. As a result we can empathize with those that disagree with us and in an ironic twist, debate teaches us how often we can agree and when it is better not to debate. We are judged



in debate by the quality of our arguments and how they stand up against attack. In the real world, we are judged by what we stand for and how well we advocate for what we believe in but the best debaters are rarely confrontational or argumentative.

**E**conomy, it's all about economy, stupid. The successful LD debater is concise in order to survive the four minute affirmative rebuttal. Any LDer will tell you that trying to extend offense, generate offense, answer the turns, and cover your bases, is almost impossible in that time. Debaters make a myriad of choices in order to deal with the time-crunch. Regardless of the stylistic or substantive choices that debaters make, prioritization and word economy are invaluable skills. Whether it is in classroom or the courtroom, the ability to make on-the-spot decisions about what to prioritize and how to explain your ideas in an easy to understand manner, is a skill that most former debaters claim is one of the most important to have learned. These choices are made on the basis of hours critical thinking and reading that precede a seemingly momentary choice. Succinctly describing an entire field of literature in a few seconds or aptly identifying the interconnection between two different approaches leads debaters to creative solutions in debate and beyond.

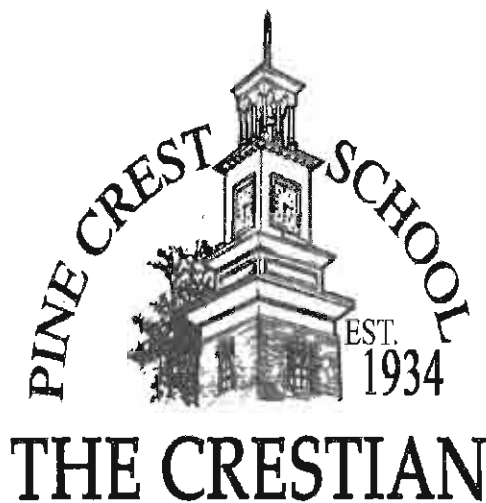
**F**riends forever. No activity would have staying power if it failed to create life-long friendships and certainly LD delivers. As an avid Saved by the Bell fan, I'm reminded of the lyrics of a song the group of high school classmates sang entitled Friends Forever:

We met some time ago,  
when we were so young.  
we've been through thick and thin,  
We've lost, we've tied, we've won.

As a student, going to tournaments was always enjoyable when I got to spend time with friends from across the country. As coach, not much has changed but I am pleased that many of the friends I made in the activity as a debater are still good friends. Of my graduating class, at least three of us continue to coach and all three of us lived on the same floor at the University of Iowa's summer debate institute when were students. Across the country, students will find debate colleagues at every college and university, in every academic field, and in every profession. While there is a burgeoning stylistic and substantive schism occurring in the LD community, there is still much more that binds the community than separates it.

There are twenty more letters to the alphabet and any debater could go through each one with reasons why the activity is valuable. Take any one of those mantras and apply them to school, work, government, or the world and it holds true. Think of how much better our world would be if all our disputes ended in 38 minutes, if we always ended disagreements with a handshake, and if the worst failure resulted in a few sheets of paper with someone else's name on it or a few extra hours of eating pizza in some cafeteria somewhere between Duluth, Minnesota and Key West, Florida.

*(Cherian Koshy coaches Debate at Appley Valley High School, his Alma Mater. He is also the LD Director at the University of Iowa's National Summer Institute in Forensics.)*



The Crestian is the all events tournament that has it all. We offer Tournament of Champions bids in the quarterfinal rounds of Lincoln-Douglas Debate and Public Forum Debate and in the final round of Student Congress. We offer 70 degree temperatures after the hurricane season on the weekend of Friday, January 18 through Sunday, January 20, 2008, along with the best competition in the country in LD, PFD, Policy, Congress, Interpretation, Oratory, Extemporaneous Speech and more. Monday is free to enjoy South Florida or South Beach. Please view our documents and registration on [www.JoyofTournaments.com](http://www.JoyofTournaments.com).



# Public Forum Debate: An Inspiring Addition

by Jason Kline

Although only five years old this Fall, I think it would be an understatement that Public Forum has been a successful addition to the National Forensic League's cadre of events. Throughout the country, tournament directors report that Public Forum is now their most popular debate event. Even at 'national' level tournaments, where Lincoln-Douglas and Policy have been the primary focus for the last two decades, Public Forum is fast achieving parity in numbers.

Why has the high school debate community so quickly embraced Public Forum? I think the answer is complex. Many believed that Public Forum would pull students away from Policy Debate. This does not appear to be the case. I think that Public Forum has become popular due to the specific skill sets it requires.

These particular skills are necessary in a variety of other events, but Public Forum has created a condition where they can be used in coordination.



Foremost, Public Forum is an event that requires strong, clear, and precise speaking skills. Because the event is judged by a wide variety of people, the student must be able to communicate on a variety of levels. In my experience, this particular ability is the foundation of a good PFD competitor. Judges who are comparing ideas and evidence are often swayed by a team that presents their position well. Yet this goes beyond the concept of 'clear speaking' and really forces students into the realm of 'available communication.' Students must meet the needs of their audience. This particular ability, found more in speech events than debate events, really distinguishes the 'good' PFD competitors from the 'great' PFD competitors. Communication requires not only excellent diction and solid delivery. The issues of word choice and issue framing also come into play.

As well, because Public Forum Debate changes topics each month and speeches are limited to four minutes, the competitors are required to quickly become focused on the topic. There is little time for extension arguments to be developed. Again, from some perspectives, this could be seen as limiting. I believe it is beneficial. Because students competing in Public Forum are required to 'meet the judge where they are,' arguments and warrants generally have to stay on point. This forces students to find depth in stock arguments and become mini-experts on the topic. The reduction in argument variety puts an emphasis on solid research skills: those who know more are more likely to win the most key arguments. Finally, this particular aspect of the event prepares students for real-world application of the critical thinking skills they have developed in high school debate. In business, law, medicine, and education, there is a clear need for high-level thinking. At the same time, though, when presenting to a client, a patient, a jury, or a classroom of students, a professional must always remain focused. Public Forum forces students to identify what their audience wants to hear, what they need to hear, and how they will best receive it.

I would be remiss if I did not mention the one aspect of Public Forum that distinguishes it from all other debate events: The Crossfire. In the Crossfire, students discuss the issues of the round, rather than simply question each other. Crossfire is probably the hardest thing to teach students to do well. Students need to know when to speak, when to listen, and how to respond in order to be successful in the Crossfire. They are required to be persuasive and confident, but not overly aggressive and uncivil. Students are forced to strike a balance to which they are not accustomed. Most high school students are very good at arguing, but few are talented at discussion. No doubt, in our global age, it is vital that a job seeker be able to demonstrate quick thinking and clear communication. Public Forum is the best forensic event for developing this skill.

Public Forum is a new event and, not unlike Lincoln-Douglas 20 years ago, still augmenting its identity. What have remained consistent over the last five years are the skills required for solid performance. Students who are available communicators, strong critical thinkers, good researchers, and able to discuss issues back and forth are likely to find success in Public Forum. As this event continues to develop, I believe the future for it looks very bright.

(Jason Kline is a co-coach for the Speech and Debate Team at Myers Park High School in Charlotte, North Carolina. He also serves as the Director of Public Forum Debate for Summit Debate Enterprises).



With more than  
25 years of  
experience  
producing champions,  
an innovative  
curriculum, and  
personal attention from  
nationally-renowned  
faculty, The  
University of Iowa  
offers first-class  
debate preparation  
at an affordable  
price.



## Building Remarkable Futures for Remarkable Value

### 2 Week Program (LD only)

June 23 - July 6, 2008

Tuition: \$1,450.00

**Remarkable mentoring!** Our staff of Champions have either won or coached the winners of every national LD and Policy tournament including the NDT, TOC, NFL, CFL, Emory, St. Marks, Glenbrooks, Wake Forest, USC, Stanford, Northwestern, and numerous State Debate Champions. Iowa has the lab that is right for you. Instead of waiting until your senior year, Iowa uniquely offers "Top Lab" instruction to students of all ages and levels of experience. Iowa's instructors lead the top labs at many 2nd session institutes.

### 3 Week Program (LD & CX)

June 23 - July 13, 2008

Tuition: \$2,000.00

**Remarkable education!** Iowa's staff to student ration promises the one-on-one instruction needed to gain the advantage on the highly technical argument issues challenging debaters today. With the diversity of debate philosophies among our staff, students have access to and will develop a wide set of possible strategies on the topic throughout the institute. Iowa provides new visions, small numbers in each division, an intensive and structured schedule, close communication among faculty and students, attention to the individual in planning instruction, extensive guided and independent practice, and respect for the diversity of debate styles.

