

# ROSTRUM

January 2009

Volume 83

Issue 5



2009

Experience History. Create the Future.

100-Day Presidential Challenge

# CDE Summer Camp: *First* with NEW Ideas, *First* in number of NATIONAL CHAMPIONS

CDE: Home of 26 National Champions. Visit us at [www.cdedebate.com](http://www.cdedebate.com)

- **In EXTEMP**

*First* with 3, 4, and 7 point organization. *First* with truths and statistical triadic analysis. *First* with sliding outline-fluency split. *First* with enthymatic and ethos criteria for source selection. *First* with vocabulary construct AND the pyramid approach to vocabulary choice. The *Leader* in TAP (Topic Answer-Focus) advocacy. CDE alumni have won 18 NFL Extemporaneous Championships in the last 27 years. And over 100 CDE alumni have been in the Final Round.

- **In PUBLIC FORUM**

*First* with the “Flex Neg”. *First* with criteria for communication *and* Case Dual Structure. *First* with triparte speaker duty split. And *first* with game strategy for case construction.

- **In LINCOLN DOUGLAS DEBATE**

*First* with intellectual community case-based construction. *First* camp to “close out” the Final Round at Nationals. *First* with economic case development. *First* with dual value cases, floating value case, criteria contention case approach, direct clash negatives. *First* with kritik rejection construct.



**SPENCER ROCKWELL**  
NFL National Champ  
2006 Int'l Extemp  
CDE Alumni 2004-06

**CDE**  
National Institute will be held  
July 15-31 at the University of  
New Mexico in Albuquerque.  
All rooms are air conditioned.  
You can enroll today at  
[www.cdedebate.com](http://www.cdedebate.com).



**GOLDSTEIN & NADLE**  
2<sup>nd</sup> Place National Champions  
2006 Public Forum  
CDE Alum 2005



From 1991 to 2008 CDE alumni  
have won 3 high school debate  
Nationals, 2 college debate nationals,  
a high school “World” debate  
championship and 2 college “World”  
debate championships.



*Summer, 2009*

# University of Texas **National Institute in Forensics**

We invite you to join us for the **16th Annual UT National Institute in Forensics**, and to come and see why UTNIF continues to be one of the largest and most accomplished summer forensics programs in the country. Application materials on-line starting January 1, 2009!

[www.utspeech.net](http://www.utspeech.net)

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

***Congratulations to all of the students and coaches  
attending the 2008 Longhorn Classic Speech & Debate Tournament!***

## **Longhorn Classic 2008 Champions:**

CX: John Baker & David Mullins, Westlake HS  
LD: Tyler Cook, Salado HS  
US Extemp: Rahul Sangal, Plano East Senior HS  
International Extemp: Rahul Sangal, Plano East Senior HS  
Dramatic Interp: Lindsley Howard, Elkins HS  
Humorous Interp: Luke Fernandez, Harlingen South HS  
Duet Acting: Andrew Asper & Jennifer Tate, Reagan HS  
Duo Interp: Danny Larrea & Emily Bordages, Lamar Consolidated

Congress: Kalyan Venketraj, A&M Consolidated  
Oratory: Morgan Booksh, McNeil HS  
Prose Interp: Lawryn LaCroix, Creekview HS  
Poetry Interp: Ray Swalley, Riverdale HS  
Impromptu: Shaan Heng-Devan, Anderson HS

Debate School Sweepstakes: The Greenhill School, Dallas, TX  
Speech School Sweepstakes: Anderson HS, Austin, TX  
Overall School Sweepstakes: Churchill HS, San Antonio, TX

## ***UTNIF 2009 SUMMER PROGRAM DATES:***

| <b>Session</b>  | <b>Arrival</b> | <b>Departure</b> |
|---|----------------|------------------|
| <b>Individual Events</b> ( <i>Extemp, Oratory, Interp</i> ) | June 24, 2009  | July 8, 2009     |
| <b>Individual Events + Extension</b>                        | June 24, 2009  | July 12, 2009    |
| <b>CX Debate Session 1 (Marathon &amp; Experienced)</b>     | June 22, 2009  | July 12, 2009    |
| <b>CX Debate Session 2 (Marathon &amp; Experienced)</b>     | July 14, 2009  | August 3, 2009   |
| <b>CX Debate Supersession/Survivors</b>                     | June 22, 2009  | August 3, 2009   |
| <b>UTNIF CX Novice</b>                                      | July 18, 2009  | July 28, 2009    |
| <b>Lincoln-Douglas Debate</b>                               | July 14, 2009  | July 28, 2009    |
| <b>Lincoln-Douglas Debate + Extension</b>                   | July 14, 2009  | August 2, 2009   |

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We humans are complex creatures. Our brains are awesome processing centers containing over 100 billion neurons. And yet exactly how our brains work remains a mystery. In her best-selling book, *My Stroke of Insight*, Dr. Jill Bolte Taylor, a Harvard trained brain scientist sheds light on the functions of various parts of the brain by describing in detail her own experience of suffering a stroke at age 37. However, even with her academic training and years of studying the brain, her very personal experience of losing partial brainpower was perhaps her largest lesson regarding the brain. Her journey through recovery revealed how we are so fragile and yet so resilient, and the great mystery of our complexity.

It has been said that brainpower alone is not enough to thrive in this world. Dr. Taylor's poignant description of her journey and her honest sharing regarding the lessons she learned speak to this point. It took her eight years to recover from her stroke, and as she shares in her book, she was transformed by her experience. Her outlook on life has changed and her priorities have shifted.

Dr. Taylor's experience points to a number of ingredients which contribute to a rich, full, rewarding journey:

The first is the concept of boot camp. Essentially, in the years following Dr. Taylor's stroke, life was all about her recovery – learning to walk and talk and read again. Much like boot camp, she had to be coached and stay focused on her recovery.

Having witnessed both of my sons' transformative experiences in military boot camps, I have a new respect for this concept. Boot camps are very goal-driven periods of time where drill sergeants push



## *Brainpower, Boot Camp, and Blinders*

*By  
Carol Houlihan Brown  
Technical Specialist*

new recruits to their limits and beyond, shaping them mentally and physically to be able to perform under tough conditions in tough climates. This concept has been extended to fitness training for the masses (or those brave enough to participate voluntarily). The idea is that concentrated amount of effort in set amount of time with the right coaching can produce amazing results. It is, for some, more a mental challenge than a physical one.

Consider designing an NFL boot camp for your team newcomers. Imagine what a powerful jumpstart this would be to new debaters. Even a week or two of concentrated effort in skill-building may give your team an advantage that lasts all year long.

The second concept is blinders. Also referred to as blinkers or winkers, these are a piece of horse tack. They are used to restrict the horse's view to the sides. The purpose is to keep the animal focused and minimize surprises. Horses can be easily spooked, and restricting their view to what is in front of them encourages them to stay focused.

Perhaps we humans could benefit from wearing blinders at times. In Dr. Taylor's recovery process, her friends and family

helped to serve as her 'blinders' by protecting her from anything that might impede her recovery. Interestingly, well-intended medical professionals sometimes 'spooked' Dr. Taylor with their thoughtless or careless treatment. In her book, Dr. Taylor provides a specific list of do's and don'ts for communicating with stroke victims. In her experience, she chose to ignore those who did not feel safe and trustworthy (instinctively putting on her own 'blinders').

In this day and age, we are bombarded daily with information, and can become 'spooked' or distracted. Wearing blinders can be as simple as focusing on one goal at a time, or one tournament at a time. By tuning in to the task at hand and tuning out distractions, an amazing thing happens. It has been said that what we focus on will grow. Focus is key.

In my NFL career as a debater, for some reason I decided to compete in a few other areas. First I tried the humorous speech category. It was fun, but I discovered that memorizing and delivering a speech was not my thing. Next I gave Extemporaneous Speaking a whirl. It was an interesting experience, but once more, a lesson in what suited me best. I decided to keep the 'debater' blinders on, and focus on and develop those skills.

Brainpower is certainly important. Dr. Taylor vividly describes in layman's terms how a healthy functioning brain takes in information and makes sense of it. One of the reasons she chose to become a brain scientist was to seek answers to the mystery of her brother's mental illness.

Brainpower combined with a healthy jumpstart in a boot camp environment and blinders to keep your eyes on the prize might just be the magic combination!



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## From the Editor

J. Scott Wunn



Dear NFL,

We are introducing a tremendous opportunity for our student members. The centerfold section of this month's issue is a pull out full-color glossy poster promoting the **Now Debate This** scholarship and awards program.

The 2009 program will award over \$250,000 in scholarships and thousands of dollars worth of Apple MacBooks laptops. More important, it will provide an opportunity for students to experience the history and reality of public policy making and give them a voice in front of our nation's leaders.

There is no greater way to train youth for leadership than to give them the chance to experience it firsthand. I encourage all coaches to pull out the centerfold section of this month's *Rostrum* issue and post it in a prominent place in your classroom or squad room.

Every single student in the National Forensic League should take advantage of the benefits of the Now Debate This program. Visit [Now DebateThis.com](http://NowDebateThis.com).

Sincerely,

J. SCOTT WUNN  
NFL EXECUTIVE DIRECTOR

## Rostrum

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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

## 2008-09 Policy Debate Resolution:

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

## January 2009 Public Forum Debate Resolution:

Resolved: That, by 2040, the federal government should mandate that all new passenger vehicles and light trucks sold in the United States be powered by alternative fuels.

## January/February 2009 Lincoln Financial Group NFL L/D Debate Resolution:

Resolved: The United States ought to submit to the jurisdiction of an international court designed to prosecute crimes against humanity.



## NFL Hall of Fame Nominations Due

Nominations must be  
postmarked no later than  
February 2, 2009.

Forward nominations  
AND

coach biographies  
(300 word limit)

to:

Sandy Krueger  
National Forensic League

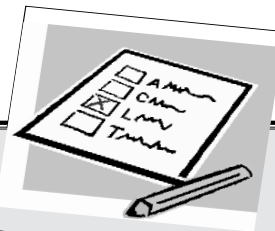
P.O. Box 38

Ripon, WI 54971

or

e-mail:

[nflrostrum@nflonline.org](mailto:nflrostrum@nflonline.org)



### Who is eligible?

\* A coach with  
25 years of  
NFL  
Membership  
or  
\* Retired

NFL ANNOUNCES THAT RON & SHERYL AIKEN ARE CONTRIBUTORS TO THE BRUNO E. JACOB LEADERSHIP FUND IN HONOR OF THEIR 2008 NATIONALS COMPETITOR, JOSHUA AIKEN. THEIR GENEROSITY SUPPORTS THE NFL IN GIVING YOUTH A VOICE FOR GENERATIONS TO COME. IF YOU WOULD LIKE TO JOIN THEM, CONTACT THE NFL TODAY!

## Topic Release Information

L/D Debate topics available by calling the NFL Topic Hotline: (920) 748-LD4U  
OR

Check the NFL Website under "Resources" tab, Current Topics at [www.nflonline.org](http://www.nflonline.org)

### L/D Topic Release Dates:

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

### Public Forum Topic Release Dates:

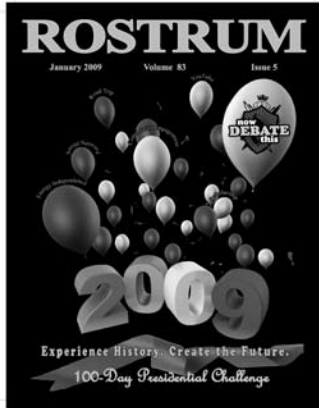
|             |    |                           |
|-------------|----|---------------------------|
| August 15   | -- | September Topic           |
| September 1 | -- | October Topic             |
| October 1   | -- | November Topic            |
| November 1  | -- | December Topic            |
| December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

### Policy Debate Topic for New Year

- Topic ballot & synopses printed in October Rostrum
- Final ballot for Policy debate topic in December Rostrum
- Topic for following year released in February Rostrum

# ROSTRUM

January 2009, Volume 83, Issue 5



## Featured Topic

**Now Debate This 2009**

*Centerfold*



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# Excellence

**FORENSICS** has a long tradition of excellence at Gustavus.

A few highlights include:

- Top 20, 2008 and 2007 American Forensics Association National Individual Events Tournaments.
- Finalist, 2008 Interstate Oratorical Association National Contest.
- All-Americans, 2008, 2007, and 2005.
- State Champions, 2008 Minnesota Collegiate Forensics Association.
- Second Place, 2007 Pi Kappa Delta National Tournament.
- Home to the Summer Speech Institute for high school students since 2007.

For more information, contact Kristofer Kracht, director of forensics

Phone: 507-933-7486

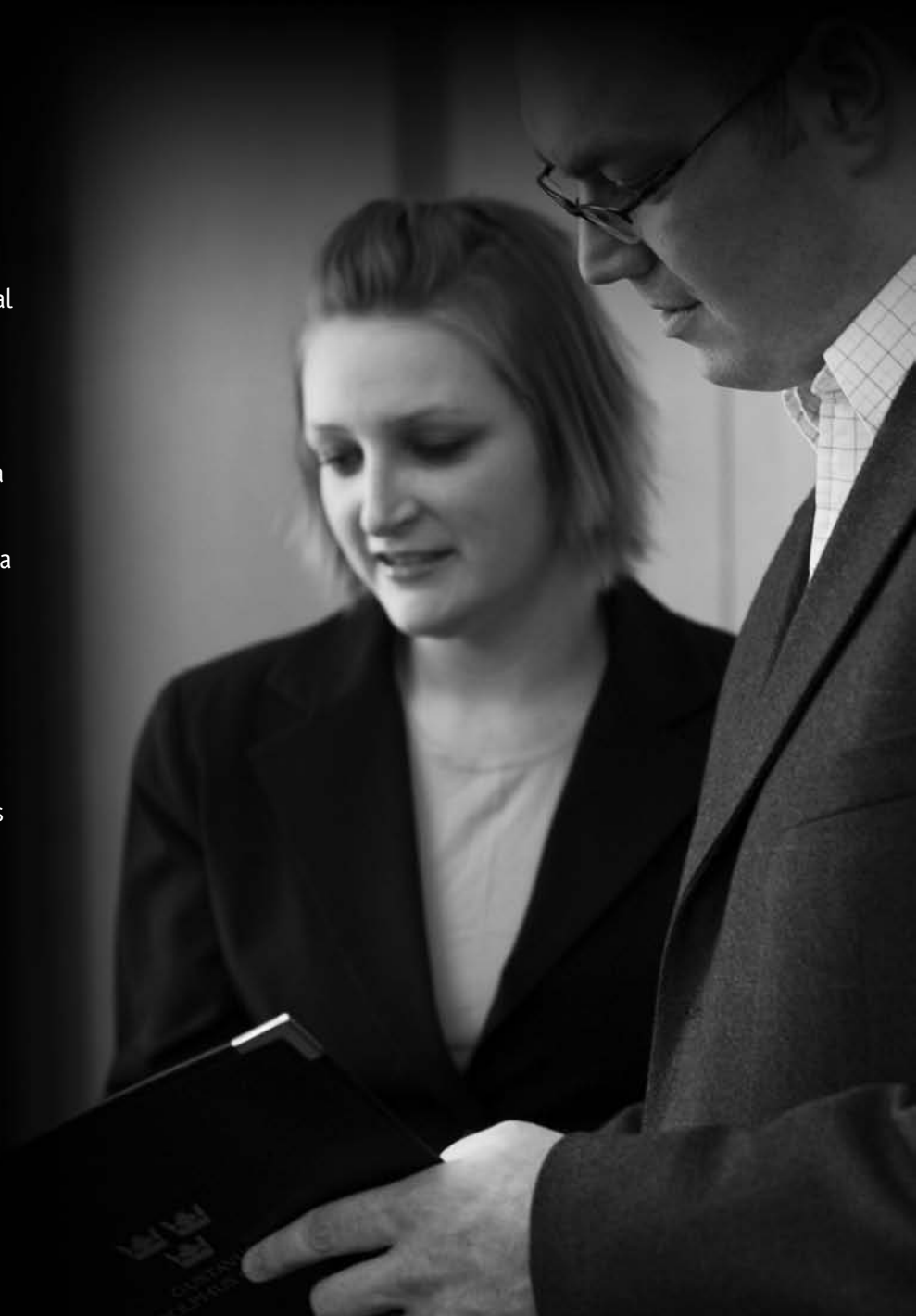
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Program: [gustavus.edu/go/forensics](http://gustavus.edu/go/forensics)

Speech Institute: [gustavus.edu/ssi](http://gustavus.edu/ssi)

**GUSTAVUS**   
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800 West College Avenue  
St. Peter, Minnesota



# NFL: Honor Society, Competition Circuit, *and now...* Professional Development for Coach Educators

- ☑ Are you a *busy* coach?
- ☑ Do you *rarely* have time to take advantage of **professional development**?
- ☑ Would you like to *improve* your **coaching skills** and **knowledge**?
- ☑ Can you *benefit* from **earning CEUs** and/or **graduate credit**?



If you answered “yes” to any of these questions, then you will be interested in a new program offered by Minnesota State University, Mankato in partnership with the National Forensic League. This is the tip of the iceberg for a number of **professional development initiatives** the NFL is rolling out as part of its commitment to supporting educators in their efforts to *give youth a voice*.

For more information, visit **[www.mnsu.edu/nfl](http://www.mnsu.edu/nfl)**

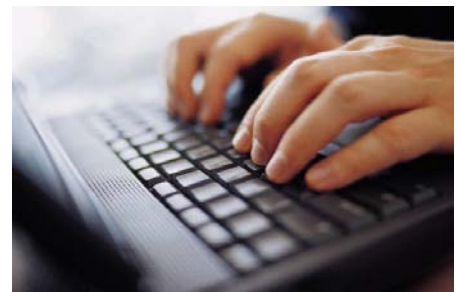
*Learn online, anytime.*

As the oldest and largest national debate and speech organization, we have provided coaches with years of helpful articles in the *Rostrum* magazine, while providing an assortment of instructional audio, video, online and print materials to supplement teaching and learning. With that tradition as a foundation, we’re taking coach education efforts to a new level!

The online modules through this program are self-directed tutorials, each of which takes about ten (10) hours to complete (one CEU apiece). For an additional fee, Minnesota State University will grant a graduate credit per thematic cluster of four modules.

Novice and advanced modules are offered, to appeal to a coach/educator at any level of experience. Examples of modules offered include:

- Basic Team Management and Administration
- Basics of Interpretation
- Basics of Parliamentary Procedure
- Ethics and Competitive Forensics
- Introduction to Policy Debate
- Introduction to the NFL - History, Constitution, Mission



Contact Kathleen Steiner or more information: [kathleen.steiner@mnsu.edu](mailto:kathleen.steiner@mnsu.edu) / 507-389-2213.



*MSU Forensics at Minnesota State Tournament, 2008*

***Interested in College  
Forensics?***

***Become a Minnesota  
State  
Maverick!***

#### **>Program Mission**

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

#### **>Tournaments and Travel**

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

#### **>Scholarships**

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

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



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

#### **>Contact Information**

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**MINNESOTA STATE UNIVERSITY MANKATO**



# NFL'S TEXAS ALUMNI RECEPTION

NFL alumni gathered together for the first-ever Dallas NFL Alumni Reception on Friday, November 14th. The reception was held at Dave and Busters and attracted a number of local alums. The reception began with a welcome and NFL updates from Alumni Coordinator Heidi Christensen, followed by a moving speech from our Alumni host, Dan Peril, who encouraged the audience to remember how the NFL affected their lives. Finally, Director of Development Bethany Rusch concluded the evening with a multimedia presentation.

Those in attendance had an opportunity to relax with fellow alumni, reminisce about their days with the NFL, and talk about how they are staying involved. Many were coaches who continue to give back to the NFL by leading a new generation of students and being a role model for them. Others are staying involved by volunteering at local tournaments, helping their local NFL chapter, and serving as a resource for coaches. In addition, many of those who enjoyed this evening with us have given back financially, either to their local chapters or to the NFL National Office. However our alumni have decided to give, the important part is that they are making the commitment to stay involved and keep the NFL tradition alive for many years to come!

NFL would like to thank the management and staff at Dave and Busters for being so hospitable, and the alumni who were able to make it for taking the time out of their busy schedules to enjoy an evening with us. For those who could not make it to our November 14th reception, we look forward to seeing you the next time we are in town!

If you are planning an event, or would like to plan an event in your area, please contact Heidi Christensen at [hschristensen@nflonline.org](mailto:hschristensen@nflonline.org), or call 920-748-6206.



# Introduce and Extend Communication Skills!



## Projects in Speech Communication

**A practical and comprehensive communication textbook with a hands-on communication project in every chapter!**

Students practice and apply communication skills from the first to the last chapter! As students **prepare**, **present**, and **evaluate** a speaking project, they learn essential communication skills and concepts. Each chapter also raises an essential question and end-of-chapter activities direct students to respond to the question and reflect on their learning.

- Project-based, active learning
- Essential questions to engage students in critical thinking
- Exceptional coverage of group communication, mass communication, and technology
- Past and present features in each chapter to provide an historical context
- Special focus on cultural and gender communication issues
- Career exploration throughout the text

A Teacher's Wraparound Edition includes teaching and pacing suggestions, strategies for differentiating instruction, cross-curricular activities—even activities for the substitute teacher.

A Teacher Resource Binder includes blackline masters of related activities and assessment for each chapter. Accompanying Exam View® software allows teachers to generate and score tests.



## 38 Basic Speech Experiences

**The best-selling classic public speaking text!**

Students are up on their feet speaking from the first to the last chapter in this project-based text. Each chapter is structured around a speaking project that students prepare and present. Clear expectations, specific guidelines, and models throughout each chapter build students' confidence and ensure success.

This is the most up-to-date and comprehensive public speaking text available and includes

- a beginning unit with the basics of speaking
- projects cover the most common types of public speaking experiences
  - informative
  - entertainment
  - special occasions
  - persuasive
  - impromptu
  - contest
  - demonstration
  - business
  - and others!
- lesson structure based on the Preparing, Organizing, Presenting, and Evaluating principle
- "Talking Points" that focus on special elements of public speaking—stage fright, visual aids, listening, and others
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A Teacher Resource Binder features chapter notes, quizzes and answer keys, reproducible activities, and more.

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are available!**

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# MONDAY MORNINGS WITH PETER

by  
Rev. B. A. Gregg

## Part Four: Building the Widget, or the Logistics of the Midweek League

As a young pastor, I met every Monday morning with the head of the church board, Peter. Peter had lived his entire life in the church. The church, once vital, had shrunk. Actually, the church stayed its same monstrous size. Only the congregation had shrunk to about twenty or so on a Sunday, spread out across the entire auditorium. When I asked him, why does everyone sit so far apart, he responded that they always sat where we are now. Only the spaces have taken the place of the people who used to be there.

And this has stuck with me through the years. When we remain doing what we always do, time changes and we fall behind. This concern for growth and change in the NFL has been with me since I took over from Martha Lee-Carr as District Chair. This concern for growth has spurred us to actively cultivate growth in Virginia, to reach out to coaches, and develop are most significant product, or widget, the Midweek League.

Clearly, for our District, we have seen growth through the creation of Midweek Leagues throughout the state. This is, on the local level, our Widget, or product that we offer coaches to get them into the doors of NFL. Through marrying local league membership with NFL membership, it is a win-win situation for our coaches

and programs. In writing this article over the summer, I have heard from numerous coaches that schools are taking the opportunity of higher fuel costs to slash travel for many of the programs – speech and debate being one of the hardest hit. It is at this time that the Midweek League needs to be active in contacting school administrators and school boards to maintain its schedule and argue for value-added.

“... through  
calling various coaches  
into the mid-week league  
tab staff, you develop an  
ownership of the District  
Tournament in your  
coaches.”

In this final article on Marketing the NFL, we need to discuss the down-and-dirty of how to build the local widget, in this case the Midweek League, that brings coaches in your area into the NFL.

### Registration

Electronic registration should close a few days before the tournament. Email is nice; but an online form that sends you and your coaches the codes would be ideal. Ask your Webmaster to create the ideal form that provides you an e-mail

notice. When drops occur, and they will, charge a small drop fee for each school. Drop fees feed the league far more than dues.

The mid-week league should start its on-site registration around one hour after most schools let out. This allows your schools to travel there and the rooms to clear out. A mid-week tournament should offer two rounds of speech and three of debate to make it worthwhile. Registration should have the judge sign-in sheet on the wall for school-provided and hired judges. Time will be crucial in these after-school tournaments, so you need to know what bodies you have on-site.

As soon as on-site registration starts, get out your watch. You are now in a race to get to Awards fast. More than weekend tournaments, after-school tournaments are on a tight and unforgiving timeline. You must get to Awards early, no later than 7:45 p.m. It is a school night and parents will complain to principals if students aren't getting home until ten at night.

### Tab Staff and Room

Have a good tab staff that realizes its first priority is getting out rounds and tabulating results efficiently and accurately. When the tab staff is on-site, they are no longer the coach for their kids, but are the coach for every student in the tournament. Through the mid-week



leagues, you have an opportunity to train the leadership for the District. Not only will you be able to dry-run the tab room staff on running a strong District Tournament, you will be able to find the coach who starts out as local treasurer and then ends up as state treasurer. Or the coach who really does a great hospitality suite at the local level and then ends up coordinating the great extravaganza that is the District Tournament Coach Lounge. Most importantly, through calling various coaches into the mid-week league tab staff, you develop an ownership of the District Tournament in your coaches. They will cease being consumers and producers.

In order to get to Awards quickly, make tab easy. By only recording ranks, and not speaker points (which are ultra-arbitrary anyway), we can tab very quickly on computer at multiple workstations or by hand. Not factoring in speaker points is also an excellent prep for the NFL District Tournament. Will this mean, in a two-round tournament, lots of ties? Sure. What's wrong with ties at a mid-week tournament? The more medals and recognition, the better for everyone.

It is an encouraged practice to have your speech schemes done the night before the tournament and then you can hand-adjust any drops and get that bad boy photocopied and posted. Never print debate schemes beforehand, as one drop throws the whole scheme off. Not only should you have your schemes ready to print, you should also have your ballot packs ready. Plan out beforehand and rubber-band the schemes for each round. Then bring another pack of extra ballots for the always-present emergencies.

## Events and Awards

What events should you offer at your mid-week tournament? Obviously you want to steer students

toward NFL events. But you also want to keep an eye on the state league events and give students opportunities to compete in those events. State league rules, for the mid-week tournament, should trump NFL rules at these events. Is Dramatic Interp in your state 8 minutes long? The mid-week league should offer DI as an 8-10 minute event. Does Duo in your state require a script book? The mid-week league should offer Duo as script optional. Does your state have radio announcing and pig-calling? Your mid-week tournament should have radio announcing and pig-calling. The goal of the mid-week league is to recruit NFL schools and build those recruited schools into solid NFL schools that compete at the District Tournament. Pull them in and build them toward that goal. Additionally, as we are in a time of soaring fuel costs, make sure that you offer as many events as possible to increase the bodies coming through the door.

Awards should promote local programs. If you have large schools and small schools (and who doesn't?), have separate sweepstakes. Always announce the next day the sweepstakes schools via e-mail or post them on the web site. Present the plaque for the top large and small schools at the next tournament. Coaches from new programs love to get their first plaque. That plaque will then go on the principal's desk and you've just added to the prestige of that new program. Everyone starts somewhere. Be the supporter and advocate for those new programs and they will be your most reliable schools to send in a sacrifice 12th entry in FX at the District Tournament. When in doubt, review the first 20 minutes of *The Godfather*.

Make sure that you also have a box of medals and ribbons. Many companies online offer very

competitive prices for ribbons and medals. Buy them in bulk and have nothing printed on the back. Sure, it's nice to have the name of the tournament and the placing the student received in a certain event. But, when it comes to Awards, you want your Vanna White who presents the medals to the students to just throw them out like peanut vendors at a baseball game. More, if there are no placings or events on the back of the medals, you won't get the call at 10:30 that night from the coach who says that their kid deserved a 5th place medal in Novice Poetry and only got a 6th place medal in Impromptu. Keep your headaches low.

We have found that, in order to break the log-jam of recurrent winners in events from month to month, that a Burn Rule works well. A Burn Rule means that, if a student places first through third in an event at one tournament, they can't enter that event at the next. The Burn Rule allows greater variety in the winner's circle and encourages heavy-hitters in one event to go try another at the next tournament. This rule, however, is not universal. Some of the Midweeks set it at 1-3, others at 1-2, some prefer not to use the Burn Rule. The effect of not using the Burn Rule in the one league has been that there is no log-jam of students always winning. We are examining this finding next year and determine the advisability of the Burn Rule throughout.

## The Championship Tournament

Every preliminary tournament adds to the Championship Tournament. The Championship Tournament is where the District can charge a modest entry fee for each entry and pumps up the volume in awards and competition. Where you were awarding medals for 1st - 3rd and ribbons for 4th - 6th

at a preliminary tournament, at the Championship Tournament you award small trophies for 1st - 3rd and medals for 4th - 6th. Here is where you award the Season Sweepstakes. The Championship Tournament usually costs around \$500 for awards, but generates around \$1,000 in registrations. The profit then goes to the NFL District Treasury.

Students qualify for the Championship Tournament through placing at preliminary tournament, or attending several preliminary tournaments. But, in order to encourage schools entering NFL points, give each school the ability to call-up students in events, based on a formula for new NFL degrees. You can either base your call-up formula on a percentage of total number of new degrees; or, better yet, on a percentage of increase of new degrees this year from the previous one. However you choose to compute call-ups for each school, make it a percentage of new members and not the total; otherwise, large programs will unfairly benefit over smaller ones. All this information is available on NFLOnline.org. By having another call-up based on growth, you encourage your coaches to enter

their NFL points early and build their programs. When you build local programs, you build your District, and you build NFL. By giving coaches incentives to enter their NFL points, you will get more results than begging.

The Championship Tournament should be the dress-rehearsal for the NFL District Tournament. At the

“When you build local programs, you build your District, and you build NFL.”

Championship, you push the District Tournament through ballot-pack inserts, through pushing it at Awards, and through keeping some awards reserved for the District Tournament.

### Final words on the Midweek League

Running a successful Midweek League requires commitment of the District Chair and Committee to competition at local level, rather than total focus on circuit competition. However, the rewards for this changed focus are many. First, on your teams, you develop students

who understand citizenship better... traveling to outlying areas and trying new events to allow those schools with less budget the opportunities they need. Second, you reduce the normal animosity toward big programs and coaches that smaller programs have. When everyone has an opportunity to compete and do well, in big or small school sweeps, we increase collegiality. And, finally, the regular Midweek League tournament increases the profile of forensics in the community and region, allowing stronger competition than before which will benefit the more established programs and will create an environment that puts forensics in the forefront of attention, helping to move NFL forward one school and one District at a time.

(Rev. B.A. Gregg is the District Chair for Virginia -- the nation's largest NFL District -- and the Director of Forensics at Randolph-Macon Academy. He has received his 10<sup>th</sup> NFL Service Plaque and was the Best New Chair in 2006. In three years as District Chair, he has added over 60 new schools to the NFL and has sponsored 10 Affiliates moving to both Affiliates and Charters.)