**Remarkable success!** 19 former Iowa participants have appeared in the Final LD Round of the NFL National Tournament, as well as win the TOC and all national invitationals. Policy participants have won the TOC, NFL, CFL, as well as win all national invitationals.

**Remarkable value!** Other Lincoln-Douglas institutes charge over \$700 more for tuition. Other policy institutes can be more than \$1,300 more expensive. Iowa is not-for-profit and no money funds the Iowa debate program. Every dollar is invested back into the institute to provide the best education possible.

Paul Bellus, Director  
University of Iowa  
B12 International Center  
Iowa City, IA 52242



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





# TOO MANY DOGS AND NOT ENOUGH BONES

By Rev. B. A. Gregg

Building the Best District Tournament

## PART FOUR: BUILDING MOMENTUM FOR NEXT YEAR

In the three previous articles, we discussed the impediments to the District Tournament. There is not a District in the nation that can look at its final analysis of the tournament and not say that they could see more schools and more entries than actually come. As laid out previously, the District Tournament can best be described as too many dogs and not enough bones – arcane rules, limited awards, stiff competition. As District Chairs and members of District Committees, we need to examine how we can build a better District Tournament. This article does not even presume to plumb the depths of this issue. Some of the solutions are transportable, some adaptable, and some may not apply. In this article, we want to explore how to generate a buzz about the next District Tournament that starts when current one ends.

### Tenet Four:

#### Building Momentum for Next Year

Ideally, when the last award is given at the District Tournament, those students who did not do as well as they hoped, those coaches who did not see their students advance, will be looking forward to the next year. If we have done our job correctly, as laid out in previous articles, and built consensus and not competition through complete communication leading up to and transparency in Tab at the tournament, if we have built a championship that spreads the wealth through making sure the

national qualifier is a championship tournament that stands out from the rest with a festival atmosphere and levels of awards so that no school will ever attend without hope of bling, and if we have built a tournament that we would want to attend through fair and consistent judging panels, a double-entry policy that is workable, and a consolation events program to give those students and schools who drop early an experience that rewards them for making the trip, we are more than half-way there to building the momentum for next year. However, there is more that can be done to ensure the schools who attended Districts are likely to attend in the next year and to ensure that those schools who have not attended will plan on doing so.

#### Engaging in Self-Scrutiny

During the tournament and the days that follow, while the memory is still fresh, each Committee needs to informally meet or communicate via email to determine what went wrong and what went right at the tournament. Did competitors and judges get their codes in a timely fashion? Were the event rules clearly understood by all? Did we handle food in the judges' lounge and for the competitors in such a way that everyone had enough to eat? Who did we bring into Tab who distinguished themselves and we could give greater responsibilities to next year? Who needs a little less responsibilities?

Moving beyond the District Committee, we need to get feedback from coaches and students about what we can do to make next year's tournament better. A web-based quality assessment that measures all the necessary components of the District tournament needs to be employed. In such a way, we get varying perspectives of the tournament and can solicit feedback from our customer base.

In essence, the next year's District tournament needs to be planned out a few months after this year's ends. General George S. Patton, one of the most successful leaders in the American military, never fought a battle where he was not planning out the next battle and the one after that. In the same way, in planning the next year's tournament, we need to realize that some aspects of the tournament are always going to change as we refine the ways to make it better. A District tournament that never varies from year to year, that simply pulls the schedule from the last year and only changes the date, that is staffed in the same way by the same people year after year, is a District tournament that is not marketing itself to new schools and is not moving forward. Such complacency in business and even in forensics is deadly. Through being open to change, and presenting ourselves as open to change, we build the momentum for the next year.



**Part Four: Building Momentum for Next Year****Keeping NFL Living  
Beyond the District Tournament**

For most Districts, NFL at the local level exists only the weeks before the national qualifier. Though offering the national qualifier tournament is the only responsibility laid on the Committee by the District Manual, to do the minimum required is, well, doing the minimum required. In order to build the momentum for Districts, we must keep the NFL living throughout the year.

First, every NFL District should invest in promotional publications. We have prepared two brochures in the Mid-Atlantic, one aimed for coaches, the other aimed for school administrators. Through working with the Virginia High School League, the state's public school league, we ensure that every coach or athletic director has a brochure in hand that describes the benefits of the NFL, the contact information, and the website. These brochures, in meeting with college coaches, has allowed us to gain sponsorship of the NFL Mid-Atlantic from George Mason, University of Virginia, Randolph-Macon College, Bridgewater College, James Madison University, and the University of Mary Washington. More, these brochures serve as an important document when getting corporate and community sponsorship for the next year's programs and scholarships. Along with the brochures on the NFL Mid-Atlantic, we have updated our business cards that have the names of the District Committee and Advisory Board, as well as the contact information for the Chair. Through circulating stacks of these business cards among active coaches, we use coaches to reach out to the coaches

we normally wouldn't see. The investment, each year, for publications runs around \$400. But such investment has brought in over sixty schools in the last three years and has grown the Mid-Atlantic to 86 schools in 2007.

Second, every NFL District should be present at every major gathering of coaches. In working with the Virginia Association of Speech, Debate, and Drama Coaches, the NFL Mid-Atlantic offers a wine and cheese cake reception every year at the annual conference. NFL promotional materials are strewn throughout the room and the promotional videos are playing in the background. By talking to coaches about the benefits of NFL in an informal setting, we are able to make NFL more reachable, more personal, and more effective. Additionally, the Mid-Atlantic has hosted the website for the last three years for VHSL State Congress and the Committee has served in the Tab room for State Congress. By showing the interconnectivity of forensics, we can reach out to the coaches who are not yet NFL members and help many new coaches get a footing in the event.

Third, every NFL District should find the need in their District and fill it. This is an old church-growth mantra that has worked very well for us. Last year, our major push was Project 1200 – gaining 1200 new members and degrees in the 2006/07 season. However, as many coaches were either unfamiliar with point entry or too overwhelmed with other responsibilities, the District offered to enter points for its schools. Through a website linked to our main page, we were able to have easy enrollment for all schools. Through corporate and

community grants, we were able to pay for all the memberships of small schools (less than 25 degrees). And, through the cooperation of many coaches, we were able to assemble a fairly good database of all cume sheets from all the tournaments in Virginia. The response was phenomenal and catapulted the Mid-Atlantic to the number one position in new degrees and members, as well as get new coaches and the coaches from small schools enthused and ready for the Mid-Atlantic District Tournament.

Next year, we are planning two outreaches for our District – the American Legion Oratorical Contest and sponsoring the NJFL in our state. From meetings with the head of the American Legion Oratorical Contest, we can act as the central clearing house for information on getting schools involved in this contest, provide downloadable streaming video of past championship oratories, and build closer ties to the community organizations in the state. Through working with middle school feeder programs, we can build networks for students and coaches, as well as offer an NJFL state tournament in conjunction with the NFL national qualifier, sharing the judge pools and exposing students to the next level of forensics.

Every District has a specific need that, if we only reach out to fill it, will gain new schools, new sponsors, and will benefit each district in a unique way. From Toastmasters, to Optimists, to Rotary, to a plethora of other service organizations, we can easily see how we can highlight the mission of the NFL in each district in a very public way and bring the incredible offerings we see every weekend out



## Part Four: Building Momentum for Next Year

of the round and into the community.

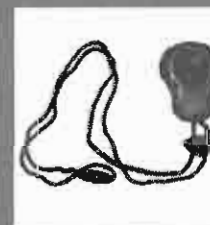
By focusing our attentions on delivering service to coaches and teams at the local level, we make the NFL that much more real and vital to the life of regional or state forensics, and can start to move in an aggressively proactive fashion to build the district and, in so doing, build the best possible district tournament. To do so requires a great deal of effort in the beginning to get the process rolling. To keep the ball rolling and to pick up speed also requires effort. However, when we

cast our attention to the needs of our districts, to bringing in new and vibrant programs, and to helping coaches, we solve the essential problem haunting every district of too many dogs and not enough bones by bringing in even more dogs and providing, as it were, a bone buffet of opportunities of excellence and enrichment for our schools. When we cast the NFL as not just about the qualifier plaques, not just about the District tournament, but as a group of coaches working together for the best interests of our

teams and students, the morale of each district skyrockets and the success of all our students increases accordingly.

**(Rev. B. A. Gregg** is the Director of Forensics at Randolph-Macon Academy in Front Royal, Virginia. In 2006, he received the Best New District Chair Award and is the holder of eight NFL Service Plaques. He is the chair of the NFL Mid-Atlantic District, the nation's largest district.)

## NFL MERCHANDISE



TO ORDER VISIT OUR WEBSITE [WWW.NFLONLINE.ORG](http://WWW.NFLONLINE.ORG)





## MEAN GREEN™



### Why **YOU** should be in Denton for the Mean Green Workshops

- ✓ Unbelievable staff! Period.
- ✓ Incredible student-faculty ratio: **4 to 1** with **250** students in 2007!
- ✓ Library system designated a major research library by the U.S. Department of Education (5.5 million cataloged holdings)!
- ✓ Computer lab access at one of *US News & World Report's* "Most Wired" universities, including wireless access in every building on campus!
- ✓ Safety is the primary concern for Residence Director **Kandi King**!
- ✓ The only national level institute in the North Texas area!

### Policy Debate

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

**2007 Staff:** Dan Lingel, Dr. Tracy McFarland, Kenda Cunningham, Calum Matheson, Jonathan Paul, Michael Antonucci, Ernie Querido, Scott Gottbreht, Nicole Richter, Jason Murray, Kavita Kannan, Julian Gagnon, Toby Whisenhunt, Kuntal Cholera, & Chris Agee

<b>Scholars Sessions:</b>	June 22-July 12
<b>Kritik Lab:</b>	June 22-July 12
<b>Two Week Session:</b>	June 22-July 5
<b>Skills Session*:</b>	July 12-July 19
*1 on 1 coaching; 18 rounds in '07. For <u>all</u> levels!	

### Lincoln-Douglas Debate

**Director: Aaron Timmons, Greenhill School**

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

<b>Two Week Session:</b>	June 22-July 5
<b>Three Week Session:</b>	June 22-July 12

### Student Congress

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

<b>Two Week Session:</b>	June 22-July 5
--------------------------	----------------

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

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

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

**[director@meangreenworkshops.com](mailto:director@meangreenworkshops.com)**

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

# MEAN GREEN™



Monthly

### Curious about technology?

These tips will help you navigate the electronic jungle with prowess.

### Clueless about technology?

Even better -- now is the perfect time to get your feet wet

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

Monthly

# Forensic Technology

News and advice  
on using technology  
to assist the  
forensic community  
by  
Cherian Koshy



**1. Google:** The alpha and the omega of the digital world. It's difficult to ignore the sheer power of the Google empire. As someone who starred in Gooogle: The Musical playing a hero that saved the world from a Google-less Earth, it's no secret that I'm a fan of the big G. All of us probably use Google quite often to find out what's new with Britney Spears, whether the Patriots will win the Superbowl, or where you can see the new Charlie Kaufmann movie *Synecdoche, New York*.

In the world of forensics, we've all probably started with Google for research or finding scripts and undoubtedly, we're familiar with Google Scholar for better academic results. However, there are a few things about Google you may not be familiar with that can be a huge boon to forensics programs.

### First, DK my BFF, Gmail!

Not only is Gmail a web-based email program that permits you access your information from anywhere in the world, it opens up a wondrous world of opportunities to make competing and coaching a lot easier. This means that you are never without your important files. Email yourself cases, emergency information, itineraries, and any other information you might need while at tournaments. Gmail now includes color labels so you can distinguish between different types of emails. You can color-code emails from your students (or coaches), tournament entries/information, research, or an infinite number of other options. Gmail also lets you search your emails for keywords so you can find emails very easily. It also permits attachments of 20MB, well larger than most other email programs. As well, the total storage space on Gmail is a hair

less than 3GB, which is fantastic for students and coaches alike. If you're wedded to your existing email accounts, don't worry! You can check other email accounts directly from your Gmail account and reply as if you were doing so from your other email address. This just cracks the surface of what Gmail can do for you but once you have a Gmail account, many more Google features are available to you.

### Second, Google Documents and Spreadsheets plays well with others.

Editing cases or scripts has involved many versions, a lot of literal cutting and pasting, and a tremendous amount of wasted trees. With Google Docs, you can upload a document and share it with your students (or coaches) and work on editing together. Debate teams will love this feature for collaborative efforts such as blocks or sharing evidence. Speech teams will love this feature when they need to recut that duo piece and both partners need to work on it or for that gazillionth oratory re-write. You can share documents with as many or as few people as you'd like. You can also share with non-Gmail users! When you're ready to print or save, it's easy to do in multiple formats but your document will always be available through your Google Docs page. Spreadsheets can also be tremendously useful for speech teams. Create a list of scripts that everyone on your team can peruse or past oratory topics that your team has used so students don't duplicate others efforts.

### Third, AIM + GChat = <3.

Host your own live chat just like on the NFL website! Most students these days have some kind of instant messaging program, perhaps to the chagrin of their parents and coaches. The



# WEBSITE

new GChat part of Gmail allow you to have multiple people involved in your chat with users from different instant messaging programs. If you want to follow up on a debate discussion with your students or just want to talk to your team, log on to GChat and type away with each other in real time. This feature is great for students and coaches who live far away from each other, can't practice everyday, or want to continue working after the janitors have kicked them out of the building. Since anyone with a Gmail account has GChat, you don't need to get another instant messaging program to start the fun. This is also a great way to get former students to help current students while off in college. Your alumni can provide a few tips in a very easy way that they normally wouldn't be able to do. Another way to keep alumni and other coaches at a digital-arm's reach is to take advantage of collaborative video. If you have access to a digital camcorder, students can record practice speeches and get feedback from anyone, anywhere in the world.

## **Finally, Two heads are better than one, six heads are better than two: try Google Groups.**

A newly revised feature of Google Groups permits you to create your own interactive web-space for your team. Complete with forums for discussions, Google Groups allows your team to discuss just about anything from debate and extemp topics to tournament sign-ups. It's also great for storing files that you want everyone to access, which is different from Google Docs in that you can upload any type of file that you want including pdfs. The Group is entirely customizable from the colors to the organization; you can even upload your team logo to make it even more special. Add members as easily as typing in their email address. Even non-Gmail users can be part of the group. One great feature is the ability to mass mail your team or notify them when a post has been made so everyone is aware that practice has been cancelled, for example. If you can't or don't want to have a website because it's too complicated, Google Groups is for you.

**For more information on obtaining a Gmail account (and accessing the other features) navigate to: [www.gmail.com](http://www.gmail.com) and sign up for an account.**

**2. Removable Media:** The power of the digital world in the palm of your hand. Some of us remember the days of a 5.25 disk that fit nicely in that green-screen Apple IIe so that Oregon Trail would play. Today, even the 3.5 inch disk has gone the way of the dodo. So, how can we store all of our digital wonders?

## **First, the most affordable and wisest use of your dollars is an investment in a USB flash drive.**

Ranging from a few megabytes to several gigabytes, a flash (or thumb) drive stores a lot in a small package. The flash drive gives you immense storage potential and easy portability, many are available for less than \$20. I would recommend that younger students make a very small investment in a flash drive to store all of their work but stay away from high end storage devices because there is a high probability of losing them. I don't think I've come away from a tournament this year with all of my flash drives and typically a student finds it in their coat pocket several weeks later. The flash drive will work just like a disk drive of yore but with several times the space and almost every computer has a USB port these days. Most computers at your schools and homes have USB ports and very few have floppy drives anymore. The drive is great for swapping files from one computer to another, saving tournament data, or accessing files when you can't access the internet. Everyone on your team should have one including coaches and students. Extempers can save files on their drive to determine which ones are the best to print. Speech students can give their files to coaches to edit and debaters can save cases, research, and blocks in one place that goes with them wherever they do.

## **Second, External hard drives are a great idea for archiving team files.**

Most forensics squad rooms have walls of file cabinets with decades of decaying files and folders. It's difficult to access this information when you're in the room and impossible to cart that around to tournaments. Over the years, it's easy to acquire a lot of information and subsequently lose it because it's not easily accessible or securely stored. Today, you can save or scan your documents onto an external hard drive and keep it for posterity.

An external hard drive can be a significant investment. They range in size from several gigabytes to terabytes. Many people wonder what the significance of that size means to a non-techie person. To give you some sense of a gigabyte, consider this: one gigabyte can hold over 1,000 novels that are 100,000 words and the human genome project contains less than 1 gigabyte of data. A team can easily amass a large amount of data over time, however. An external hard drive of 100 gigabytes can be as small as a wallet and cost about \$100 dollars but will store all of your debate team's backfiles. Ever wish you could find that card that your 1992 state champion used? This is one way of keeping a digital copy of cases and evidence and making it accessible for your 2012 team. For speech students and coaches, the value of an external hard drive is immeasurable. How many times have you lost scripts or wanted to see an old cutting or show a new student some old oratory or its evidence but couldn't find it? By scanning your new scripts when they come in and having current students incrementally scan your old scripts, you can make sure that you never lose another script, cutting, or article. An external hard drive plugs into any existing computer with a USB connection.