## ACADEMIC ALL AMERICANS (August 19, 2008 through December 5, 2008)

### CALIFORNIA

Bellarmine College Prep  
Joseph Kwei  
Christopher Nguyen  
Gabrielino HS  
Aaron Huang  
La Reina HS  
Nayantara Bhushan  
Lowell HS  
Roy Lee  
Mira Loma HS  
Akhilesh S Pathipati  
Mountain View HS  
Natalee Pei

### COLORADO

Canon City HS  
Jeremy E Carlson

### FLORIDA

Berkeley Preparatory Sch  
Leigh Ann Humphries  
Brian Shim  
Alicia Smart  
Jupiter HS  
Sam Vincent  
Lake Highland Prep  
Gurdane Singh Bhutani

### INDIANA

Concord HS  
Robyn Bortner

### KOREA

Cheong Shim Int'l Acad  
Hyo Jeong Choi  
Gue Soo Yoe

### MARYLAND

Centennial  
Alexander Tereshchenko

### MASSACHUSETTS

Newton South HS  
Rebecca Goldstein

### MISSISSIPPI

Oak Grove HS  
Emily Bustin  
Kristen Greer  
Kaya Massey  
Blakely Owens  
William Wild

### MISSOURI

Lee's Summit HS  
Brian Jochems  
Andrew R Schwartz

### NEW JERSEY

Randolph HS  
Melissa Dunn  
Whippany Park HS  
Christopher Jeng

### PENNSYLVANIA

North Allegheny HS  
Stacey Chen  
Bryan Hogg  
Doug Kulchar

### TEXAS

Franklin HS  
Shea Houlihan

### UTAH

Judge Memorial Catholic HS  
Stephanie Lewis  
Skyline HS  
Lisa Pazzi

### WISCONSIN

BJ Dworak  
Cedarburg HS



# NATIONAL FORENSIC LEAGUE

## APPLICATION FOR PROFESSIONAL ACCREDITATION

Applicant: \_\_\_\_\_

School: \_\_\_\_\_

Mailing address: \_\_\_\_\_

Principal: \_\_\_\_\_

Superintendent \_\_\_\_\_

Superintendent's Mailing Address \_\_\_\_\_

### PROFESSIONAL FORENSIC EDUCATOR

Please initial to indicate fulfillment:

- \_\_\_\_\_ 3 years as a full or part-time high school or middle school educator
- \_\_\_\_\_ 2,000 coaching points, 1 coach diamond, or 7 years as a member coach
- \_\_\_\_\_ Successful completion of at least 4 CEUs or 3 graduate hours through the NFL/OPD modules OR at least 6 undergraduate hours in speech, debate, or theatre related courses (Please attach transcript)

### ADVANCED PROFESSIONAL FORENSIC EDUCATOR

Please initial to indicate fulfillment:

- \_\_\_\_\_ Professional Forensic Educator Accreditation
- \_\_\_\_\_ 5 years as a full or part-time high school or middle level educator
- \_\_\_\_\_ 10,000 coaching points, 2 coach diamonds, or 10 years as a member coach
- \_\_\_\_\_ Successful completion of 8 CEUs OR 6 graduate hours through the NFL/OPD modules OR at least 4 CEU units and 3 graduate credit units through the NFL/OPD modules and 15 hours of undergraduate credit OR 20 CEUs OR 8 hours of graduate level credit in forensics-related courses (Please attach a transcript)

### PROFESSIONAL FORENSIC COACH

Please initial to indicate fulfillment:

- \_\_\_\_\_ 7 years of coaching OR 1 coach diamond OR 3,000 coaching points
- \_\_\_\_\_ Successful completion of 8 CEUs or 6 graduate level credits through the NFL/OPD modules OR 4 CEUs and 3 graduate level credits through the NFL/OPD modules (Please attach a transcript)

### ADVANCED PROFESSIONAL FORENSIC COACH

Please initial to indicate fulfillment:

- \_\_\_\_\_ Professional Forensic Coach Accreditation
- \_\_\_\_\_ 15 years of coaching OR 2 coach diamonds OR 6,000 coaching points
- \_\_\_\_\_ Successful completion of 10 CEUs or 6 graduate level credits through the NFL/OPD modules OR earn 6 CEUs and 3 graduate level credits through the NFL/OPD modules (Please attach a transcript)

**I affirm that the above information is true and complete.**

Applicant's Signature \_\_\_\_\_

Principal's Signature \_\_\_\_\_

Number of accreditations sought (\$20 each) \_\_\_\_\_

Number of Duplicate Certificates (\$10 each) \_\_\_\_\_

Number of wooden-framed plaques for certificates (\$25 each) \_\_\_\_\_

Total fees enclosed \_\_\_\_\_

PLEASE SUBMIT THIS APPLICATION, ALONG WITH FEES AND TRANSCRIPTS, TO:

NFL Professional Development Accreditation Program

P.O. Box 38

Ripon, WI 54971-0038



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## *Who is eligible for professional accreditation?*

Any NFL member coach who meets the requirements for the Accreditation is eligible. Requirements for the accreditations may be found on the Application for accreditation and on the NFL Web site under Resources/ Professional Development.

## *Is there a cost associated with accreditation?*

There is a \$20 fee for each Professional Accreditation to cover the costs associated with the program. Additional services are also available for a nominal charge, including duplicate certificates (\$10 each) and handsome wooden framing (\$25 each). However, these supplementary services are optional.

## *Do I need to fill out a separate application for each accreditation?*

No. You may use one application to apply for any of the accreditations for which you qualify. Simply mark the appropriate boxes for each accreditation and remit the fee for each.

## *What do I need to submit as proof for my accreditation?*

We ask that you enclose a copy of your transcript to verify that you have completed the required number of classes and/or NFL/OPD modules (for more information about NFL/OPD modules, please visit <http://www.nflonline.org/CoachingResources/ProfessionalDevelopment>). Your signature and your principal's signature are also required to verify the other requirements.

## *How will you publicize my accreditation?*

NFL will notify your Principal and Superintendent of your accreditation(s) with a letter signed by the NFL President and Executive Director. Additionally, a list of accreditations will appear annually in Rostrum magazine and on the NFL Web site.

## *Where do I send my application?*

You may send your application for accreditation to the NFL Professional Development Accreditation Program, P.O. Box 38, Ripon, WI 54971-0038. You may also fax your application to (920) 748-9478.



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# Brasher and Leland Team Bring Forensics to California Youth

By Jennifer Billman  
Coordinator of PR and Marketing

Renowned Leland High School coach Gay Brasher is a familiar face on the forensic circuit. Not only is she a frequent figure on the Nationals stage, but with her wide smile and nurturing demeanor, she is hard to ignore. Not that she would she let you ignore her. In fact, Brasher is the type of person who waves you over and invites you to sit by her, even if she doesn't know you.

However, as with many



ubiquitous faces, most members of our community do not know all there is to know about Gay Brasher or her team at California's Leland High School. Among these lost factoids, she is actively engaged in outreach in middle level of education. In fact, the Leland High School team has embraced the concept of service through engagement in a number of local schools. Inspired by her service and curious about her program, I arranged to interview Mrs. Brasher about her impact on the middle level community in Southern California.

"I've been doing this for 42 years, and I know that change and challenge make everything fresh," she began. "About four years ago, the new principal [at Burnett High School] kept saying, 'Gay, I need your students to come work with

my students. I want speech for these kids'... We came up with this idea where I would go into classes – 7 classes, 25 minutes each – and I do these little fun activities." As the idea came to fruition, students embraced the opportunity as a chance to do something fun. "They think, this teacher comes in, and my teacher lets us close our notebooks and do this thing for 25 minutes," she explains. "Kids see me on campus and cheer when I come in and beg me not to go when I leave." Of course, the fun has an ulterior motive: "You break down that fear of speaking, and then it becomes something they look forward to. They don't realize they are learning. Maybe they won't know now – maybe they won't know until they are 35 – but they look forward to speech. So many people are afraid of it, and they look forward to it."

Not only did Brasher become involved in middle level speech, she



included the Leland High School team. "I have kids who have done very well at the state and national level, so they can teach these kids," she explains. "The Leland students volunteer like crazy. They are phenomenal at it." "I had these basic activity plans, and my students started creating these



things, too. For 2.5-3 years, students have been writing materials," she notes.

The Leland team's agenda is ambitious. One school has an after



school program every Monday. Another school comes over on Thursday for an hour after school. On Tuesdays and Thursdays the Leland team meets at 6:30 am and goes to San Jose High. Brasher picks up 3 junior high kids on another day and takes them to San Jose High "so they can get an idea about speech in high school." She also works with the ESL 5th grade class and two other 5th grade classes. There is also the Afterschool Allstars program, at which the team presents two workshops. All of this happens in addition to the Leland



team's own ambitious school and practice schedules. However, Brasher explains that devoting time to service helps her students. "I just think it gives kids another look at education," she notes. "My high school kids have really benefited from it. It teaches them responsibility."

Of course, working with younger students presents a unique set of challenges and opportunities. Brasher offers the example of transitional walking: high school kids tend to be clumsy with it, but elementary students are naturals. Elementary classrooms are very short on instructional minutes, but there is a lot you can throw in that will go right along with what they are tested on. Brasher often makes use of vocabulary and spelling words as part of their lessons for their younger students. She explains that this cross-curricular approach has helped her gain entrance into a number of classrooms: "There are different ways to get into the schools. The education way is the way to do that. I know this is silly, but I feel like I have found the secret. It works. Just half an hour a week to get it started.



Then the teacher can see, 'Wow, what we are doing is what they do in speech.'"

Since its inception, the program has grown to include an area-



wide middle school tournament. For the event, Brasher developed events based on California standard speeches. Because the speeches reflect state standards, teachers can use them in their class. Last year, the tournament included 92 students

representing 17 different schools. While such success is enviable, it did not happen instantly. "We built slowly, we got it going," she explains. "It doesn't grow overnight. It was great the first year, grew the second year, and the third year we had the tournament. You have to have patience."

Despite all of the challenges and demands that accompany wide-scale outreach, Brasher reports that bringing forensics to so many different groups of students is immensely rewarding. "It's so gratifying...it's the beauty of education. The thing with speech is, you see the change immediately" she notes. At the end of the day, this radical growth in her young students is what keeps her enthusiastic about elementary and middle level outreach. "The look on a middle schooler's face when a high schooler performs," she muses. "I knew older kids had an effect on younger kids. But to see it right in their eyes when they see someone just a couple of years older perform. I have seen the light go on so many times, and that's why I am not going to stop."

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"They can do it all. You just ask for it. I feel if we all just ask, no demanded excellence — that's exactly what you'll get."

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**- Janet Rose, President of Forensics Association (NE)**

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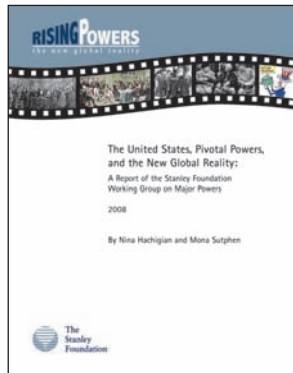


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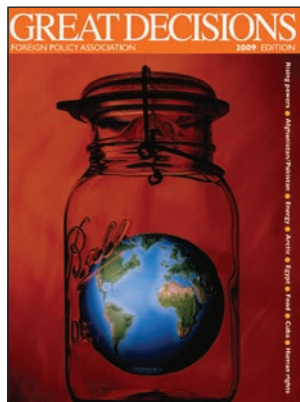


The primacy in world affairs that the United States has enjoyed since the end of the Cold War is diminishing. China, India, Russia, the European Union, and Japan, among others, have been gaining strength relative to the United States. How should the United States respond? That question was addressed by a Stanley Foundation Task Force on Major Powers that began work in the fall of 2006. Cochairs Nina Hachigian

and Mona Sutphen, authors of *The Next American Century*, recommend ways the US can thrive in a changing world. May 2008 project report.

### Great Decisions: US and Rising Powers

This article is a part of the 2009 *Great Decisions* briefing book. It examines how, in this US-dominated post-Cold War era, new countries are increasing their influence in economic, political, and even military matters. The article also looks at how rising countries are also becoming increasingly assertive on the world stage, whether it's Russian influence over European energy supplies or Brazil pushing its demands and those of other developing countries like South Africa and India in the Doha round of trade talks. Finally, it suggests that Americans consider how the United States will engage these rising powers as they seek a greater global voice.



### A Stake in the System: Redefining American Leadership

The decline in the United States' international standing and credibility is widely recognized and remarked. Less well understood, though, is how to renew US international leadership. Looking at the challenges confronting the new president, Suzanne Nossel of the Center for American Progress and the Stanley Foundation's David Shorr found that the "legitimacy agenda" includes a formidable set of human rights, security, economic, and environmental issues. The authors identify a number of policy steps the next administration(s) must take to uphold international norms and a rules-based global order in a manner befitting the United States' stake in that order.

### A Rising China's Rising Responsibilities

The question about China is not whether it will be an integral part of the international community, but rather how it will use its position as a rising global power. Does it aim merely to evade international criticism and reap near-term benefits—neither rejecting nor committing to the current global order? Stanley Foundation program officer Michael Schiffer and Bates Gill, director of the Stockholm International Peace Research Institute, focus particularly on how China's domestic governance will affect its international posture. China's development as an international stakeholder depends on maintaining domestic stability and meeting its citizens' needs accountably and responsively. If China continues steadily cultivating pluralism, equity, and justice, it will see the value of these norms in other countries. Conversely, a China plagued by domestic instabilities—or unable to fulfill public expectations—will be a far more suspicious and less cooperative partner internationally.

Additional reports and a wealth of other information are available at [reports.stanleyfoundation.org](http://reports.stanleyfoundation.org).

## WEB RESOURCES

The global order is changing. The 21st century will be marked by many competing sources of global power. Across politics, economics, culture, military strength, and more, a new group of countries have growing influence over the future of the world. Visit [www.risingpowers.org](http://www.risingpowers.org) for our complete Rising Powers feature and to explore these countries, the big issues that play a crosscutting role, and the implications for the United States.

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*think.* is a monthly e-newsletter for today's global citizens with articles that motivate readers to learn more and take action on global issues. Visit [www.stanleyfoundation.org/think](http://www.stanleyfoundation.org/think) to sign up.

*Courier* is a quarterly publication that provokes thought on world affairs by giving readers insight into issues driving foundation programming.

Available by e-mail or online at [www.stanleyfoundation.org/courier](http://www.stanleyfoundation.org/courier). To have *Courier* mailed to you, fill out the form on the right or sign up online.



## AUDIO RESOURCES

### Brazil Rising

Hosted by David Brown, this radio documentary explores Brazil's emergence as one of the fastest growing players in the global economy. Can Brazil successfully chart a path that overcomes grinding poverty and violent crime while still preserving the country's unique environment?



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## SERVICE PROJECT RESOURCES

The Stanley Foundation offers Now Showing toolkits to community and student groups to hold an easy-to-plan, successful event. The toolkits are designed to encourage discussion about the most urgent global issues today. The following toolkits are available FREE to interested groups:



**Rising Powers: The New Global Reality**  
This toolkit features a DVD that helps viewers explore the idea of the changing global order as well as Brazil's rise in a new global reality.

### Beyond Fear: Securing a More Peaceful World

This toolkit features a DVD with two segments that explore US leadership in today's uncertain world.



### How to Get a Toolkit

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# *Rising Powers 101*

by  
Keith Porter

The global order is changing. The 21<sup>st</sup> century will be marked by many competing sources of global power. Across politics, economics, culture, military strength, and more, a new group of countries has growing influence over the future of the world.

Several countries are challenging the global order, as well as major issues which cut across national boundaries. They will impact American lives.

As this new world unfolds, America will increasingly need other nations, and they will need us in order to build a better future. Leadership and cooperation in this situation require understanding the world as it really exists.

Each rising power tells a different story about the emerging world, and each story makes a compelling case that old ways of thinking about how the world is organized seem less and less relevant to today. Issues like nuclear nonproliferation, energy, global institutions, and powerful nonstate actors add urgency to the discussion.

## **What Is the Global Order?**

In the wake of World War II, a number of institutions were created to provide structure to international relations. These included the United Nations, World Bank, International Monetary Fund, and more. But the war also gave birth to what foreign policy experts call a “bipolar world.” The United States and its allies joined together as one set of powerful forces while the Soviet Union and its allies formed another. The global order

for most of the late 20<sup>th</sup> century was defined by this Cold War between the United States and the Soviet Union.

The collapse of the Soviet Union in 1991 ended the Cold War and created a “unipolar world” with the United States in a unique position as the world’s only superpower. Almost by default, the United States has since held a certain, although limited, amount of dominance over world affairs. But nearly two decades later, experts are wondering how long this unipolar moment can last and, perhaps more importantly, asking, “What will come next?”

## **What Is a Rising Power?**

Already, multiple and competing sources of power are emerging around the world. The bipolar and unipolar structure of world affairs may very well be replaced by a much more complex tapestry of forces, alliances, and issues.

“The likely emergence of China and India as new major global players—similar to the rise of Germany in the 19<sup>th</sup> century and the United States in the early 20<sup>th</sup> century—will transform the geopolitical landscape, with impacts potentially as dramatic as those of the previous two centuries. In the same way that commentators refer to the 1900s as the ‘American Century,’ the early 21<sup>st</sup> century may be seen as the time when some in the developing world, led by China and India, come into their own,” according to *Mapping the Global Future: Report of the National Intelligence Council’s 2020 Project* from the US government’s National Intelligence Council.

The report added, “The ‘arriviste’ powers—China, India, and perhaps others such as Brazil and Indonesia—could usher in a new set of international alignments, potentially marking a definitive break with some of the post-World War II institutions and practices.”

## **Who Are These Rising Powers?**

In far-ranging discussions and in dialogue with experts in the United States and abroad, the Stanley Foundation examined the relative position, strengths, and weaknesses of many countries along these dimensions of power:

- Political (including ideology, diplomacy, regional ambitions, role in international and regional institutions, etc.)
- Military (including size and posture, aspirations, participation in peacekeeping operations, etc.)
- Economic (including natural resources, trade, industrial production, transnational service sectors, etc.)
- Cultural (including production and popularity of entertainment/cultural materials which transcend borders, local art/music/culture/cuisines/sport with transnational impact, etc.)
- Others (including demographics, geography, and more)

These deliberations led to a list of nine countries chosen as good starters for public discussion on the changing global order. They are:



# *Rising Powers*



**Brazil**



**Russia**



**South Africa**



**Turkey**

“The U.S. is, of course, hugely powerful.  
But what happens by 2040 is something which is really interesting...”