## **3. Working Well With Al Gore's invention: navigating the WWW.**

Everyone has websites that they visit frequently and find incredibly useful (such as [www.nflonline.org](http://www.nflonline.org)!) but how we access and navigate the internet can dramatically improve our effectiveness while on the web.

## **First, your portal to the World Wide Web is your browser.**

Make sure that whatever browser you use, that it is updated. Current web browsers, such as Internet Explorer 7, Firefox 2, and Safari 3 represent the three most used browsers in the world. Explorer commands the market with over 80% of share data, Firefox is a distant second with just under 20%, and Safari pulls in a Ross Perot-ish 3%. An updated browser is like making sure your front door has hinges, a knob, and a lock. Security updates are regularly made to ensure your browsing of the online world is safe and failure to maintain your browser is like leaving your door wide open in Cabrini Green. If you're not using one of these browsers and you don't know why, you



# FEATURES

should probably consider switching. The big three web browsers all offer tabbed browsing, which means that you no longer have to open multiple windows to visit different pages on the web; you can have multiple webpages open at the same time in one browser. For example, as I write this article, I have a single window of the Firefox program open but I have a tab for my Gmail, one for Facebook, one for the NFL Home Page, and one for Wikipedia. Tabbed browsing is really helpful to keep your computer running quickly, organizing your researching, and accessing the information you need in an easy way. One reason why Firefox is growing in popularity is because it permits users to customize their experience with add-ons. Even a novice computer user can easily customize Firefox with a few clicks and with over 2,000 extensions, there is no limit to how unique you can make your browsing experience. In any case, learn about the features of your particular browser and put them to use. Each browser has new features that make your experience easier and more effective.

## **Second, organize your information.**

As of September 30, 2007, 1.244 billion people use the Internet. In the digital age, everyone can be a producer as well as a consumer of information. Sifting through several hundred thousand terabytes of data can be overwhelming. How does one find the information one needs? First, start by bookmarking sites that you trust. If you want sports scores, you turn to ESPN just as you head to CNN for news or Lifetime Movie Network for a Meredith Baxter Birney tear-jerker. The same is true for the internet (actually, quite literally). Organize your bookmarks based upon how often you access information and what type of information you need. Extempers, for example, might bookmark several news sites that they visit while debaters might bookmark other websites and speech students still others. Most browsers permit you to create folders and organize your bookmarks so you can keep your personal, professional, research, and other bookmarks separate. Additionally, subscribe to RSS feeds. If there are websites that update content often

and you'd like to have all of that information at once, RSS, or Really Simple Syndication in the vernacular, is a great tool. Think of RSS as a bunch of subscriptions to magazines. Each time you go to the mailbox, you can get the highlights from fashion, sports, news, and cats if you've subscribed to Cosmopolitan, Sports Illustrated, Time, and Cat Fancy. You get only the most recent information and it all comes to you at once in the comfort of your easy chair. RSS does this for you on the web; by subscribing to websites, you can access the latest information when you check your virtual mailbox. This is particularly great for extempers who need to keep abreast of a lot of topics, which change very often.

Of course, technology can be daunting and confusing but there was a time when an individual could completely read the contents of the Library of Congress in their lifetime. Today, an individual could not read the contents produced on the Internet in a single day during their lifetime. Like rock and roll, technology and the internet are here to stay and we can all make better use of technology to make our lives just a little bit easier.

I loved watching GI Joe especially because of the PSAs at the end. In one, Scarlett reminds us that "You can learn to water ski if you keep trying...You'll never win if you give in." Because knowing is half the battle.

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

*Email your thoughts to cheriangkoshy@gmail.com.*

## **Website Feature of the Month**

*Flash traffic! Do you have tournament results or important news for the forensics community? Send your suggestions to PR and Marketing Coordinator, Jenny Billman (jbillman@nflonline.org). Perhaps the next story to be featured on the NFL website will be yours!*

*Cherian Koshy is the NFL's resident information technician and authors the "Forensic Technology: column for the Rostrum."*



# Does debate improve critical thinking?

A Quantitative Study from the University of California

| COACHES NEEDED |

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

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

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

## THIRTY MINUTES PREP.COM

### ALL-INCLUSIVE WEBSITE FOR EXTEMPERS

#### Benefits for Extempers:

- Access to "The Draw" - a Simulated Extemp Draw
- Access to Weekly Issue Summaries
- Access to Weekly Podcasts
- Access to Message Board
- Free ½ Hour of Online Coaching for Members with Webcams
- Reduced Online Coaching Rates
- Other Added Features

#### Benefit for Schools:

- Forty Extemp Questions when Hosting a Tournament

#### Spring Semester Memberships – Sale Extended Thru January 31

- \$65 for Spring Semester Before January 31
- \$90 for Spring Semester After January 31
- Membership Covers School and its Extempers

We turn every thirty minutes into a power round speech.

Check us out at [30minutesprep.com](http://30minutesprep.com)



The International Debate Education Association  
and Willamette University are pleased to announce  
the fourth annual



# International Tournament of Champions for High School Parliamentary Debate

**Willamette University - Salem, Oregon / May 15-17, 2007**



## **The Schedule:**

Thursday, May 15: Parliamentary Debate Workshop

Friday, May 16: Parliamentary Tournament

Saturday, May 17: Quarterfinals, Semifinals, and Finals

## **Eligibility:**

High school teams of two are welcome to register. Registration opens January 5th and closes April 15th.

**Fees:** Entry fees are \$25/person. Fees are waived for participants outside of North America.

**Lodging:** Lodging and meals are \$25/day

## **To Register, go to:**

<http://willamette.edu/cia/debate/events/itoc/>

**Questions?** Email: [idea@willamette.edu](mailto:idea@willamette.edu)

Phone: (503) 370-6244

**For more information about this and other IDEA debate activities, please visit our website:**  
[www.idebate.org](http://www.idebate.org)



# CONSIDER STARTING AN NJFL PROGRAM IN YOUR AREA

## The steps are easy!

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

- **Applying for NJFL School Membership**

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

- **Confirmation**

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

- **Rostrum Magazine**

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

- **Tracking Student Points**

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

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

Types of events covered are:

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

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



- **Applying for NJFL Student Membership**

Forward the names of new members listed on a student application form. Forward to the NJFL office along with a \$5.00 membership fee per student. (This is a one-time fee)

- **Semester Membership Report**

Record student points earned on the Semester Membership Report. Forward to the NJFL Office. All recorded points, and membership information is maintained at the National Junior Forensic League Office.

- **Points Recorded**

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

- **Recognition**

A hand calligraphed certificate is prepared and mailed to the school for each new NJFL member upon completion of the recording of the points. All the materials are mailed back to the school along with degree certificates.

- **For Information contact:** Diane Rasmussen at [nflsales@nflonline.org](mailto:nflsales@nflonline.org) or call (920) 748-6206





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

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

June 26th - 29th



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

Come experience some southern hospitality!





# Happy New Year!

## BEST BUY on the BEST OF



**Best of Original Oratory** - 1st & 2nd Place Winners 1998 - 1999 - 2000

**Best of International Extemp** - 1st & 2nd Place Winners 1998 - 1999 - 2000

**Best of US Extemp** - 1st & 2nd Place Winners 1998 - 1999 - 2000

**Best of LD** - 1999 & 2000 NFL Final Rounds of Lincoln-Douglas Debate

# January 2008 only!!

**Sale only on NFL's Greatest Hits - Vol. 6**

**Each event video regularly priced \$49.95**

**January 2008 only \$35.00 per event**

**Complete Package - All Four Event DVDs for \$100**

**Sale prices expire February 1, 2008**

**Shipping 12% on all orders**

**DVD format only**

**Only**

**Dale**  
**delivers the winners!**



# www.dalepublishing.us

P.O. Box 347 - Independence, Mo. 64057

Phone 816-350-9277 - Fax: 816-350-9377



by Jenny Heidt

Our ethics are all we have." Those words, spoken by Centerville's Marie Dzuris, summarized a conversation I recently had with a few coaching colleagues about students misrepresenting evidence in debate rounds. I am not talking about evidence fabrication. That is so obviously unethical that it is very rare. I am referring to either reading only the beginning of a card (clipping) or reading random lines throughout the evidence (cross-reading) but letting the other team or the judge think that all of the highlighted or underlined material was read. Many students treat this as a "gray area" of ethics and so it is disturbingly frequent. Given the importance of time allocation in policy debate, I think that the issue is very black and white. It is a serious form of cheating that the community needs to take more seriously.