#### India

The rise of India seems limitless. It supplies the world with a robust knowledge-based economy, challenges US economic dominance, acts as an important counterweight to China, offers a unique culture, and more.

#### China

China, with the world's largest population and one of the world's highest growth rates, is well on its way to becoming a formidable global power. China's rise as an economic, military, and political force is one of the transformative events of our time.

#### Russia

From the old Russian Empire to the far-reaching influence of the twentieth century Soviet Union to the modern energy-rich state, still the biggest country in the world, Russia has long been a powerful player in the global order.

#### Brazil

With vast natural resources Brazil has seemingly unending potential to grow and develop. The country is already flexing its muscle as a regional leader and a real player in key international venues.

#### Turkey

Turkey is a strategically important bridge joining Europe with Asia and the West with the Middle East. This majority Muslim nation has a democratic, secular government and fast-growing economy.

#### South Africa

Post-apartheid South Africa has been a powerful example of peaceful transition from repression to democracy. It has emerged as an

African leader with the strongest economy on the continent, yet it faces sky-high unemployment and poverty rates.

#### South Korea

On the heels of some of the fastest rates of prolonged economic growth in modern history, South Korea is on track to become the ninth largest economy and third wealthiest nation in the world by 2025.

#### Japan

Economic strength is one path to international clout, as proven by the small, but determined, Japan. It dedicates less than 1 percent of its national wealth to military spending, yet is one of the most powerful and influential states in the world.

#### European Union (EU)

The EU, a collection of 27 independent countries, is today an economic power on par with the United States. But wielding more global authority may require greater unity of purpose and broader agreement on the limits of EU expansion.

#### **Are These the Only Rising Powers?**

Of course these are not the only countries challenging the global order. They are strong examples of the change happening in the world, but the list is far from comprehensive or exhaustive. These nine countries are strong on more than just one of the dimensions of power listed above, although none of them appears to be advancing on all of the dimensions. And a compelling case can be made for the inclusion of a number of other nations.

#### **Major Cross-Cutting Themes**

A small set of major issues also seem to be challenging the global order most. In each of these areas, the ability of the United States to drive toward its own desired outcome seems to be strongly contested by these rising powers and other factors.

#### Nuclear Nonproliferation

Vigilant multilateral cooperation over the last 60 years has largely limited the number of nations with the ability to develop nuclear weapons. Failure to maintain this effort will have a dramatic impact on the emerging global power structure.

#### Energy

The American-led global energy order is unraveling. Major powers now compete for exclusive rights to long-term secure energy supplies. And the industrial Western countries no longer share a common strategic approach.

#### Global and Regional Systems

Groups like the United Nations, World Trade Organization, North Atlantic Treaty Organization, Association of South East Asian Nations, and more provide structure to international relations. Can these groups manage (or even survive) a major shift in the global order?

#### Nonstate Actors

The world is increasingly defined by nonstate actors who live, work, or fight across national borders. These include civil society groups, multinational corporations, “black market” economic actors, transnational terrorists, and others.

“...our world is changing. And you can make a huge difference by stimulating debate on these subjects and getting our children to understand that the world they will inherit from us is a very different world.’

### **The Role of the United States**

“Five hundred years of history tell us that when a dominant power is faced with the rapid rise of another nation, things will not go smoothly. Today, everyone agrees that China, India, even Russia, are regaining power across many dimensions. What this means for America, though, is the subject of intense debate,” write Nina Hachigian and Mona Sutphen in a Stanley Foundation report titled “The United States, Pivotal Powers, and the New Global Reality.”

“Three schools of thought compete,” they continue. “Some argue that because America is still the world’s only superpower, with military strength head and shoulders (actually torso, head, and shoulders) above the rest, America has what it needs to keep its citizens safe so long as it retains this primacy. Next are the ‘offensive realists,’ who argue that in a future multipolar world, a clash between America and other strong powers is inevitable. Finally, there are those who predict a ‘clash of civilizations’ in which powerful, illiberal regimes like China and Russia will join forces and clash with the liberal West. Beyond these theoretical debates, Americans and their policymakers worry that a world with multiple big powers will reduce America’s geopolitical freedom, give solace to its enemies, and reduce the sway of liberal democracy.”

### **A Very Different World**

In February 2008 former World Bank President James Wolfensohn spoke to the annual conference of World Affairs Councils of America. He said:

“The US is, of course, hugely powerful. But what happens by 2040 is something which is really interesting, and which was brought home to me at one of the meetings of the G-7 [2003, Evian, France] five years ago when we were meeting in France with President Chirac as the chair.

It was the first time the G-7 invited China, India, Nigeria, and Brazil. And what was interesting was...the newly elected President Lula [of Brazil] got up to speak and said... ‘Gentlemen I would like to suggest to you that next year maybe you would like to meet in Brazil to get yourself ready for 20 years from now when 5 of you will not be here. Because you should understand that in that period of time, 20 or 30 years from now, the number one country in the world will be China, number two will be the United States, number three will be India, number four will be Japan, and I regret to say that none of the rest of you will be here. I’ll be here,’ he said. ‘But it would still be nice to have you around, so come get used to the developing world.’

It was a joke, but it wasn’t a joke. It was an attempt to reorient this very settled group into an understanding that these planetary changes are real. And that it is hugely important that they as leaders of the world, and indeed you as leaders of thought in terms of American foreign policy, should also understand this new orientation.

My message to [you] is not one of hopelessness but of realism: our world is changing. And you can make a huge difference by stimulating debate on these subjects and getting our children to understand that the world they will inherit from us is a very different world.

To learn more about the rising powers countries, the big issues, and what it all means for the United States, please visit [www.risingpowers.org](http://www.risingpowers.org).

(**Keith Porter** is the Director of Communication and Outreach for the Muscatine, Iowa-based Stanley Foundation. He holds an M.S. in communication from Illinois State University. Porter also serves as the foundation’s Executive Radio Producer, and in that role he has reported from over 20 different countries and interviewed hundreds of world leaders and foreign policy experts.)





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# How are YOU Giving Youth a Voice?

by NFL Director of Development, Bethany Rusch

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

Robert and Elizabeth Broz are the parents of a successful young forensics student, Michael Broz. Michael earned his first trip to the National Tournament in Las Vegas, Nevada this past June and serves as President of the Creekview High School Speech and Debate Team in Carrollton, Texas. The Broz family's journey into forensics began when Michael enrolled in a required speech course his freshman year of high school. His teacher, Mr. Robert Shepard, believed Michael had tremendous potential as a debater and encouraged him to join the team. Elizabeth, Michael's mother, reflects upon that moment as life-changing for Michael. She comments, "Mr. Shepard saw something in Michael that surprised even me, as he had always been a fairly introspective kid."



*From left to right: Michael, Elizabeth, Christine, and Robert Broz on a recent family vacation.*

From that moment on, Elizabeth Broz has watched her son blossom into a confident and articulate young adult, an experience many parents of forensics students share. Robert and Elizabeth often stand in awe of Michael as he converses with adults twice his age on foreign and domestic policy issues, thanks in large part to the dedicated work of his debate coach, Alicia Dunson. Elizabeth recalls the recent 700 billion dollar federal bail-out package, "Before anything was even put before Congress or detailed to the public, Michael had his own set of well-researched recommendations on the bail-out. These are the kind of tangible skills that emerge from debating." It is no surprise to Robert – who participated in forensics in high school - that his son, Michael, is interested in pursuing a career in economics. The Broz family dinner table is often seasoned with political discussions representing distinct, differing philosophies. Elizabeth remarked that it can be difficult for parents of teenagers to "win arguments," but with a debater at the table, there's no hope at all!

The Broz family plays an active role in Michael's forensics activities. Both parents judge at local tournaments and Elizabeth often travels with the team, serving as a chaperone. Michael's younger sister, Christine, fills the role of cheerleader for his speech and debate efforts. In addition, Elizabeth serves on the board of Creekview's Theatre and Debate Booster Club, where parents volunteer to raise support for the team. What Michael's parents find most striking with their involvement in forensics is the camaraderie that abounds between the students and coaches and the amount of mutual respect that exists within this tight-knit community. Robert and Elizabeth explain that they are thrilled that there is a place in high school where kids can earn respect for being smart and feel good about who they are.

In honor of Michael's recent trip to the National Tournament, Robert and Elizabeth made a gift in his name to the Bruno E. Jacob Youth Leadership Fund. Like many parents, they are grateful for their son's speech and debate experience and wanted to find a way to ensure other young people had the same opportunity. "Michael found himself in speech and debate. We hope others can unlock their potential by participating, too." The entire Broz family is a shining example of giving youth a voice.

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

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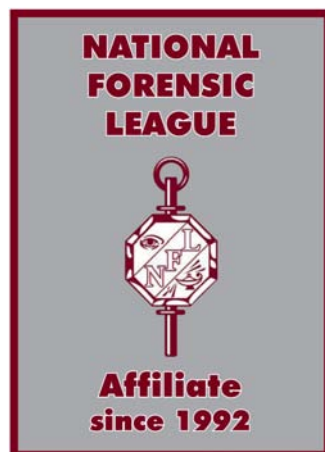
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# AFFIRMATIVE BURDENS IN..... ORAL INTERPRETATION???

by  
**Don Crabtree**

Most of us who are required to coach “all things” are very familiar with the Burden of Proof requirements in academic debate. Most debate theorists agree that the affirmative not only has to defeat the negative team but must also overcome presumption. In order to overcome presumption, the affirmative must meet their “Burden of Proof.” The Burden of Proof requires the affirmative to prove convincingly with evidence, analysis

and reasoning that there is sufficient justification to alter the status quo and adopt the policy change advocated by the resolution. The affirmative meets their burden of proof by establishing a “Prima Facie Case” for the resolution. Likewise, the arena of Oral Interpretation of Literature also has a type of “Burden of Proof” or “Prima Facie” burden as well!

The purpose of this article is to point out the various “Burdens of

Proof” that must be met as well as the “obligations” that SHOULD be met in the oral interpretation events as utilized by the National Forensic League.

Initially, I will review essential statements of “Interpretation Rules” found on page TN-14 and TN-15 and then I will try to draw a parallel of the debate burdens to those burdens that DO exist and are required in the oral interpretation events.

## Page TN-14 and TN-15 states in part:

Interpretation Rules (I’ve highlighted specific rules)

**1. Divisions.** Separate contests shall be conducted in Dramatic, Humorous and Duo Interpretation; each presented as memorized and without the use of physical objects or costume. Presentations shall not exceed 10 minutes.

**2. Length:** The time limit in Interpretation Main Events (HI, DI, and Duo) shall be 10 minutes with a 30 second “grace period.” If the judges in the round agree that the student has gone beyond the “grace period,” the student may not be ranked 1st but need not be ranked last based on time. The ranking is up to each individual judge’s discretion. Judges who choose to time are to use accurate (stopwatch function) timing devices. No minimum time is mandated.

**3. Selections:** Selections used in these contests shall be cuttings from published, printed novels, short stories, plays or poetry. Recorded material (video tape, DVDs, audio tape, CDs or phonograph recordings) or material from the Internet that is not published and printed is prohibited. Original material published in a high school publication such as a newspaper, literary magazine or yearbook is prohibited. Monologues are acceptable in Dramatic and Humorous Interpretation. (In Duo Interpretation each of the two performers may play one or more characters so long as the performance responsibility in the cutting remains as balanced as possible. If the selection is Prose or Poetry and contains narration,

either or both of the performers may present the narration.) During the presentation the contestant/team must name the author and the book or magazine from which the cutting was made.

**4. Adaptations:** Adaptations may only be used for the purpose of transition. The gender stated by the author must be honored. However, a female contestant may play a male role and a male contestant may play a female role.

**5. Cutting:** A cutting must be from a single work of literature: one story, or one play, or one novel or one or more poem(s). (In poetry, a contestant may use multiple poems.)

**6. Registration:** Entrants in Duo, HI, or DI at the National Tournament must send in selections/scripts with the



National Tournament Entry Form. Name and complete address of the publisher and the ISBN# of the publication (if available) must be included.

**7. Source:** The “original” published source of any selection used in Dramatic, Humorous, Duo, Prose or Poetry must be “immediately available at the tournament, as well as a complete script of the cutting. A complete script of the cutting would include:

A. A photocopy of every page from which any line of the cutting is taken; pages are to be in the order in which they are performed.

B. All words used from the script should be highlighted. (Any words/lines not used should be left unmarked.)

C. Any word changes and/or additions must be indicated clearly in ink (THESE CHANGES CAN ONLY BE MADE FOR TRANSITIONAL PURPOSES AND/OR DELETION OF PROFANE LANGUAGE.)

**8. CAUTION:** IT SHALL BE THE AFFIRMATIVE DUTY OF EACH COACH AND EACH STUDENT ENTERED IN NFL INTERPRETATION CONTESTS TO DETERMINE ABSOLUTELY THAT THE CUTTING BEING PERFORMED MEETS NFL RULES.

**9. Eligibility:** To be eligible for subsequent rounds, interpreters who have qualified for round 11 MUST present the “Original Source” of the cutting to the Ombudsmen AT LEAST ONE HOUR PRIOR TO ROUND 11!

These rules certainly seem like “Burdens of Proof” for the Oral Interper!

The critical statement at this point is that the Oral Interper, like the Policy Debater, must meet these burdens or obligations!

I have served as one of the National Tournament Ombudsmen since 1996. During this time, I have met some of the finest coaches and students in the nation! However, there have been several occasions in which a student had to be disqualified for NOT meeting the “Burdens of Oral Interpretation.” These occasions have been devastating for the student, the coach as well as myself. The crucial lesson to be learned is that if one follows all of the above “Burdens” this situation would never have to happen!

I would now like to examine several of the burdens that are often ignored and misused.

“...it is the “Affirmative Duty” of each coach and student to determine absolutely that the cutting being performed meets NFL rules!

The first area is not listed as a rule/burden but within it exists a number of the Oral Interp obligations. We often refer to this issue as “Author’s Intent.” I would argue that most of us violate this from the “get-go.” Tennessee Williams, for example, never intended for *Cat on A Hot Tin Roof* to be performed in 10 minutes! I think a better term would be “Author Integrity.” Interpreters have the burden to perform the edited cutting without re-writing the play, changing genders, adding jokes for the purpose of laughter or updating examples or names used in the selection in order to make it more contemporary! When

an interper does any of the above, they are violating “Author Integrity!”

The second burden most often misused is that of “Adaptation.” Adaptations may only be used for the purpose of transition. A transition by its definition is a word or small groups of words that are used to link one segment to another. A transition is not a paragraph or several paragraphs that are added to create something that the performer feels will enhance the selection. An interper clearly violates the burden of adaptation when they do this. Leave the job of adaptations to Spielberg and Jackson and the big screen!

The final interpretation burden also often violated is not having the “original” script if challenged, presenting it to the Ombudsmen on time or not at all! This is immediate cause for disqualification!

Please remember that it is the “Affirmative Duty” of each coach and student to determine absolutely that the cutting being performed meets NFL rules! Also, it is the “Affirmative Duty” of the coach and student, who have qualified for Round 11 to present the “original” source of the cutting the Ombudsmen AT LEAST ONE HOUR PRIOR TO ROUND 11!

These are the absolute Burdens that the Oral Interpretation student and coach must meet!

The final area of this article deals with issues of obligations that the Oral Interpretation student SHOULD meet! The difference between the two requirements is simple: The Burdens/Rules must be met. The obligations of the Oral Interpretation student SHOULD be met!

1. Adhere to “Author Integrity!”

2. Do not push the line on transition versus a rewrite of the script.

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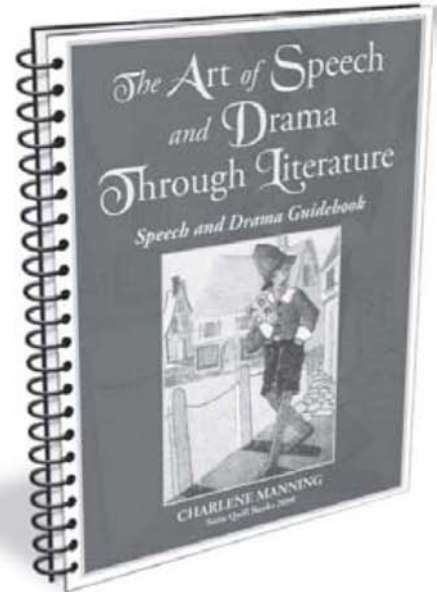
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3. Avoid the use of ad-libbed words or phrases that would not be considered transitional in nature.

4. Avoid using “extreme” creativity. Creativity is NOT a license to change author integrity!

5. Avoid excessive alteration of the sequential order of the text! The script should be edited in chronological order. (Author Integrity again)

6. Be conscientious of highlighting scripts as the rules

dictate and placing the pages of the cutting in the order in which they are performed as the rules dictate.

7. Always note any adaptation on the script that is turned in to the National Office.

8. Strive to make sure that you are giving an interpretation of the original literature and not a performance of an “adapted” version of the literature.

Much like the affirmative burdens and obligations in Policy Debate there are affirmative

burdens and obligations in the Oral Interpretation events. Please make every effort to meet them. If you follow these burdens and obligations, any meeting in the Ombudsmen’s room will be one of those that I will cherish and enjoy!

(Don Crabtree is a seven diamond coach and a member of the NFL Hall of Fame. He recently earned his 11th Distinguished Service Award, more than any other coach in the history of the League).

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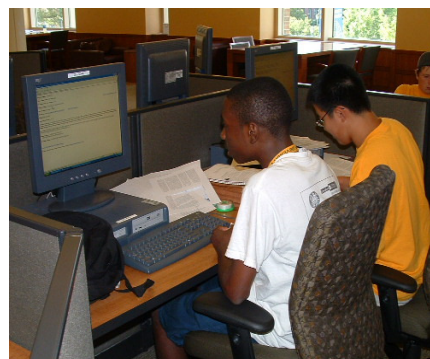


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|------------|--------------------------|
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| 10:00      | Lab meeting              |
| 12:00 noon | Lunch                    |
| 1:00 p.m.  | Library research         |
| 3:00       | Lab meeting              |
| 5:00       | Dinner                   |
| 6:00       | Lab Meeting / Skill work |
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# A Prerequisite for Oratory:

## Becoming Familiar with Select Thoughts of Cicero, Isocrates, and Aristotle!

by  
Dr. Wayne C. Mannebach

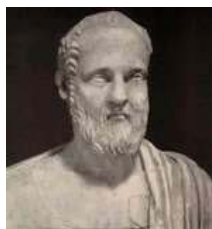
### Introduction and Purpose.

2008-2009 is a new academic year, and debate and forensics are alive and well because of the importance of speech. The latter perhaps is best described by Isocrates (436-338 BCE) whom Marcus Tullius Cicero (106-43 BCE) called the “father of eloquence.” In the *Nicocles* or the *Cyprians*, Isocrates said what popularly has been called “The Hymn to Speech.” Isocrates said:

For in the other powers which we possess we are in no respect superior to other living creatures; nay, we are inferior to many in swiftness and in strength and in other resources; but, because there has been implanted in us the power to persuade each other and to make clear to each other whatever we desire, not only have we escaped the life of the wild beasts, but we have come together and founded cities and made laws and invented arts; and, generally speaking, there is no institution devised by man which the power of speech has not helped us to establish. For this it is which has laid down laws concerning things just and unjust, and things base and honorable and if it were not for these ordinances we should not be able to live with one another. It is by this also that we confute the bad and extol the good. Through this we educate the ignorant and appraise the wise; for the power to speak well is taken as the surest index of a sound understanding, and discourse which is true and lawful and just is the outward image of a good and faithful soul. With this faculty we both contend against others on matters which are open to dispute and seek light for ourselves on things which are unknown; for the



*Aristotle*



### ISOCRATES

same arguments which we use in persuading others when we speak in public, we employ also when we deliberate in our own thoughts.

Numerous students on hundreds of high school, college, university and technical-school campuses throughout the free world already have chosen the categories in which they will compete. Many of these students

are veterans with respect to debate or forensic competition, some even being state or national champions. However, some students are “just getting started,” feeling uncertain of what event they want, wondering if they have sufficient skills to compete, and fearing that they might not have adequate time to travel to numerous tournaments and still maintain their desired accumulative grade point. This paper offers some advice for those students thinking about becoming orators, the advice being to become familiar with select thoughts of Cicero, Isocrates, and Aristotle.

### Cicero's Expectations of an Orator's Skills

Teachers and coaches of oratory have multiple and varied ways to train their students, but they all recognize that to be successful an orator must have exceptional skills. In other words, any student contemplating trying out for oratory must conform to high and exacting qualifications, including, for instance, skill in critical thinking and refutation, erudition with respect to past and current laws and events, awareness of multiple emotions, competence in vocabulary and sentence construction, a sense of humor, good memory, and vocal and physical platform poise. Cicero well described prerequisites for orators desiring to be successful.



In *De Oratore* Cicero insisted that for an orator

a knowledge of a vast number of things is necessary, without which volubility of words is empty and ridiculous; speech itself is to be formed, not merely by choice, but by careful construction of words; and all the emotions of the mind, which nature has given to man, must be intimately known; for all the force and art of speaking must be employed in allaying or exciting the feelings of those who listen. To this must be added a certain portion of grace and wit, learning worthy of a well-bred man, and quickness and brevity in replying as well as attacking, accompanied with a refined decorum and urbanity. Besides, the whole of antiquity and a multitude of examples is to be kept in the memory; nor is the knowledge of laws in general, or of the civil law in particular, to be neglected. And why need I add my remarks on delivery itself, which is to be ordered by action of body, by gesture, by look, and by modulation and variation of the voice, the great power of which, alone and in itself, the comparatively trivial art of actors and the stage proves, on which though all bestow their utmost labor to form their look, voice, and gesture, who knows not how few there are, and have ever been, to whom we can attend with patience? What can I say of that repository for all things, the memory, which, unless it be the keeper of the matter and words that are the fruits of thought and invention, all the talents of the orator, we see, though they be of the highest degree of excellence, will be of no avail? Let us then cease to wonder what is the cause

of the scarcity of good speakers, since eloquence results from all those qualifications.

Though today's student orators may not meet all of Cicero's demanding requirements, they should have exceptional skills to compete effectively in today's tournaments on campus and in the halls and on the streets of public advocacy.

### **Isocrates' Expectations of an Orator's Union with Citizenship**

Isocrates insisted that orators who want to excel should have "a knack" for speaking, submission to training, knowledge of rhetorical theory, and opportunity for practice and criticism. He argued that, "if people are to excel in oratory or in managing affairs or in any line of work, they must, first of all, have a natural aptitude for that which they have elected to do; secondly, they must submit to training and master the knowledge of their particular subject. . . . and finally, they must become versed and practiced in the use and application of their arts." Indeed, would-be orators should understand and appreciate the importance of the trinity of nature, art and practice.

Isocrates also stressed the importance of good morals for effective poetry. For example, in the *Antidosis* Isocrates stated that the man who wishes to persuade people will not be negligent as to the matter of character . . . for who does not know that words carry greater conviction when spoken by men of good repute than when spoken by men who live under a cloud, and that the argument which is made by a man's life is of more weight than that which is furnished by words. Therefore, the stronger a man's desire to persuade his hearers, the more zealously will he strive to be honorable and to

have the esteem of his fellow-citizens.

Indeed, orators should take advantage of the good and not the evil things of life.

Rhetoricians tend to distinguish three kinds of oratory: (1) *deliberative*, also known as *political*, *hortative*, and *advisory* oratory; (2) *forensic*, also known as *legal* or *judicial* oratory; and (3) *epideictic*, also known as *demonstrative*, *declamatory*, *panegyric*, or *ceremonial* oratory. *Deliberative* oratory stresses the immediate or long-range future, focuses on public affairs and anything that involves politics, and urges the audience to do, or not do, something; or accept or reject a particular point of view. *Forensic* oratory stresses the past and is the domain of lawyers in the courtroom, but it also extends to any kind of discourse that defends or extends someone's behavior. *Epideictic* oratory stresses the present and aims to please or inspire an audience.

Because of a weak voice, Isocrates spent about ten years writing forensic speeches for law courts. Later, however, he strongly renounced this phase of oratorical writing, contending that the highest oratory should concern itself with broad, pan-Hellenic themes. In other words, he prioritized *deliberative* or *political* oratory, as evidenced by his political orations entitled the "Panegyricus," the "Philip," the "Plataicus," the "Peace," the "Archidamus," and the "Areopagiticus." Isocrates insisted that orators should address large political subjects, which he considered a preparation for advising or acting in political affairs. Examples of topics that Isocrates most likely would endorse today are "Congressional Domestic Secret Surveillance Activities," "An Appropriate Timetable for Withdrawing U. S.

Troops from Iraq,” “The United States’ Economic Woes,” “Educating the Public about Infectious Diseases,” “The Advantages and Disadvantages of Globalization,” “The Clash Between Bureaucracy and Education,” “Proposed Solutions to America’s Energy Problem,” and “The Conflict Between Justice and Tyranny in the Muslim World.”

Isocrates wanted orators to address current national and international themes, which would have been well known, but he insisted that orators give high priority to freshness of subject matter and the latter’s expression. For example, in the *Panegyricus* he said that

if it were possible to present the same subject matter in one form and in no other, one might have reason to think it gratuitous to weary one’s hearers by speaking again in the same manner as his predecessors; but since oratory is of such a nature that it is possible to discourse on the same subject matter in many different ways,—to represent the great as lowly or invest the little with grandeur, to recount the things of old in a

new manner or set forth events of recent date in an old fashion—it follows that one must not shun the subjects upon which others have spoken before, but must try to speak better than they.

And in *Against the Sophists*, Isocrates stated that “for what has been said by one speaker is not equally useful for the speaker who comes after him; on the contrary, he is accounted most skilled in this art who speaks in a manner worthy of his subject and yet is able to discover in it topics which are nowise the same as those used by others.”

Indeed, beginning orators should adhere to Isocrates’ teaching, namely, that that they should have a natural aptitude for speaking, should submit to training, should master the knowledge of their subject, should have opportunity to use and apply their skills, should have high ethos, should address elevated themes on political subjects, and should bring freshness to subject matter and expression of the latter.

## **Aristotle’s Contributions to Discovering Matter for Orators’ Modes of Appeal**

To aid orators in discovering matter for *deliberative*, *forensic*, and *epideictic* speaking, classical rhetoricians devised “topoi,” the Greek word for “topics” which means “region” or “place.” In rhetoric, a topic is a place or store to which one resorts in order to find something to say on a given subject; a general line of argument which suggests materials from which proofs can be made; and a method of probing one’s subject in order to discover possible ways of developing that subject.

Aristotle distinguished two kinds of topics. One kind is “common,” which he called “koinoi topoi,” and the other kind is “special,” which he called “idioi topoi” or “eidē.” Common topics are a fairly limited stock of arguments that can be used for any occasion or type of speech. Special topics are classes of arguments appropriate to particular kinds of discourse. The following outline identifies common and special topics that should help beginning orators trying to develop their subject.

### **I. Topoi Applicable to All Types of Oratory.**

- A. The Possible and the Impossible
  - 1. Claim something is possible.
  - 2. Claim something is impossible
- B. Past Facts.
  - 1. Claim something has occurred.
  - 2. Claim something has not occurred.
- C. Future Facts.
  - 1. Claim something will occur.
  - 2. Claim something will not occur.
- D. Magnanimity.
  - 1. Claim something is significant, important, and sublime.
  - 2. Claim something is insignificant, trivial, and base.

### **II. Topoi Applicable to Deliberative or Political Oratory.**

- A. Ways and Means.
- B. War and Peace.
- C. National Defense.
- D. Imports and Exports.
- E. Legislation.
- F. Constituents of Happiness.
  - 1. Security.
  - 2. Good Friends and Allies.

3. Good Children.
4. Happy Old Age.
5. Health.
6. Beauty.
7. Fame.
8. Honor.
9. Good Fortune.

### **III. Topoi Applicable to Forensic or Legal Oratory.**

- A. Claim causes of action are involuntary (for defending).
  1. Chance is the cause.
  2. Nature is the cause.
  3. Compulsion is the cause.
- B. Claim causes of action are voluntary (for prosecuting).
  1. Habit is the cause.
  2. Reasoning is the cause.
  3. Anger is the cause.
  4. Appetite is the cause.
- C. Claim actions affect the whole community.
- D. Claim actions affect some of the community.

### **IV. Topoi Applicable to Epideictic or Ceremonial Oratory.**

- A. Emphasize reasons for praising the worthy.
  1. Justice.
  2. Courage.
  3. Temperance (Self Control).
  4. Magnificence.
  5. Magnanimity.
  6. Liberality.
  7. Gentleness.
  8. Prudence.
  9. Wisdom.
- B. Emphasize reasons for scorning the contemptible.
  1. Show violations of the virtues deserving praise.
  2. Show violation of sacred or popular traditions.
- C. Stress what is pleasing.
- D. Stress what is necessarily didactic (instructional).

Indeed, some beginning orators fret, even panic, for they feel unable to find an appropriate topic. Such psychological discomfort is unnecessary, for Aristotle long ago constructed a scheme that briefly and easily identifies all types of speech situations and offers approaches to each situation. Surely, any orator should find at least one of the aforementioned topoi suitable for oratorical development and competition.

### **Conclusion**

Hopefully many students will

continue to participate in debate and forensics, and all should adhere to the theory and criticism of their teachers and coaches. However, those students who have chosen to pursue oratory should befriend some of the teachings of Marcus Tullius Cicero, Isocrates, and Aristotle. Cicero can help would-be orators assess their general qualifications to become successful orators. Isocrates can help would-be orators assess their willingness to learn theory; accept criticism; maintain and enhance high ethos; and spend much time in practice, travel, competition, and preparing

for productive citizenship. Aristotle can help would-be orators select subjects and lines of proof suitable for any kind of speech situation. Indeed, effective oratory is difficult to achieve, but what a wonderful contribution it gives to society!

**(Dr. Wayne C. Mannebach is Director of Debate and Forensics at St. Mary's Central High School in Neenah, WI. He has been in the Department of English for the past 35 years and also 9 years with Ripon College, Ripon, WI)**



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# GLOBAL DEBATE: A CALL TO ACTION AND LEADERSHIP

by  
Nancy Lauer

I have been involved in coaching Debate and Forensics for over 20 years, and I have been a Speech teacher and Debate and Forensics coach at Brother Rice High School for the past 13 years. Over this period, I have led my teams to multiple championships, and I have seen many leaders emerge from the ranks of those students entrusted to me. Last July, some of my debaters and I had the experience of attending a World Leadership Youth Summit at the United Nations in N.Y. as a reward for being named one of the 16 top schools in the world to compete in the Global Debates, sponsored by the United Nations Foundation and The People Speak during the Fall and Spring of 2007-2008.

The competition aspects of these global debates seemed least significant compared to what my students and I learned from the extra projects that accompanied these formal debates. What initially enticed me to sign my school up for the Global Debates came from my need as a coach and teacher to meet some of the new challenges of a 21<sup>st</sup> century



educational environment. I am always looking for new ways to extend the learning environment beyond the classroom and introduce our students to a new awareness of the broader community. In this case, it involved the global community.

Our school has also challenged us to utilize technology in the classroom and implement new ways that we can incorporate it into the learning environment. Our Global Debates project was able to support the missions and objectives of the school to improve student achievement in communication and

technology as well as incorporate the essential elements of a student-centered learning environment. Another important aspect of this project was to get the entire school involved as well as the teachers and staff and initiate a team effort in meeting our goals and objectives. These goals and objectives were partially set by the United Nations outreach called [thepeoplespeak.org](http://thepeoplespeak.org). In joining the Global Debate through the People Speak, we became a part of a special project that would involve students from all

around the world. **“The People Speak is a campaign to engage young people on the global issues that will shape their future. We inspire young people to be innovators and leaders in the world.”** ([thepeoplespeak.org](http://thepeoplespeak.org))

We had to set up our own Global Debates based on the topics that were of world concern and impact. These topics to be debated were given to us by the People Speak in the fall and spring. We had to organize the debate as a Public Forum event and invite elected officials and people



from the community to join us for the public debate and educational awareness of the topic. We filmed our debates and uploaded them to sites like YouTube so they could be viewed by others. There were many other activities besides the actual Public Forum debates that had to be completed for earning points in the People Speak Project. Some of these included creating Public Service Announcements (PSAs) on the topic, writing letters to the editors of local newspapers, and writing essays on the pros and cons of the designated world issue. Global warming, carbon emissions and water scarcity were the main topics debated last year. This year, we are debating action plans to combat climate change, and in the spring we will be debating the resolution: "Developing nations have a higher obligation to combat climate change."