A few thoughts about how to handle this problem:

1) Team awareness. The vast majority of debaters want to do the right thing and will only give into temptation to misrepresent evidence if they think that it is "no big deal." Teams need to have explicit conversations about this issue. Novices should be told to carefully mark their evidence. Older debaters need reminding as well. Within my team, I also know that stories told by the varsity students about other teams cheating have a powerful effect in shaping how younger debaters think about the issue.

2) Judge responsibility. Far too many judges expect students to monitor their opponents. Some judges expect students to run an ethics violation, some judges want students to only ask about cards in cross-examination and others feel so uncomfortable about the issue that they prefer to ignore it. How are debaters supposed to know what to do? It can also be very difficult for young people to handle this

well. Competitive motivations get mixed up with ethical issues and it usually turns out badly. What other game would expect that the opposing team also act as the referee? Given these problems with putting the debaters in charge, judges need to be proactive. Specifically, if a judge is sure that cheating has occurred (tips for how to discover that below) he or she should vote against the team and assign the cheating speaker very low points. As educators, we are justified in taking independent action. I have heard a few people protest that it is too harsh to vote against a team. Teams clip cards to win so the punishment needs to be the opposite. And, a team can get way ahead substantively if they are not burdened with actually presenting their evidence so it impacts every argument in the round.

3) How can a judge ever be sure? It can be hard to catch. I think that this difficulty is the main reason why the issue gets ignored. A few suggestions:

a. Watch the debaters. It would be sad for the community if judges went into rounds expecting cheating but we can keep an ear out for fishy situations without becoming paranoid. Is the debater flying through an unreasonable amount of evidence? Did he or she fail to allocate enough time on the last piece of paper but somehow still read 10 cards? Are the debater mumbling in the middle of every card? It might be cheating or it might not but it will put you on the alert. A team that I recently judged that seemed to only read one-line cards told the other team, "We are not clipping! Our cards are just really bad!" Fair enough.

b. Look at the evidence. Even if judges do not need to see the cards to make decisions, call for cards that seem unexpectedly short.

c. Demand clarity. It is extremely difficult to cross-read clearly. If a team is reading evidence that makes no sense, judges should ask them to slow down. If their arguments remain unintelligible despite requests to be clear, judges should assign those arguments very little weight in their decisions and be up front with telling a team that they lost an argument because of clarity problems.

d. Takes notes on the text of cards. Write down the first and last words of the cards. If a judge is handed a stack of cards that do not match up, he or she will know that a team has clipped.

e. Talk to students. If a judge is unsure but remain suspicious, he or she should talk to the debaters about the need to carefully represent their evidence. That conversation is likely to be a little uncomfortable for the students and may be enough of a deterrent. If the judge is wrong and a team is just truly so unclear that it sounded like they were manipulating their evidence when they weren't, that is also an important conversation.

f. Use a tape recorder. There are small, portable models that work very well in debates. It may sound extreme but it is a way to be certain and avoid false accusations or false denials. They can also double as a way to tape your own students for them to listen to later as part of a drill.

A little more attention to this issue can make a big difference. For most debaters, it just requires one good conversation to put an end to it.

(Jenny Heidt is the Director of Debate at The Westminster Schools of Atlanta and Vice President of the National Debate Coaches' Association.)



# Chris'

## Curriculum Guide

Happy New Year, everyone! I hope all of you had a wonderful and restful holiday break. Many of you are now starting a new semester with new classes and new students which means you are probably looking for some new ways to teach old lessons. I hope that many of you are planning to incorporate some of the ideas from my previous curriculum guides. If not, perhaps this month's activity suggestions will pique your interest a little more. Both of these ideas were originally given to me by Dr. David Williams at Texas Tech University. Thanks, Doc.

### Analyzing your Audience

While in graduate school at Texas Tech University, I had the opportunity to teach a number of basic level oral communication classes (public speaking, business and professional speaking, etc.). In each of these courses I tried to stress to my students the importance of audience analysis and audience adaptation. Learning to tailor your message to an audience's values, attitudes, and beliefs is a vital skill necessary for a successful presentation. The following activity will provide your students with an opportunity to analyze a likely audience - their classmates.

#### **Rationale:**

One of the most important lessons a speaker can learn is that people evaluate messages in light of their own values, attitudes and beliefs. Therefore, a speaker is much more likely to maintain her or his audience's attention, gain favorable consideration for her or his point of view, and succeed in presenting an effective speech if she or he gathers information about the audience's feelings toward the subject of the speech. With this information in hand, a skilled speaker will adapt his or her message to fit the audience; however, many speakers often fail to analyze and then adapt to their audiences. Thus, it is important that young speakers practice early on the art of audience analysis and the skill associated with adapting their messages.

#### **Objectives:**

- To offer students the opportunity to gain information about their classmates so that they might engage in audience analysis.
- To help make students aware of the difference that may exist between their seemingly similar classmates.

#### **Preparation:**

This activity requires very little preparation outside of a lesson on audience analysis. Beyond this you will only need to divide the class into groups of four or five students each.

#### **The Assignment:**

- Each group of students should be instructed to come up with a list of ten to fifteen words or phrases that describe the members of the class.
- Once each group has completed its list, the class should discuss the descriptors generated by each group. Students should be made to feel as comfortable as possible disagreeing with generalizations that may not be true of all members of the class.
- In light of the class discussion each group should revise its list, adding new descriptors revealed during the discussion and removing descriptors that now seem invalid.
- In order to practice audience adaptation in addition to information gathering, each student should individually write a 500 word essay discussing how they will adapt future speeches to the information gleaned from the class discussion.



# Delivery Charades

It is easy to find videos of effective speeches that can be used to illustrate to students how they should deliver their speeches. This exercise seeks to reproduce the poor delivery techniques we would like our students to avoid. This exercise will stress delivery over message content as a means of demonstrating the effects of poor delivery techniques.

## Rationale:

It is one thing to lecture to students about the distracting effects of poor delivery habits, but it another thing altogether to let them see the habits at play. By observing poor delivery techniques at work, students can realize and observe the distracting and problematic effects of rapid fire speech, no enthusiasm, pacing, and numerous other faulty delivery styles . However, it is often difficult to find videos demonstrating these habits. In fact most instructional videos show only effective speech habits. This activity is designed to provided teachers with a means of filling this void in teaching material.

## Objectives:

- To demonstrate to students the distracting effects of poor delivery techniques.
- To stimulate discussion among students regarding the way in which poor delivery techniques impact message presentation.
- To show students what not to do when delivering a speech.

## Preparation:

Prepare a list of faulty delivery techniques just like you might prepare a list of quotations for an impromptu speech. This list might include the following:

Speaker grips the podium	Speaker paces
Speaker rocks back and forth	Speaker mumbles
Speaker speaks too loudly	Speaker does not speak loudly enough
Speaker plays with hair	Speaker does not make eye contact
Speaker looks at back wall	Speaker reads entire speech
Speaker does not gesture at all	Speaker is monotonous
Speaker has no enthusiasm or energy	Speaker is heavy on vocal fillers like “umm”

Once you have created your list, cut the list into strips with one technique on each (just like you would if you were going to play charades). Place the strips of paper in an envelope, hat, or basket.

## The Assignment:

- Ask students to volunteer to give a brief impromptu speech, but instead of selecting a quotation or other prompt for the speech, they will draw a delivery technique from the envelope. The student can give his or her speech on an acceptable topic (remember this exercise stresses delivery, not content).
- Instruct the student to speak for 1 to 2 minutes while performing the delivery technique on the slip of paper selected from the envelope.
- After each speech, ask the class to identify the delivery technique performed during the speech.
- Once the class has successfully determined the delivery technique, have them discuss the technique's impact on the overall effectiveness of the speech.

For more information on these assignments please contact Chris Joffrion at: [cjoffrion@nflonline.org](mailto:cjoffrion@nflonline.org)



# The Billman Book Club

Encouraging Life Learning in Leadership

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

January's  
Book of the Month:

The 21 Irrefutable Laws  
of Leadership  
by John C. Maxwell



How the best leaders develop  
their teams by developing  
themselves.

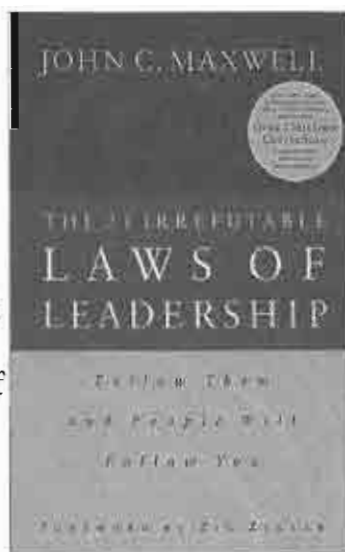
by Tyler & Jenny  
Billman

Service and NFL membership go hand in hand. After all, service is one of the tenets of the NFL Code of Honor. The NFL offers service points for student members and service citations for coaches. And anyone who has ever chaperoned a large group of over-tired students knows that coaching inherently requires an dedication to service, both to students and the forensics community.