As we continue in the Global Debates this year, we are looking forward to collaborating further with other teachers and students from around the globe debating and discussing important issues that impact all of us. When I began this project, I did not just give up my other duties or participation in competitive Debate and Forensic activities. I secured the help of a colleague in the Social Studies department, Mr. Scott Kuschel, to collaborate with me. He also is the moderator for our MUN team and seemed like a likely candidate to approach for help, since there are so many projects to complete as part of the global debate format. Mr. Kuschel has his AP History students working on topic-related blogs and letters to the editors of local newspapers. We asked members of both the debate team and Model United Nations team to get us started and do the actual debates. We also have students who are computer savvy working on creating video games that pertain to global climate change and

determining our carbon footprints. One of our debaters created a Web site to raise awareness on the global issues we were debating. I have included the Web site at the end of this article so you can see what they accomplished.

This year, our talented music students are creating songs about climate change and global warming. We are asking the Art students to do photo essays on climate change. My Speech students are creating PSAs which we show on closed circuit TV to the entire school community. Last year, our students sold t-shirts



and held a dress down day to raise money for water pumps in Africa as part of our service project to combat water scarcity in the world. I am very proud of the leadership skills that are emerging from our student body, reaching out beyond the roles of our initial team members debating the issues. Not only are my debaters researching and learning about gender roles and inequality in places like Africa, where women are expected to carry the water to their villages and miss out on their own schooling, but now our entire student body and community are also aware. We collected over \$2,000 for Playpumps International in one week as part of one school service learning project in the global debate campaign.

The students became engaged in their learning and actively

involved in their debating of world issues. Some of the leadership skills emerging in them were: A vision of what was necessary to secure the future for all and not just for a select group; the knowledge that leadership involves providing service to others, confidence that they could make a difference in other peoples' lives, and the desire to share their perspectives with other innovators like themselves and those with the most passion for the issues at hand. As we gather together to further what we have only begun to accomplish, we will be able to build trust and teamwork in a broader global community. We will experience working in teams outside of those we feel most comfortable with on a daily basis and the learning and leadership skills will continue to emerge on a different level. However, the leadership traits assumed will pull us to a higher level of learning, as we meet new faces and share our ideas together with strangers who have a common purpose in mind, and that is service to the world community. Teaching students that they are part of a broader community makes them responsible and empathetic citizens. U.S. anthropologist Margaret Mead once said "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."

One of my Global Debaters, Alex Tolksdorf, who has been involved in Policy Debate and Forensics for four years, had these reflections on what global debate has done for him.

*The Global Debates have been an inspiring and enlightening experience for me. This is so because global debating breaks traditional mindsets and sets its participants on a world stage – something not seen before in traditional public speaking or athletic activities. When the global*

*debaters prepare, they prepare themselves to debate ideas across the globe (such as climate change or water-scarcity related issues); they seek to address some of the gravest concerns facing our planet today on a global platform. Yet, they do not just discuss and talk, but rather implement. Global Debating goes beyond tallying up scores and counting up the wins and the losses as seen in more traditional venues, but rather, seeks to act upon the words spoken. As it has been said “actions speak louder than words”, and that is just what the Global Debates are, actions over just words. Above all else, however, the Global Debates teach the power of one – what our actions and decisions can accomplish and how they can affect the entire world.*

Jason Kline, in an article he wrote one year ago in the January 2008 issue of the *Rostrum*, “Public Forum Debating: An Inspiring Addition,” said, “In our global age, it is vital that a job seeker be able to demonstrate quick thinking and clear communication.” I think we could add to the Public Forum debate format, that the Global Debate, once researched and communicated orally to the broader community,

## LEADERSHIP

**“We can become the thoughtful group of committed citizens who can change the world.”**

**-- Margaret Mead**

allows the debater the impetus and empowerment to leadership which in turn requires him/her to active involvement in the issues within that broader community.

Alfred Snider & Maxwell Schnurer, in their book *Many Sides: Debate Across the Curriculum*, say “one of the chief benefits of debate is the transformation of knowledge into a useful form that students can operationalize” (37). Not only have my debaters and other students evolved in their learning process, but I have also. Involvement in the Global Debates has transformed my own identity as both a teacher and a Speech & Debate coach. It has moved me toward seeing debate as a

service to the public rather than just a competitive event. It’s not just about trophies and championships anymore. I see that we can use the public debate forum as a means to actually make a difference in our school and community, and get to share our actions with the world community. If debating in the public forum can create a climate of leadership and active involvement in our community and world, then I hope we will endorse it as “an inspiring addition” to our students and us as coaches and mentors in their lives. “We can,” as Margaret Mead inspires us with her words of wisdom, “become the thoughtful group of committed citizens who can change the world.”

[http://www.youtube.com/watch?v=-AEMz\\_pJeos](http://www.youtube.com/watch?v=-AEMz_pJeos) (overview of the project)

[www.freewebs.com/waterfortheworld](http://www.freewebs.com/waterfortheworld) (web site we created)

Snider, Alfred & Schnurer, Maxwell, **Many Sides: Debate Across the Curriculum**, International Debate Association, New York, 2006.

(Nancy Lauer is Director of Debate at Brother Rice High School, Bloomfield Hills, Michigan.)

### Attention Coaches:

The NFL is developing a directory that will go out to all NFL schools which will include fundraising companies and in-house fundraising ideas.

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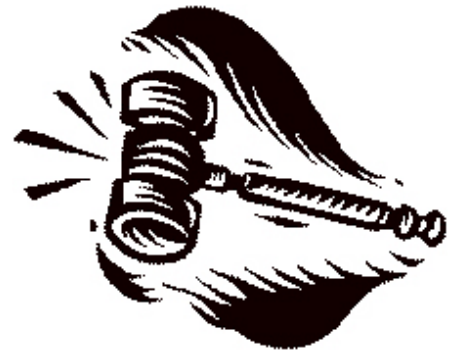
*[nflrostrum@nflonline.org](mailto:nflrostrum@nflonline.org)*



### A Coach's Retrospective:

# How I Stumbled Into Congress

by Adam J. Jacobi



In high school, my forensic experience was limited to speech events (I specialized in public address events, but dabbled in limited prep, interpretation, as well as Model United Nations). I started coaching part-time at my alma mater when I first worked for a public relations firm, and later as a legislative aide to a Milwaukee city council member. I enjoyed that engagement with local politics, and enjoyed seeing the legislative process in action.

My introduction to Congress was quite by accident – as is the case often in District Tournaments, other coaches encouraged me to enter some students in Congress to meet our quota for qualifying multiple students to Nationals. One sophomore Extemp/Policy Debater came back from that experience so inspired that he became determined to qualify himself someday, and did so as a senior, becoming my first student to make the NFL National Tournament. I was excited to see this new craze blossom within my program, because I saw my students participating in a microcosm of what I did at City Hall. After attending my first National Tournament in 2001, I came home and resigned as a legislative aide to pursue a different kind of public service: teaching.

As a young coach, I was tipped off to a February 1997 *Rostrum* issue dedicated to Student Congress. There, I found such articles as “Towards Making Student Congress an Optimal Forum for Leadership Training” by Minh A.

Luong (Yale University) and Mary Menzik Moulton (UT), “Student Congress: Throw the Bum (Practices) Out” by alum James Talley (KS), “A Look at Student Congress” by Harold Keller (IA), “Most Commonly Misunderstood Points of Parliamentary Procedure” by Tammie Peters (CO), and “Student Congress – Forensically Complete,” by Sherwin Bennes (NV). All of these articles gave me perspective on the educational benefits of this activity, and how to approach training my students. They are all available at [www.nflonline.org/Rostrum/StudentCongress](http://www.nflonline.org/Rostrum/StudentCongress).

Bennes’ article makes compelling arguments for the benefits of participation in Congress, quoting Fayetteville nationals host Jackie Foote as describing Congress as showcasing the best of all forensic events. My coaching philosophy has been to foster students who are well-rounded specialists, meaning they have experienced a variety of events – and the skill sets that come with each – to make them better in their primary event. While all of the events involve public speaking as a medium for communication, Congress especially emphasizes interpersonal dynamics. Plus, students all work toward a common aim of solving some problem in society through their debate on legislation.

What’s encouraging is that in the ten plus years since that *Rostrum* was published, most of the improvements touted by the authors have been implemented. Congress has evolved, but still upholds the central simulation of student-centered lawmaking that the first Congress had in Wooster, OH in 1938. And, respect surrounding the event has gained momentum, with Dr. J.W. Patterson adding it a few years ago to the Tournament of Champions for debate at the University of Kentucky.

For all its educational benefits, Congress seems to intimidate coaches, but it doesn’t need to! In addition to the aforementioned archived articles – and more – online, there are several affordable resources available, including videos and an accessible primer, *Student Congress Debate* (part of the NFL Library of Public Speaking and Debate instructional books in the NFL Store). While parliamentary procedure forms the structural basis for debate, it’s easy for a new student, coach or judge to pick it up quickly. There are other guides, judging rubrics and sample tournament forms under the “Resources” section of the NFL Web site.

If you have any comments, concerns, questions or ideas you’d like to pose in this column, please let me know! E-mail [jacobi@nflonline.org](mailto:jacobi@nflonline.org).

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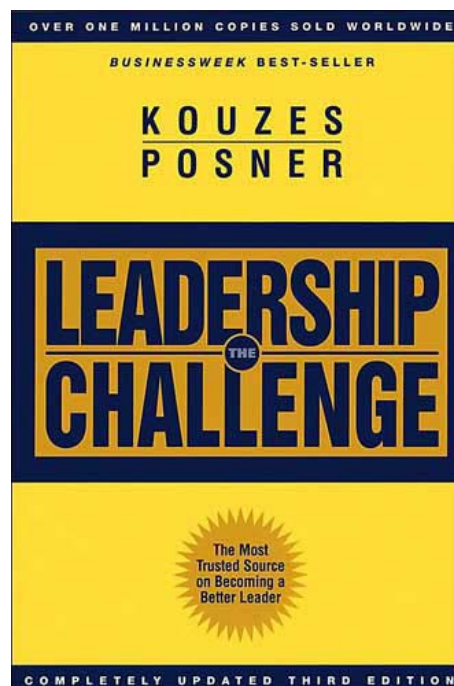
## The Leadership Challenge

Kouzes, J. M. and Posner, B. Z. (2002). *The Leadership Challenge*. New York: Jossey-Bass.

While some leadership books are admittedly trendy, Kouzes and Posner's work has weathered decades of scrutiny and emerged as a top choice of scholars in the leadership field. More importantly, with three editions in print, spanning over twenty years, their plainspoken recommendations continue to resonate with readers. In fact, one could argue (as the authors do in the foreword) that studies of leadership are even more important in a Post 9-11 world, which emphasizes both heightened levels of uncertainty and our deep interconnection with one another.

While the authors present a compelling case in the opening pages of the book, readers may still hesitate to give this particular title a go: the book itself is over 400 pages long, bound by a spine that is substantially thicker than most others in the business-reading section. However, it may help to note that this book is designed to be as more of a reference text as a novel. The authors advise reading the first couple of chapters, then delving into subsequent chapters in any order the reader sees fit. Beyond its organization into chapters the book is also divided into parts which correspond with the authors' five practices of exemplary leadership. This review

will examine some of the more unique and salient points of the book without explaining each of the five practices of leadership in detail. For more information about these practices, the ten laws of leadership,



or other observations by Kouzes and Posner, check out the book in length. Standout lessons, especially tangent to the world of forensics, are as follows:

*People value integrity more than any other characteristic of a leader.*

One of Kouzes and Posner's main points, one which they articulate in the "required reading" section of the book, is that people tend to look

for the same qualities in a leader. Quantitative data from three decades indicate that people are more likely to follow leaders who are honest, forward-looking, competent, and inspiring (p. 25). Of these four, honesty has topped the list in every survey conducted by the authors. In the words of the authors, "that nearly 90 percent of constituents want their leaders to be honest above all else is a message that all leaders must take to heart" (p. 27).

The authors note that survey respondents often use honesty and integrity interchangeably, indicating that they cannot place full confidence in a leader unless they exhibit these qualities. The authors conclude that "it's clear that if people anywhere are to willingly follow someone – whether it be into battle or into the boardroom, the front office or the front lines – they first want to assure themselves that the person is worthy of their trust. They want to know that the person is truthful, ethical, and principled" (p. 27).

This message is both reassuring and challenging. In one sense, we are reminded that people value our honesty over all other leadership abilities. Fortunately, this key characteristic is under our complete control! On the other hand, knowing that integrity is such a pivotal aspect



of leadership also challenges us to reach for the highest levels of integrity. Clearly, to be an effective leader as well as a genuine person, honesty is one area in our lives in which we ought not settle.

*To be a good leader, you must find your voice.*

The authors contend that “finding your voice is absolutely critical to becoming an authentic leader” (p. 44). They describe a deep connection between voice and values, explaining that the process of finding one’s voice involves the two-fold process of clarifying values and expressing them. In other words, a successful leader must know what he or she believes and be able to articulate it in a genuine way. So important is this aspect of leadership that the authors deem it “The Kouzes-Posner First Law of Leadership.” Simply put, “If you don’t believe the messenger, you won’t believe the message. You can’t believe in the messenger if you don’t know what the messenger believes” (p. 46).

Kouzes and Posner’s recommendations for “giving voice” sound familiar to the NFL coach or student. “Leadership is a means of personal expression,” they write. “To become a credible leader you have to learn to express yourself in ways that are uniquely your own” (p. 56). One way to do this, they explain, is to “think carefully about the words you choose and the words you use. Words matter. They’re as much a form of expression for leaders as they are for poets, singers, and writers. Words send signals, and, if you listen intently, you may just hear the hidden assumptions about

how someone views the world (p. 57). Developing communication competence, they assess, is vital in developing leadership ability.

At this point, one can’t help but notice how congruous this leadership axiom is with the mission of the NFL. Students in the League learn how to express themselves clearly and authentically. They are rewarded for creative and authentic self-expression and encouraged to give “real” performances. This cumulative experience empowers them to achieve the motto, training youth for leadership. Beyond this, the authors would also remind us that our organization must help our students clarify their values and speak accordingly. Items like the Code of Honor and service points help point students in this direction; however, there is no replacement for a coach who can also serve as a strong role model for students.

*Major change presents major opportunities.*

Kouzes and Posner write that they asked leaders to submit examples of their personal best leadership experiences – in other words, specific instances in which their leadership skills were at their peak. They noted that virtually every anecdote submitted involved a time of major change within a company or organization, concluding that “the study of leadership is the study of how men and women guide us through adversity, uncertainty, hardship, disruption, transformation, transition, recovery, new beginnings, and other significant challenges. It’s also the study of how men and women, in times of constancy

and complacency, actively seek to disturb the status quo and awaken to new possibilities. They search for opportunities to change, grow, innovate, and improve (p. 176-177).

As well informed citizens of the global community, we know that we live in uncertain times. However, the authors would remind us that times of change such as we are now experiencing provide exemplary opportunities for great leaders to emerge! As your team experiences challenges this year (and ever team will), try to remember that this could be your paramount moment as a leader. It’s easier said than done, of course, but no less true. And if you are one of the lucky few to have time of relative ease, avoid going along with the tide. Look for ways to create your own change and your own leadership opportunities. There is never a better time than the present.

In the end, *The Leadership Challenge* is an extremely insightful book, the scope of which extends far beyond this review. However, but remembering that constituents value integrity above all else, that leadership requires finding and articulating our voice, and that major change presents major opportunities, we are well on our way to improving our abilities and accepting *The Leadership Challenge*.

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

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

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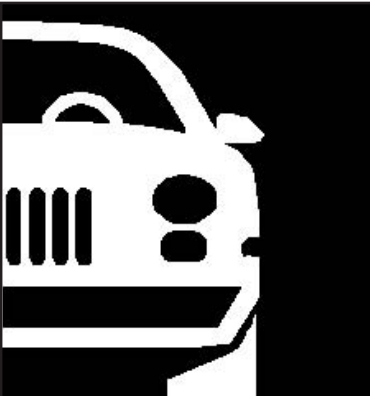
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## VOLUME I

### **CX 101 Developing the Negative Position in Policy Debate Cross Examination**

*Instructor: Diana Prentice Carlin, University of Kansas*

Addresses several key points in The Negative Position - reasons for use, ways to construct, how to use in a round, risks involved. Length: 53:00

### **CX 102 Constructing Affirmative Positions**

*Instructor: Greg Varley, Lakeland HS, NY*

Winning suggestions for novice debaters in the basics of affirmative case construction by exploring these two issues: evaluation of the resolution and building a successful affirmative case. Length: 45:00

### **CX 103 A. Speaker Duties: The Conventions of Debate**

*Instructor: Bill Davis, Blue Valley HS, KS*

For novice debaters - outlines the responsibilities of each speaker from 1AC to 2NR and the only three rules of debate.

### **B. Stock Issues in Policy Debate**

*Instructor: Glenda Ferguson, Heritage Hall School, OK*

For novice debaters - gives background and applications of significance, inherency, solvency, and topicality. (Both topics on one tape) Length: 61:00

### **CX 104 Cross Examination - Theory and Techniques**

*Instructor: Dr. George Ziegelmüller, Wayne State University, MI*

An in-depth study of the finer points of cross examination: asking factual questions, using directed questions of clarification, using questions based on tests of evidence, reasoning and preparing stock questions. Length: 48:00

### **CX 105 Advocacy - How to Improve Your Communication in the Context of Debate**

*Instructor: Dr. George Ziegelmüller, Wayne State University, MI*

Recommendations for improving your speaking style. Length: 56:00

### **CX 106 "Unger and Company," Chapter 1**

*Moderator: Dr. James Unger, Georgetown University, Washington, D.C.*

Top collegiate debate coaches "debate about debate" in a McLaughlin group format. Topics include Experts in Debate, Topicality, Judging, and Impact Evaluation. Length: 60:00

### **LD 101 Debating Affirmative in Lincoln Douglas Debate**

*Instructor: Pat Bailey, Homewood HS, AL*

*Marilee Dukes, Vestavia Hills HS, AL*

Topics include designing affirmative strategy - considering the type of resolution, introductions and conclusions, establishing a value premise, rules for justifications and duties of 1AR and 2AR. Length: 56:00

### **LD 102 Debating Negative in Lincoln Douglas Debate**

*Instructor: Pat Bailey, Homewood HS, AL*

*Marilee Dukes, Vestavia Hills HS, AL*

Topics include organizing the negative constructive, strategies and rules governing the negative rebuttal. Length: 58:00

### **LD 103 Cross Examination in Lincoln Douglas Debate**

*Instructor: Aaron Timmons, Newman-Smith HS, TX*

Tips in conducting successful cross examination with student demonstrations and critique. Length: 48:00

### **LD 104 What are Values? And Applying Value Standards to Lincoln Douglas Debate**

*Instructor: Dale McCall, Wellington HS, FL*

Detailed examination of value standards as they apply to LD Debate. Length: 52:00

### **INT 101 An Overview of Interpretation and the Qualities of an Effective Selection**

*Instructor: Ron Krikac, Bradley University, IL*

Issues explored are definitions of interpretation and discussion of the characteristics of a winning national cutting. Length: 49:00

### **INT 102 Script Analysis**

*Instructor: Ron Krikac, Bradley University, IL*

Script analysis including reading aloud, finding details, determining specific relationships and creating a sub-text. Many helpful suggestions and illustrations. Length: 35:00

### **OO 101 Coaching Original Oratory: A Roundtable Discussion 1**

*Moderator: Donovan Cummings, Edison HS, CA*

Five outstanding coaches discuss various oratory strategies: appropriate topics, use of humor, involvement of the coach, reliance on personal experience. Length: 49:45

### **OO 102 Coaching Original Oratory: A Roundtable Discussion 2**

*Moderator: Donovan Cummings, Edison HS, CA*

Five outstanding coaches discuss delivery techniques and strategies: importance of delivery, coaching delivery and gestures, improvement of diction. Length: 35:00

### **OO 103 Oratory Overview**

*Instructor: L.D. Naeglin, San Antonio, TX*

Examines elements in winning orations that listeners and judges want to hear and see. Based on empirical data, an excellent look at judge analysis. Length: 1 hour 25 min

### **OO 104 Orator Introductions and Conclusions**

*Instructor: L.D. Naeglin, San Antonio, TX*

A continuation of OO 103. By understanding judge and listener analysis, speakers can use information to create winning intros and conclusions. Length: 59:25

### **OO 105 Oratory Content**

*Instructor: L.D. Naeglin, San Antonio, TX*

From examples of national competition, tips on how to support ideas successfully in oratory with humor, personal example, analogy, etc. Length: 56:20

### **EXT 101 Issues in Extemp: A Roundtable Discussion 1**

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

Outstanding extemp coaches discuss getting students involved in extemp, organizing an extemp file, using note cards and applying successful practice techniques. Length: 43:00

### **EXT 102 Issues in Extemp: A Roundtable Discussion 2**

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

Continuation of EXT 101. Topics covered include organizing the speech body, use of sources, humor, and use of canned or generic introductions. Length: 48:00

### **EXT 103 Championship Extemp: Part 1 - US Extemp**

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

A critique of two US Extemp national finalists by a roundtable of outstanding extemp coaches. Length: 41:00

### **EXT 104 Championship Extemp: Part 2 - Foreign Extemp**

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

A critique of two foreign extemp national finalists by a roundtable of outstanding extemp coaches. Length: 41:00

## VOLUME II

### **CX 107 "Unger and Company," Chapter 2**

*Moderator: James J. Unger, The American University*

The Unger-led panel of distinguished collegiate debate coaches clash over the following areas: Inherency, Structure, Generics, Counterplans, and Real World Arguments. Length: 59:00

### **CX 108 "Unger and Company," Chapter 3**

*Moderator: James J. Unger, The American University*

This third chapter of "Unger and Company" contains several differing opinions about Presentation, Intrinsicness, Institutes, and Direction. Length: 58:00

### **CX 109 Introduction to Debate Analysis: Affirmative**

*Instructor: James Copeland, Executive Secretary, NFL*

A clear and precise introduction to affirmative case and plan writing for novice debaters. Length 1 hour 12 min.

Tapes sold only to NFL member schools!  
MORE TAPES, NEXT PAGE



## Volume II (Continued from prior page)

### CX 110 Paradigms

*Instructor: Dr. David Zarefsky, Northwestern University*  
Renowned debate coach and theorist David Zarefsky presents his ideas on paradigms in argumentation. This lecture is required viewing for all serious debaters. Length: 54:10

### CX 111 Demonstration in Debate and Analysis

*Instructor: Greg Varley, Lakeland HS, NY*  
A detailed explanation of the step in a policy debate, from opening to closing. Using the final round debate from the 1992 NFL Nationals in Fargo, Coach Varley has produced a "winning" tape for novices and experienced debaters. Length: 2 hours

### CX 112 Flowing a Debate

*Instructor: Greg Varley, Lakeland HS, NY*  
Students view strategies for proper flowing of a debate in this talk by prominent coach Greg Varley. Length: 35:25

### CX 113 Recruiting Roundtable

*Instructor: Greg Varley, Lakeland HS, NY*  
Three outstanding coaches with different programs offer ideas for recruiting new members. Includes a great film that can be used as a recruiting tool. Length: 53:10

### LD 105 How to Prepare for Your LD Rounds

*Instructor: Dale McCall, Wellington HS, FL*  
A comprehensive discussion of preparations students need to undertake to compete confidently in LD. Length: 35:00

### LD 106 Value Analysis in LD Debate

*Instructor: Diana Prentice, University of Kansas*  
An examination of the value analysis by an outstanding debate coach. Length: 35:00

### LD 107 LD Debate: The Moderate Style

*Instructor Pam Cady, Apple Valley HS, MN*  
Provides invaluable advice on developing a moderate debate style. Two student debaters demonstrate. Length: 53:00

### LD 108 Rebuttal Preparations

*Instructor: Carol Biel, Chesterton HS, IN*  
Coach Biel moderates a group discussion with outstanding young high school debaters. Length: 55:00

### INT 103 Interpretation of Poetry and Prose

*Instructor: Ruby Krider, Prof. Emeritus, Murray State KY*  
Professor Krider offers a colorful and insightful exploration of the role of the interpreter of prose and poetry. Her lecture is divided into three parts: Catch that Image, Chat Chat Chat, and Make Us Believe You. Length: 85:00

### INT 104 Critique of Interpretation

*Moderator: Ron Krikac, Bradley University, IL*  
Three esteemed coaches analyse and critique performances in humorous and dramatic using examples drawn from national final rounds. Length: 59:25

### INT 105 Introduction to Poetry Interpretation

*Instructor: Barbara Funke, Chesterton HS, IN*  
Coach Funke shows how to choose a poem and how to establish commitments as a performer. Length: 56:20

### INT 106 Characterization in Interpretation

*Instructors Pam Cady, Apple Valley HS, MN*  
*Joe Wycoff, Chesterton HS, IN*  
Cady teaches vocal characterization while Wycoff engages in a discussion on physicalization. Students who competed at the 1993 Nationals are used throughout the presentation. Length: 54:00

### INT 107 Breaking the Ice

*Instructor: Rosella Blunk, Sioux Falls, IA*  
How does one go about putting students at ease in a performance environment? Coach Blunk and her students offer fun and easy activities. Length: 34:25

### GEN 101 Ethics in Competition

*Instructor: Joe Wycoff, Chesterton HS, IN*  
Hall of Fame Coach Joe Wycoff speaks about ethics in forensic competition and other related topics in this entertaining and candid presentation. Length: 40:00

### EXT 105 First Experiences

*Moderator: L.D. Naeglin, San Antonio, TX*  
Former high school extemp speakers discuss how they got started and share advice they found invaluable. Length: 42:30

### EXT 106 Expert Extemp: Advanced Techniques

*Moderator: LD Naeglin, San Antonio, TX*  
Panelists detail skills and techniques they've learned. Length: 44:30

### EXT 107 Expert Extemp: Speech and Critique

*Moderator: LD Naeglin, San Antonio, TX*  
The panelists listen to an extemp speech delivered by Jeremy Mallory of Swarthmore College and provide an in-depth critique of his presentation. Length: 42:30

### EXT 108 Advanced Extempore Speaking

*Instructor: James M. Copeland, Executive Secretary, NFL*  
Covers the Basics of research, file building and outlining as well as advanced concepts: the rule of the 4 sevens, topic selection and attention factors. Length: 85:00

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# Small Group Dynamics:

## Arming Students for Effective Collaborative Learning

by Adam J. Jacobi

Collaborative learning has been a buzzword in teaching methods circles for years. Designing interactive small group projects where students traverse tasks to achieve a certain result by pooling their talents can make for memorable experiences.

### *Generative Topics – Why Bother?*

The reality from students' perspectives, however, is that "group work" seldom works, because some group members may "slack," others feel compelled to take charge and push their own agendas, and before long, what was supposed to be a collaborative experience was disintegrated by a lack of cohesion and direction. Contrarily, when students take some time to establish roles, goals and ground rules, they find their task to be more productive in efficiency, shared vision and results.

Just as any teacher can instruct students on research methodology, or can hold a debate in their content area, so can any teacher take a little time – particularly in an earlier (non-AP/IB/honors) grade level – to guide students on the literacy of small group dynamics. The rewards are priceless as those teachers will reap the authenticity of assessment and student buy-in toward achieving the tasks assigned.

In addition to the obvious benefit of preparing students for lives of meetings, committees, boards, teams, work groups and other "real world" collaborative contexts, and

the immediate benefit that can be applied within a classroom context, there is also application within the competitive world of forensics. Some states (in the Midwest) have an event called Discussion, where students are presented with a problem question, which they are charged to explore and develop a viable solution for. Each contestant, called a discussant, must work with his/her peers from other schools, while being evaluated by judges who consider the level of preparedness (did the student bring relevant and credible research to the task), willingness to listen and encourage participation from others, and degree of leadership (either from the pushy end of the spectrum, the middle democratic/holistic area, or the laissez-faire "hands off" end of the spectrum). Additionally, where a committee (or caucus) determines a chamber's agenda in Student Congress, a solid grasp of small group dynamics can empower a student to negotiate and harmonize to achieve the most productive results.

### *Understanding Goals & Backward Design*

We teachers often have an end goal in mind for students to achieve, and decide that collaborative learning is the best way to pool students' talents. What we often overlook is how to get from the end to the beginning. It's easy to expect that students can make the leap themselves, and fill in the gap with productive time. However,

by stepping back and considering all the steps that must be taken between the beginning and the end, and how models and theories exist that students may not be aware of, it's important to make sure they are armed with all the tools of the trade before they're asked to construct something!

The following instructional objectives for group communication meet **English/language arts proficiency standards** (wording from Wisconsin, where I taught), which can be applied across disciplines, of course:

- ❖ Evaluation of the validity and adequacy of ideas, arguments, hypotheses and credible/authoritative evidence in discourse/discussion, and extension of ideas through addition of relevant information or pertinent questions.

- ❖ Encouragement from and thoughtful consideration of the ideas and opinions of peers, before responding.

- ❖ Employment of strategies, such as summarizing main ideas, identifying commonalities to resolve conflict, and synthesis of ideas to conclude discussion.

- ❖ Awareness and control of counterproductive emotional responses to peers and ideas in discussion.

❖ Ability to perform various roles in a discussion, including leader, participant and moderator.

❖ Appraisal of the purpose of discussions by examining their context and motivation(s) of participants.

❖ Ability to convey constructive criticism in a tactful and supportive manner.

Small group communication has several **central strands/concepts** that students must gain awareness for:

❖ Group size (2-7, 7-15, 15-30, or 30+ members) and cultural composition

❖ Physical meeting area and seating arrangement (maximizing participation)

❖ Phases of group development (orientation, conflict/examination, emergence/synthesis, and reinforcement/termination)

❖ Decision-making processes (problem-solving, decision by decree, voting or consensus)

❖ Productive and blocking roles and interpersonal climate (attitude, listening and equal contribution)

❖ Leadership dynamics (authoritarian, democratic, laissez-faire)

❖ Cohesiveness and conflict (maintaining conflicting discourse is good)

While a number of communication theories and models exist for the aforementioned strands,

none is more important and relevant than education philosopher **John Dewey's reflective approach to problem-solving**, where students take an approach similar to the scientific method toward achieving a viable solution.

1. Define the Problem: consider goals; define terms of art; word in the form of an impartial, specific question.

2. Analyze the Problem: gather relevant information and identify driving and restraining forces (harms of problem, people affected, scope, causes, obstacles to removal).

3. Establish Criteria for Evaluating Solutions – arrive at a consensus of common expectations.

4. Develop Creative Solutions: avoiding criticism in this stage, brainstorm and synthesize a number of ideas.

5. Evaluate the Proposed Solutions: which will produce desired changes, are achievable and contain fewest disadvantages? Set clear criteria for effective solutions.

6. Decide on a Final Solution: based on the group's criteria, choose the best solution. (In groups that follow-through on implementation, then identify tasks, necessary resources, individual responsibilities, and contingencies. Come back to evaluate progress; revise approach as necessary.)

Another important central area is raising awareness with students of the common roles group members often take on, described by in a 1948

essay by Kenneth Benne and Paul Sheats (Wilson 165). Below, these roles are summarized and grouped, for the sake of simplicity and concision (adapted from materials prepared by Kerry L. Thomas, NBCT, Rufus King HS, Milwaukee, WI).

### *Productive Behaviors*

**Information/Opinion Seeking:** Get facts about different ideas related to the topic. Ask what other people think.

**Information/Opinion Giving:** Share thoughts about the issue. Tell others facts about ideas that come up in the discussion.

**Reinforcing:** Show support for fellow group members and their ideas. Add to their ideas, when appropriate. Even if you don't like an idea, show respect for the idea and perhaps try to get more information on it. Whatever happens, be supportive.

**Advocating:** Find a great idea and argue for it. Whenever you get the chance, tell people why you think a particular idea is good. Explain why this idea would work best.

**Challenging (devil's advocate):** Question others' ideas in a respectful manner. Always work to get enough information about an idea. Ask others where they got their ideas. Ask others for proof that their ideas will work.

**Mediating:** Solve conflict. When people are in conflict/arguing, jump into the conversation to find some sort of compromise. Remind members to treat each other respectfully.

**Summarizing:** When you have the opportunity, remind the group



of all the things that have been discussed. You should take brief notes so you don't leave anything out!

**Evaluating:** Explain why an idea would or would not work. Back up your idea with evidence.

**Closure:** Wrap things up and end the discussion so the group can move on to other things. Establish "action items" individual members need to achieve before the group meets again.

### *Blocking Behaviors*

**Withdrawing:** "In your own world," not participating. You may draw, put your head down, stare into space or whatever you like to tune out without disrupting the discussion.

**Interfering:** Distract people from the discussion. You can bring up ideas that are off the subject, make noises, pass around objects/magazines (things not related to the discussion).