With all of the emphasis on service, it is easy to confuse leadership and dedication with martyrdom. Giving of oneself to forensics is not easy, of course, but it should be invigorating and rewarding. If you aren't finding these results from your service, or if you want to reconnect with the passion you once felt for service, then maybe it is time to rethink service and leadership. In fact, maybe it is time to view them in reverse.

John Maxwell's *21 Irrefutable Laws of Leadership* accomplishes this by promoting the idea that the best leaders aren't the ones who give until they are burned out. Instead, effective leaders develop their organizations by develop themselves first. Maxwell is not trying to generate a nation full of selfish leaders. Instead, he is trying to find a way to influence others without

exhausting oneself. In an age when coach burnout seems to increase, such an idea clearly deserves further examination by the forensics community.



Simply put, Maxwell intends to empower leaders by enhancing their character and remodeling their goals. As suggested by the title, Maxwell divides his book into twenty-one stand-alone chapters which express unique ideas for leadership development. Although the chapters function independently, each chapter seems to fit into one of three themes; character, vision, and relationships.

## Character

Maxwell primarily focuses on character, arguing that it forms the basis for each of the other laws in his text. The formal codification of this idea, the Law of Solid Ground, proposes that solid character provides an irreplaceable foundation for leadership. Without maintaining personal integrity, Maxwell argues, a person will not be optimally effective in a leadership capacity. This sentiment supports the findings of Kouzes and Posner in their longitudinal survey of American values, which indicated that the general public valued honesty (suggesting integrity) above all other qualities in a leader (2002).



Another law, the Law of Influence reframes the definition of leadership by calling it the ability of a person to motivate rather than coerce another person. Juxtaposed with the earlier discussion of character, Maxwell's emphasis on character reinforces the idea that people follow a leader when they respect his or her character. This knowledge is also helpful when identifying a leader in any group, including a forensic team. Maxwell would say that the first step in harnessing a leader is identifying a person with good character who is respected by his or her peers.

#### **Application:**

1. People judge leaders by their character. Students watch carefully – even when it seems like they do not. Just as coaches are quick to tell their students that they are being watched in and out of rounds; students are watching teachers both in and out of the classroom.
2. A coach can identify the student leader in a group by his or her character. Giving this person a leadership role on the team may make a team more manageable and help students feel ownership in the program.

#### *Vision*

Maxwell also emphasizes vision, explaining that leaders have an obligation to develop intuition, strive to see obstacles, and investigate opportunities before anyone else. However, seeing challenges in advance does not equate with action; instead, leaders must watch carefully for the precise time to act: premature or delayed action can lead to resistance or failure. In other words, a leader should look ahead to future challenges and obstacles and plan to meet them.

#### **Application:**

1. Leadership, including coaching, requires a future-focus. Think a few years in advance.
2. Good leaders have good timing. Watch for when “the time is right” to institute change (and be prepared to act when that time arrives).

#### *Relationships*

Finally, Maxwell emphasizes the importance of relationships in leadership development. Chapters describing the Law of Connection, which advises leaders to demonstrate their concern for members of their organization before making requests, and the Law of the Inner Circle, which suggests that leaders should surround themselves with other strong leaders, highlighting the idea that leaders draw on the tremendous re-

sources of other people to succeed. Maxwell insists that maintaining such relationships not only promotes efficacy, but also ensures the longevity of an organization.

#### **Application:**

1. Even the best leaders can't do it alone. Smart leaders have a team behind them, willing to help. Enlist parents or volunteers to help with the team.
2. Strong leaders train someone to take their place. Show students how to coach and expect them to help each other. Peer coaching can be a wonderful asset that will teach students more about teamwork and communication more than any lecture.
3. Develop students as leaders, not only as speakers. Leadership training is invaluable in today's competitive economy...and it doesn't look bad on a college application, either.

#### *Conclusion*

Maxwell's 21 laws illustrate that successful leaders best contribute to their team by developing their own potential. By committing to character, practicing vision, and cultivating relationships, leaders can maximize their potential to achieve positive change.

Overall, the format of Maxwell's book makes it an easy read: for those who do not have time to sit down and read all the way through, the stand-alone chapters provide a nice fit. Also, the information is notably pragmatic, so it can be implemented immediately into daily life. The 21 Irrefutable Laws can help any leader – especially an NFL coach – take his or her ability to the next level.

#### *Review*

Maxwell, J. C. (1998). *The 21 Irrefutable Laws of Leadership*. Nashville: Thomas Nelson.

#### *Reference*

Kouzes, J. M. & Posner, B. Z. (2002). *The Leadership Challenge* (3rd ed.). San Francisco, CA: John Wiley & Sons.

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

*Note: This feature is intended to discuss professional literature for the benefit of NFL members. NFL makes no claims concerning the veracity of published material reviewed in this column, and the views of authors reviewed in this column are not necessarily the views of NFL staff.*



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

**F F I**

**The Florida Forensic Institute is proud to congratulate the  
winners of:**

**Wake Forest, Yale, University of Florida, Villiger, and  
The Glenbrooks.**

**WHICH CAMP'S STUDENTS HAVE WON OR PLACED AT EVERY  
NATIONAL TOURNAMENT THUS FAR?**

**F F I**

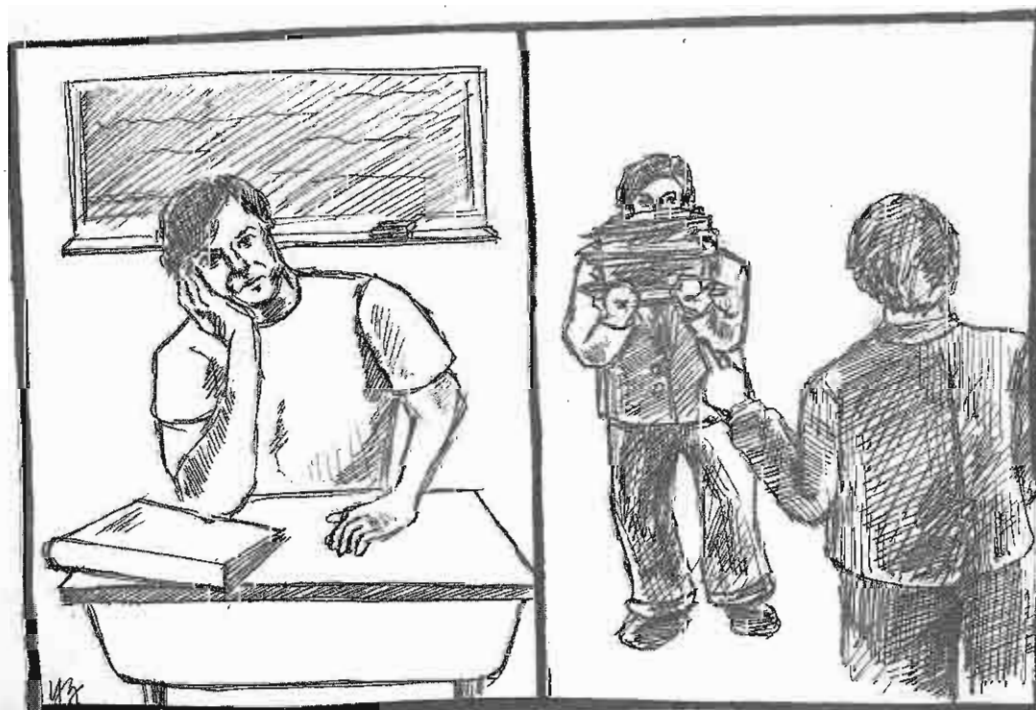
**The Florida Forensic Institute is proud to congratulate the  
Extempers, Interpers, Orators and PF teams:**

**Wake Forest, Yale, University of Florida, Villiger,  
The Glenbrooks, and GMU.**

**Join us for an FFI championship summer in 2008!**

**Go to [www.FFI4n6.com](http://www.FFI4n6.com) for specific program information, additional faculty,  
application materials and exciting details!!!**

*Featured Cartoon of the Month*



**"YOUR FORENSICS COACH WILL ALWAYS MAKE SURE THAT YOU MAXIMIZE  
YOUR LEARNING EXPERIENCES"**

Each month  
the *Rostrum*  
features Yilu  
Zhang's  
cartoon of the  
month.

Yilu is  
from North  
Allegheny  
High School,  
PA. Her NFL  
coach is  
Sharon Volpe.



# Report of NEW NFL Members & Degrees by State

## September 1 - December 1, 2007

Sept - Nov	Degree of Merit	Degree of Honor	Degree of Excellence	Degree of Distinction	Degree of Special Distinction	Degree of Superior Distinction	Degree of Outstanding Distinction	Degree of Premier Distinction
Alabama	102	67	37	18	7	2	0	0
Alaska	9	1	3	2	0	0	0	0
Arizona	71	33	23	20	9	8	2	0
Arkansas	8	7	5	3	0	0	0	0
California	791	522	226	144	68	29	14	1
Colorado	288	155	72	40	22	10	3	0
Connecticut	3	1	3	0	0	0	0	0
DC	4	0	1	1	1	1	0	0
Delaware	0	0	0	0	0	0	0	0
Florida	364	195	128	95	36	24	7	1
Georgia	109	97	40	40	10	5	1	0
Hawaii	13	6	3	1	0	0	1	0
Idaho	115	74	55	37	16	5	6	2
Illinois	162	115	44	35	21	13	0	1
Indiana	178	138	72	48	24	11	5	2
Iowa	98	114	41	29	9	10	1	0
Kansas	576	653	246	192	75	35	28	7
Kentucky	37	23	18	12	5	1	2	0
Louisiana	47	53	32	19	10	9	3	0
Maine	22	23	18	4	1	0	0	0
Maryland	62	34	20	20	6	2	0	0
Massachusetts	84	39	14	12	12	3	2	0
Michigan	5	8	2	2	1	0	0	0
Minnesota	174	216	166	91	35	26	3	1
Mississippi	73	70	61	31	13	7	6	0
Missouri	470	453	156	129	51	46	21	7
Montana	75	80	34	30	12	1	0	0
Nebraska	144	38	22	13	9	9	3	0
Nevada	100	48	26	21	13	6	2	0
New Hampshire	1	2	2	1	2	0	0	0
New Jersey	9	14	9	11	6	4	0	0
New Mexico	37	19	11	7	1	2	1	0
New York	164	63	34	43	15	12	6	1
North Carolina	163	97	39	37	17	10	3	0
North Dakota	23	30	21	20	5	5	4	1
Ohio	251	100	61	47	20	8	1	1
Oklahoma	88	58	43	22	14	7	3	0
Oregon	78	52	29	12	11	4	2	0
Pennsylvania	177	64	28	26	9	2	1	0
Rhode Island	0	0	0	0	0	0	0	0
South Carolina	101	13	17	6	4	0	0	0
South Dakota	185	84	44	35	13	12	12	2
Tennessee	103	58	33	24	14	9	1	0
Texas	925	765	426	319	126	69	30	11
Utah	158	85	47	30	17	6	0	0
Vermont	3	0	0	1	0	0	0	0
Virginia	32	19	28	12	6	0	1	1
Washington	102	45	22	11	8	5	2	0
West Virginia	15	6	4	7	0	0	0	0
Wisconsin	43	49	35	16	14	3	3	0
Wyoming	47	27	11	13	4	3	2	0



# NFL DISTRICT STANDINGS

*(as of December 3, 2007)*

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	225	Blue Valley North HS	502
2	+1	East Los Angeles (CA)	162	Gabrielino HS	603
3	--	East Kansas	159	Shawnee Mission East HS	414
4	+2	Kansas Flint-Hills	152	Washburn Rural HS	346
4	+1	San Fran Bay (CA)	152	James Logan HS	586
6	+6	Northern South Dakota	146	Watertown HS	309
7	-5	New York City	144	Bronx High School of Science	494
8	+2	Sunflower (KS)	141	Wichita East HS	257
9	+4	Florida Manatee	139	Nova HS	463
10	--	Calif. Coast (CA)	138	Leland HS	571
11	+5	Show Me (MO)	136	Belton HS	380
12	+3	Illini (IL)	135	Downers Grove South HS	344
12	+6	Nebraska	135	Millard North HS	316
12	-5	Central Minnesota	135	Eastview HS	412
15	+5	Ozark (MO)	133	Central HS - Springfield	516
16	-3	Southern Minnesota	130	Eagan HS	446
17	+2	Heart Of America (MO)	126	Liberty Sr HS	544
18	-1	West Kansas	125	Buhler HS	248
19	+4	Rushmore (SD)	118	Sioux Falls Lincoln HS	322
20	-12	Northwest Indiana	116	Munster HS	376
21	-12	Tarheel East (NC)	114	Pinecrest HS	232
22	+1	Northern Ohio	110	Canfield HS	232
23	-2	South Texas	109	Bellaire HS	724
24	+13	Sierra (CA)	104	Sanger HS	493
24	+7	Eastern Ohio	104	Perry HS	273
26	-4	Michigan	102	Portage Northern HS	188
26	-1	Carver-Truman (MO)	102	Neosho HS	302
26	+3	Rocky Mountain-South (CO)	102	Denver East HS	185
29	+2	Florida Panther	99	Lake Highland Preparatory	265
30	-2	Northern Illinois	97	Glenbrook South HS	332
31	--	New England (MA & NH)	96	Manchester Essex Regional HS	295
32	-6	Golden Desert (NV)	95	Green Valley HS	251
33	+6	South Kansas	94	Fort Scott HS	239
34	+5	Idaho Mountain River	93	Hillcrest HS	273
35	+17	Great Salt Lake (UT)	92	Skyline HS	195
36	+11	Montana	91	Flathead HS	213
36	-5	Nebraska South	91	Lincoln East HS	284
38	+5	Inland Empire (WA)	90	Gonzaga Prep HS	135
38	-7	Arizona	90	Desert Vista HS	354
38	+1	Utah-Wasatch	90	Sky View HS	240
41	+4	Pittsburgh (PA)	87	North Allegheny Sr HS	209
42	-15	New Jersey	86	Ridge HS	217
43	-14	Chesapeake (MD)	85	Walt Whitman HS	161
44	+3	Sundance (UT)	84	Bingham HS	237
45	-2	Colorado	83	Cherry Creek HS	311
46	--	Hole In The Wall (WY)	82	Cheyenne East HS	204
46	+5	North East Indiana	82	Chesterton HS	436
48	+21	West Los Angeles (CA)	81	Fullerton Joint Union HS	247
48	+6	Deep South (AL)	81	The Montgomery Academy	266
48	-10	Southern Wisconsin	81	Marquette Univ HS	165
51	-2	Eastern Missouri	80	Pattonville HS	209
52	+7	Idaho Gem of the Mountain	79	Eagle HS	215



# NFL DISTRICT STANDINGS

*(as of December 7, 2007)*

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
53	-14	Northern Lights (MN)	77	Moorhead Senior HS	158
53	--	North Dakota Roughrider	77	West Fargo HS	142
53	+2	Lone Star (TX)	77	Grapevine HS	270
53	+2	North Oregon	77	Westview HS	136
57	+4	Carolina West (NC)	74	Myers Park HS	325
58	+9	Hoosier Heartland (IN)	73	Ben Davis HS	182
58	--	Northern Wisconsin	73	Appleton East HS	266
60	-29	Southern California	72	Claremont HS	295
61	-12	Central Texas	71	Sandra Day O'Connor HS	235
61	-6	Hoosier Crossroads (IN)	71	Kokomo HS	171
61	--	Rocky Mountain-North (CO)	71	Greeley Central HS	142
64	-3	Tennessee	70	Montgomery Bell Academy	153
64	+3	North Coast (OH)	70	Gilmour Academy	208
66	+5	New York State	68	Scarsdale HS	180
66	+5	Wind River (WY)	68	Green River HS	185
66	+3	North Texas Longhorns	68	Colleyville Heritage HS	190
66	-1	East Texas	68	Northland Christian School	164
70	-5	West Iowa	67	Dowling Catholic HS	206
71	+3	Florida Sunshine	66	Niceville HS	149
71	+9	Big Valley (CA)	66	Lodi HS	123
73	+4	Western Ohio	65	Notre Dame Academy	92
74	+8	Georgia Northern Mountain	64	Henry W Grady HS	175
74	-15	Heart Of Texas	64	Del Valle HS	211
76	-2	Colorado Grande	63	Canon City HS	153
77	-4	Mississippi	61	Oak Grove HS	159
77	-3	Valley Forge (PA)	61	Truman HS	127
77	+1	Louisiana	61	Comeaux HS	161
80	+9	West Virginia	60	Wheeling Park HS	87
80	+2	Georgia Southern Peach	60	Fayette County HS	153
82	-21	West Oklahoma	59	Norman North HS	207
83	-5	UIL (TX)	57	Lindale HS	166
84	+8	Western Washington	56	Gig Harbor HS	246
84	+8	Tall Cotton (TX)	56	Seminole HS	105
84	+2	East Iowa	56	West HS - Iowa City	149
87	+4	Gulf Coast (TX)	55	Gregory Portland HS	214
88	-1	South Florida	54	Belen Jesuit Prep School	117
89	+6	Kentucky	53	Rowan County Sr HS	145
89	-2	Greater Illinois	53	Belleville West HS	139
91	-2	Pacific Islands	52	Harvest Christian Academy	52
91	-9	New Mexico	52	Albuquerque Academy	146
93	+2	LBJ	51	Princeton HS	192
93	-1	South Carolina	51	Mauldin HS	185
95	+6	West Texas	49	El Paso Coronado HS	87
96	-11	South Oregon	48	Willamette HS	88
96	+2	East Oklahoma	48	Jenks HS	143
98	-3	Sagebrush (NV)	46	Reno HS	147
99	+1	Puget Sound (WA)	45	Kamiak HS	108
100	+1	Pennsylvania	44	Bellwood-Antis HS	118
100	-2	Virginia	44	Randolph Macon Academy	198
102	-4	Capitol Valley (CA)	42	Granite Bay HS	98
102	+1	Iroquois (NY)	42	R L Thomas HS	112
104	+1	Maine	36	Lewiston HS	70
104	--	Hawaii	36	Punahous School	109



# AFFILIATES - WELCOME!

**THE NATIONAL FORENSIC LEAGUE NATIONAL SPEECH AND DEBATE HONOR SOCIETY WELCOMES THE FOLLOWING NEW NFL PROGRAMS:**

<i>Eagle River HS</i>	<i>AK</i>	<i>South Oldham HS</i>	<i>KY</i>
		<i>Waggener Traditional HS</i>	<i>KY</i>
<i>Yuma HS</i>	<i>AZ</i>		
		<i>Indian Creek School</i>	<i>MD</i>
<i>California HS</i>	<i>CA</i>		
<i>Dougherty Valley HS</i>	<i>CA</i>	<i>Hill Murray HS</i>	<i>MN</i>
<i>Great Oak HS</i>	<i>CA</i>		
<i>Hiram Johnson HS</i>	<i>CA</i>	<i>Poplar Bluff Senior HS</i>	<i>MO</i>
<i>Newark Memorial HS</i>	<i>CA</i>		
		<i>Alvirne HS</i>	<i>NH</i>
<i>Fountain-Fort Carson</i>	<i>CO</i>		
		<i>Clayton A Bouton HS</i>	<i>NY</i>
<i>Gulliver Preparatory</i>	<i>FL</i>		
<i>Saint Edwards School</i>	<i>FL</i>	<i>Bryan Collegiate HS</i>	<i>TX</i>
		<i>Devine HS</i>	<i>TX</i>
<i>Peachtree Ridge HS</i>	<i>GA</i>	<i>Legacy HS</i>	<i>TX</i>
<i>Southeast Bulloch HS</i>	<i>GA</i>	<i>Little Cypress-Mauriceville</i>	<i>TX</i>
		<i>North Crowley HS</i>	<i>TX</i>
<i>Waukee HS</i>	<i>IA</i>	<i>Sulphur Springs HS</i>	<i>TX</i>
		<i>Three Rivers HS</i>	<i>TX</i>
<i>Fulton HS</i>	<i>IL</i>		
<i>Peoria Notre Dame HS</i>	<i>IL</i>	<i>Fort Defiance HS</i>	<i>VA</i>
<i>Richwoods HS</i>	<i>IL</i>	<i>Strasburg HS</i>	<i>VA</i>
<i>Edgewood HS</i>	<i>IN</i>	<i>D D Eisenhower HS</i>	<i>WA</i>
<i>Southwood Jr/Sr HS</i>	<i>IN</i>	<i>Heritage HS</i>	<i>WA</i>
		<i>Kentlake HS</i>	<i>WA</i>
<i>James Graham Brown Sch</i>	<i>KY</i>		
<i>Larry A. Ryle HS</i>	<i>KY</i>		



WESTERN KENTUCKY UNIVERSITY PRESENTS

# SUMMER FORENSIC INSTITUTE

July 13-18, 2007

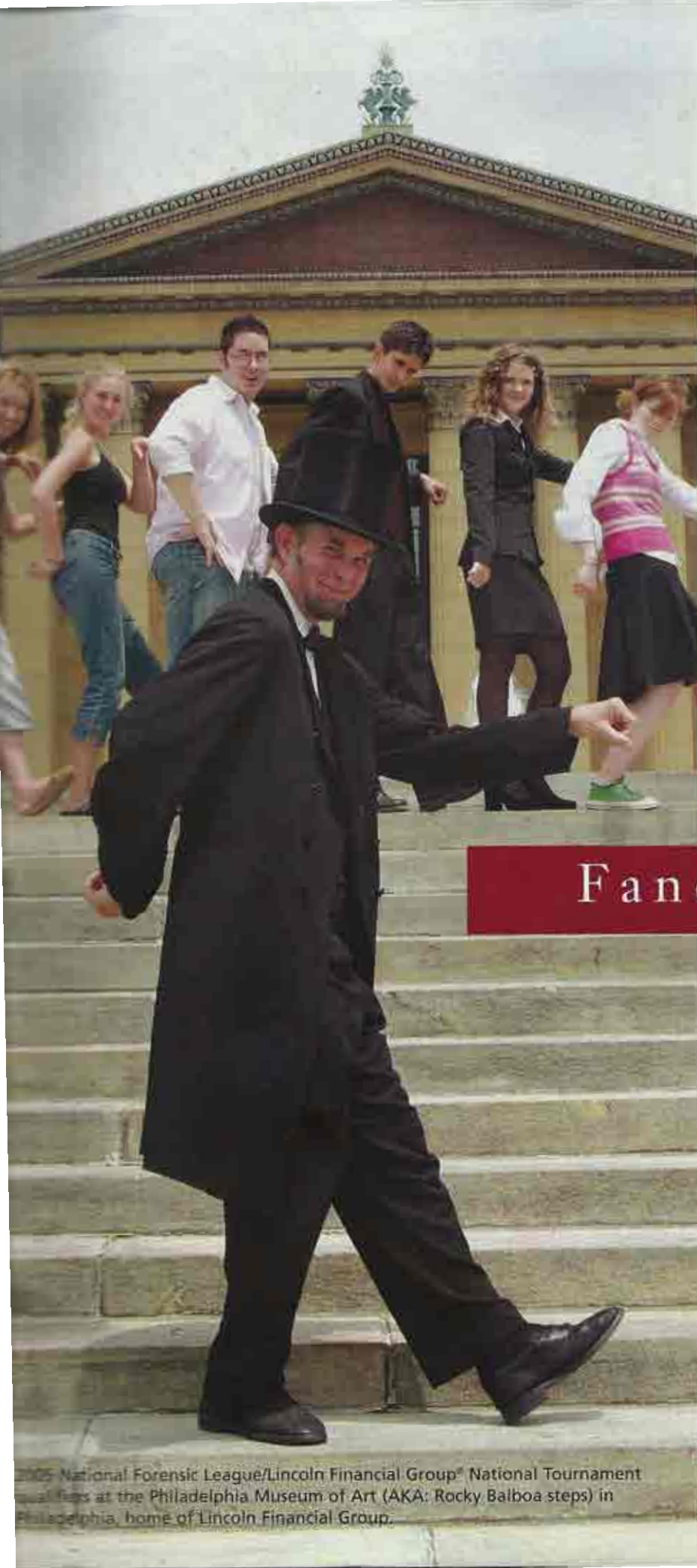
## Success is the Result of Something Bigger

The WKU SFI is an excellent choice, both for students who are only beginning their forensics careers and others who have already performed in national final rounds. This program is for both junior high and high school students. At the WKUSFI, we take a hands-on approach to camp by combining structure with a relaxed, comfortable atmosphere that strikes a balance between educational and competitive interests while allowing students to learn at their own pace.

### Start Seeing Red:

<http://www.wku.edu/forensics/sfi/index.html>





## Get in step!

Join the National Forensic League and develop the communication skills you'll need to succeed in your career. Over the years, NFL members have become top journalists, media stars, CEOs, Supreme Court justices, even U.S. presidents. As part of its commitment to education, Lincoln Financial Group is a proud sponsor of the NFL. To learn more, call 920-748-6206 and start to find your footing for life.



## Fancy footwork



**Lincoln**  
Financial Group®

Hello future.™

© 2005 National Forensic League/Lincoln Financial Group® National Tournament  
held at the Philadelphia Museum of Art (AKA: Rocky Balboa steps) in  
Philadelphia, home of Lincoln Financial Group.

Lincoln Financial Group is the marketing name for  
Lincoln National Corp. and its affiliates.

© 2005 Lincoln Financial Advisors Corp.  
CRN200509-1003025