**Attacking:** Disrespectfully attack group members. Attack

verbally by making fun of their ideas or putting them down. Attack physically by hitting, kicking, throwing paper balls at them.

**Dominating:** Trying to run everything. You tell people what to do. You don't listen to everything others say. You only hear what you want to hear.

**Defensiveness:** You are to act insulted at what people say and let them know how you feel. Overreact to constructive criticism.

### **Group Size**

| <b>Participants</b> | <b>Advantages</b>   | <b>Disadvantages</b>  |
|---------------------|---|---|
| <b>2-7</b>          | <ul style="list-style-type: none"> <li>Fewer schedules to juggle</li> <li>Informal &amp; flexible context</li> <li>Efficient, especially for detailed problems</li> <li>Interaction easy to manage</li> </ul>                 | <ul style="list-style-type: none"> <li>Fewer, less diverse perspectives</li> <li>Lacking enough people to maximize creativity</li> </ul>  |
| <b>7-15</b>         | <ul style="list-style-type: none"> <li>Ideal for problem-solving</li> <li>Everyone can participate</li> <li>Small enough for informality</li> <li>Large enough for creative synergy (whole is more than its parts)</li> </ul> | <ul style="list-style-type: none"> <li>Meetings need to be clearly structured to avoid chaos</li> </ul>   |
| <b>15-30</b>        | <ul style="list-style-type: none"> <li>Useful only for information sharing, not problem solving</li> </ul>  | <ul style="list-style-type: none"> <li>Group dynamics extremely complex</li> <li>Formal rules, procedures</li> <li>Difficult for sustained individual contribution</li> <li>Subgroups can form, making collaboration &amp; consensus difficult</li> </ul> |
| <b>30 or more</b>   | <ul style="list-style-type: none"> <li>Useful only for lectures, formal debates, voting</li> </ul>  | <ul style="list-style-type: none"> <li>Individual participation almost impossible</li> <li>Sure way to avoid any kind of decision</li> </ul>  |

### **Decision-Making**

| <b>Type</b>      | <b>Advantages</b>   | <b>Disadvantages</b>   |
|------------------|---|--|
| <b>Decree</b>    | <ul style="list-style-type: none"> <li>Fast, efficient.</li> <li>Good for emergency decisions under a trusted leader.</li> </ul>  | <ul style="list-style-type: none"> <li>Potentially bad for morale.</li> <li>No sense of ownership.</li> </ul>  |
| <b>Voting</b>    | <ul style="list-style-type: none"> <li>Used when group can't agree.</li> <li>Fast.</li> <li>Almost always yields a decision.</li> </ul>   | <ul style="list-style-type: none"> <li>If minority (can be large) is dissatisfied, may end in lack of support/ sabotage.</li> <li>Asch effect (social conformity influencing opinions) can occur-especially if a public vote.</li> </ul> |
| <b>Consensus</b> | <ul style="list-style-type: none"> <li>Provides firm foundation for action.</li> <li>Ensures group really is in agreement.</li> <li>Requires diversity of people, ideas to make a good decision.</li> </ul> | <ul style="list-style-type: none"> <li>Time consuming – could reword and compromise excessively.</li> <li>False consensus to bring premature closure.</li> <li>Assertive people can dominate.</li> <li>Asche effect</li> </ul>           |

## *Performances of Understanding & Ongoing Assessment*

There are several group/team-building activities to illustrate the concepts above – including some from materials submitted to the NFL's online curriculum sharing area:

- ❖ Brainstorming: M&Ms Marketing Task

- ❖ NASA Crash-Landing "Survivor on the Moon" Scenario

- ❖ Hostages: Who Would Your Group Negotiate to Release?

- ❖ Who Will Lead: Given a Survival Situation, Who is Best Suited to Lead?

Along with instruction in group dynamics, these activities would lead to a culminating project. The beauty of this project is it can be applied to any content area. In the speech/communication course I taught, I asked students to select a problem particular to the school community,

and form groups of optimum size around issues (so the students would share that common passion). They would then proceed as follows:

- ❖ Following Dewey's Problem-Solving steps and the phases of group dynamics, brainstorm the inherent problems/harms caused by this issue.

- ❖ First Individual Action Item: each member is given a unique research task to gather information on one particular aspect of this problem, and be prepared to report back to the group with their findings.

- ❖ Assess Findings of Fact: the group will then assess the credibility of findings and develop criteria of what's necessary to solve the problem.

- ❖ Second Individual Action Item: each member will research a unique and specific solution, its practicality/pragmatism (cost), timeframe for implementation, and ability to assess effectiveness.

- ❖ Weigh Solutions: Each individual member will present his/her findings to the whole group, discuss and finally, decide on the best course of action. The group will collaboratively develop an online portfolio of its decision-making process and justifying its final decision.

- ❖ Port-Mortem Reflection: using a rubric, each member will assess his/her own effectiveness, as well as that of his/her peers, and write a journal weighing the group's overall success.

## *Materials*

For a complete collection of handouts, worksheets and assessment tools, visit the Group Dynamics/Discussion section at [www.teachingspeech.org](http://www.teachingspeech.org).

One resource, Survivor on the Moon, came from the NASAexplores project (Web site abandoned), but has been posted by Southeast Missouri State University at: <http://www2.semo.edu/mast/mlc/moon.htm>.

## *Further Reading*

Francis, Dave and Don Young. *Improving Work Groups: A Practical Manual for Team Building*. San Diego: University Associates, Inc., 1979.

McCutcheon, Randall, et al. *Glencoe Speech*. McGraw-Hill/Glencoe, 2009.

Phillips, Gerald M. *Communication and the Small Group*. Indianapolis: The Bobbs-Merrill Co., Inc., 1973.

Ruben, Brent D. and Richard Budd. *Human Communication Handbook: Simulations and Games*, Volume 1. Rochelle Park, NJ: Hayden Book Co., Inc., 1975.

Wilson, Gerald L. *Groups in Context: Leadership and Participation in Small Groups*. Boston: McGraw-Hill Irwin, 2002.

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# NFL DISTRICT STANDINGS

*(as of December 1, 2008)*

| Rank | Change | District                  | Average<br>No. Degrees | Leading Chapter              | No. of Degrees |
|------|--------|---------------------------|------------------------|------------------------------|----------------|
| 1    | --     | Three Trails (KS)         | 256                    | Blue Valley North HS         | 617            |
| 2    | --     | East Los Angeles (CA)     | 187                    | Gabrielino HS                | 661            |
| 2    | 1      | Calif. Coast (CA)         | 187                    | Leland HS                    | 670            |
| 4    | 1      | Kansas Flint-Hills        | 177                    | Washburn Rural HS            | 403            |
| 5    | 2      | San Fran Bay (CA)         | 166                    | James Logan HS               | 625            |
| 6    | --     | Sunflower (KS)            | 165                    | Wichita East HS              | 313            |
| 7    | 1      | East Kansas               | 161                    | Shawnee Mission East HS      | 431            |
| 8    | 7      | Ozark (MO)                | 156                    | Central HS - Springfield     | 544            |
| 8    | 4      | Northern South Dakota     | 156                    | Aberdeen Central HS          | 295            |
| 10   | 1      | Sierra (CA)               | 155                    | Sanger HS                    | 654            |
| 11   | 5      | Show Me (MO)              | 154                    | Belton HS                    | 396            |
| 12   | -3     | Southern Minnesota        | 153                    | Eagan HS                     | 485            |
| 13   | 1      | Heart Of America (MO)     | 151                    | Liberty Sr HS                | 574            |
| 14   | 7      | Illini (IL)               | 150                    | Downers Grove South HS       | 412            |
| 15   | 4      | Florida Manatee           | 144                    | Nova HS                      | 480            |
| 16   | -3     | Central Minnesota         | 143                    | Eastview HS                  | 405            |
| 16   | -6     | New York City             | 143                    | Bronx High School Science    | 612            |
| 18   | 3      | Northwest Indiana         | 140                    | Munster HS                   | 421            |
| 19   | -2     | South Texas               | 135                    | Bellaire HS                  | 713            |
| 20   | 4      | West Kansas               | 133                    | Buhler HS                    | 262            |
| 21   | -2     | Carver-Truman (MO)        | 132                    | Neosho HS                    | 372            |
| 22   | -5     | Rushmore (SD)             | 129                    | Sioux Falls Lincoln HS       | 431            |
| 22   | 3      | Nebraska                  | 129                    | Millard North HS             | 340            |
| 24   | 1      | Eastern Ohio              | 126                    | Jackson HS                   | 248            |
| 25   | 2      | New England (MA & NH)     | 122                    | Manchester Essex Regional HS | 292            |
| 26   | -3     | Northern Illinois         | 120                    | Glenbrook South HS           | 362            |
| 27   | --     | Golden Desert (NV)        | 119                    | Green Valley HS              | 343            |
| 28   | 1      | Chesapeake (MD)           | 115                    | Walt Whitman HS              | 282            |
| 29   | 1      | Northern Ohio             | 114                    | Canfield HS                  | 222            |
| 30   | -26    | Southern California       | 113                    | Claremont HS                 | 297            |
| 31   | --     | Rocky Mountain-South (CO) | 111                    | George Washington HS         | 241            |
| 32   | 3      | Great Salt Lake (UT)      | 109                    | Skyline HS                   | 211            |
| 33   | --     | Idaho Mountain River      | 106                    | Hillcrest HS                 | 308            |
| 34   | 13     | Eastern Missouri          | 105                    | Pattonville HS               | 286            |
| 34   | 16     | Utah-Wasatch              | 105                    | Sky View HS                  | 238            |
| 36   | 2      | South Kansas              | 101                    | Fort Scott HS                | 289            |
| 36   | 2      | Florida Panther           | 101                    | Trinity Preparatory School   | 274            |
| 38   | -3     | Tarheel East (NC)         | 100                    | Pinecrest HS                 | 238            |
| 39   | -8     | Colorado                  | 99                     | Cherry Creek HS              | 337            |
| 40   | -5     | Montana                   | 95                     | Flathead HS                  | 191            |
| 40   | 6      | Inland Empire (WA)        | 95                     | Central Valley HS            | 147            |
| 40   | -7     | Arizona                   | 95                     | Desert Vista HS              | 382            |
| 40   | 3      | Deep South (AL)           | 95                     | The Montgomery Academy       | 276            |
| 44   | -2     | New Jersey                | 94                     | Ridge HS                     | 221            |
| 45   | 2      | Idaho Gem of the Mountain | 92                     | Mountain Home HS             | 260            |
| 46   | -3     | Southern Wisconsin        | 91                     | James Madison Memorial HS    | 195            |
| 47   | 10     | Georgia Northern Mountain | 90                     | Henry W Grady HS             | 287            |
| 47   | -7     | West Los Angeles (CA)     | 90                     | Fullerton Joint Union HS     | 283            |
| 47   | 4      | Sundance (UT)             | 90                     | Bingham HS                   | 208            |
| 50   | -5     | Central Texas             | 89                     | Winston Churchill HS         | 246            |
| 50   | 5      | Heart Of Texas            | 89                     | Del Valle HS                 | 216            |
| 52   | -5     | North East Indiana        | 85                     | Chesterton HS                | 410            |



# NFL DISTRICT STANDINGS

*(as of December 1, 2008)*

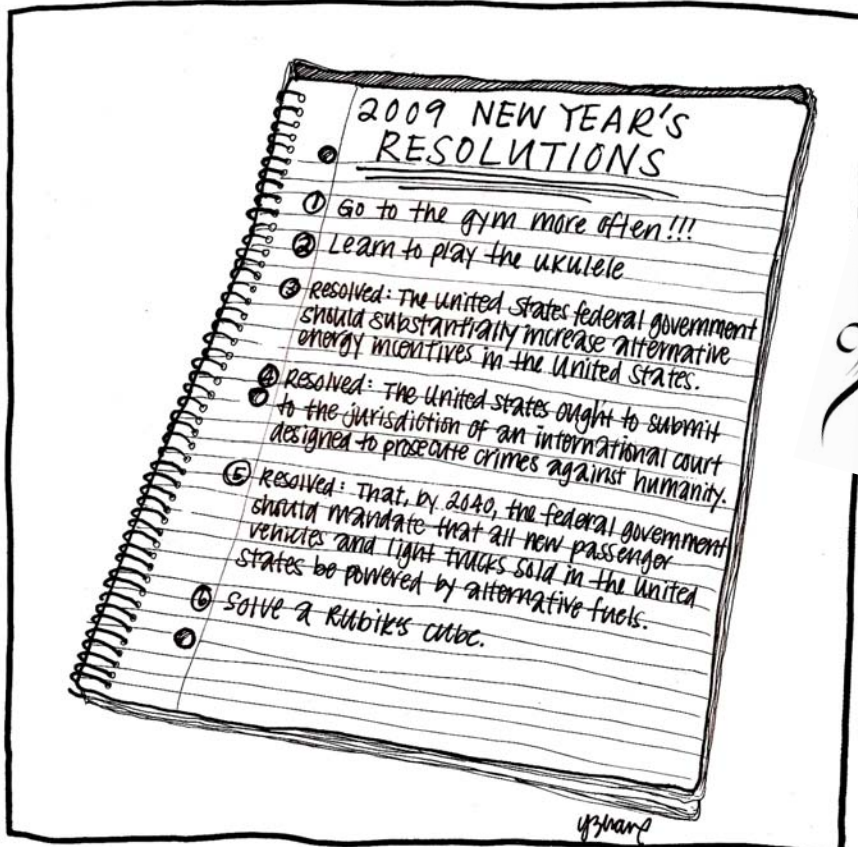
| Rank | Change | District                  | Average<br>No. Degrees | Leading Chapter           | No. of Degrees |
|------|--------|---------------------------|------------------------|---------------------------|----------------|
| 52   | -11    | Carolina West (NC)        | 85                     | Myers Park HS             | 292            |
| 54   | -2     | Louisiana                 | 84                     | Comeaux HS                | 166            |
| 54   | -2     | South Carolina            | 84                     | Southside HS              | 223            |
| 56   | 2      | West Iowa                 | 83                     | West Des Moines Valley HS | 235            |
| 57   | -2     | Northern Lights (MN)      | 82                     | St Francis HS             | 202            |
| 58   | 4      | East Texas                | 81                     | Dulles HS                 | 194            |
| 59   | -1     | Florida Sunshine          | 80                     | Niceville HS              | 149            |
| 59   | 6      | Hole In The Wall (WY)     | 80                     | Cheyenne East HS          | 255            |
| 61   | -7     | Lone Star (TX)            | 79                     | Grapevine HS              | 246            |
| 62   | -2     | Michigan                  | 78                     | Portage Northern HS       | 154            |
| 62   | -2     | Hoosier Crossroads (IN)   | 78                     | Kokomo HS                 | 189            |
| 62   | 5      | North Texas Longhorns     | 78                     | Colleyville Heritage HS   | 185            |
| 62   | --     | Northern Wisconsin        | 78                     | Appleton East HS          | 241            |
| 66   | 7      | Pittsburgh (PA)           | 77                     | North Allegheny Sr HS     | 210            |
| 66   | 9      | New Mexico                | 77                     | Albuquerque Academy       | 147            |
| 66   | 5      | North Oregon              | 77                     | Gresham-Barlow HS         | 175            |
| 66   | -1     | Nebraska South            | 77                     | Lincoln East HS           | 233            |
| 70   | -8     | Wind River (WY)           | 76                     | Green River HS            | 220            |
| 70   | -3     | Hoosier Heartland (IN)    | 76                     | Ben Davis HS              | 174            |
| 72   | 18     | West Virginia             | 74                     | Wheeling Park HS          | 86             |
| 73   | -3     | North Dakota Roughrider   | 72                     | Fargo South HS            | 168            |
| 74   | --     | North Coast (OH)          | 71                     | Gilmour Academy           | 220            |
| 74   | 1      | Colorado Grande           | 71                     | Canon City HS             | 131            |
| 76   | 7      | Rocky Mountain-North (CO) | 70                     | Moffat County HS          | 161            |
| 76   | 3      | Space City (TX)           | 70                     | William B Travis HS       | 147            |
| 78   | 3      | Western Ohio              | 69                     | Centerville HS            | 106            |
| 79   | 2      | West Oklahoma             | 67                     | Norman North HS           | 237            |
| 80   | -11    | New York State            | 66                     | Scarsdale HS              | 189            |
| 80   | 6      | East Iowa                 | 66                     | West HS - Iowa City       | 205            |
| 82   | -4     | Puget Sound (WA)          | 65                     | Kamiak HS                 | 149            |
| 82   | 4      | Mississippi               | 65                     | Oak Grove HS              | 182            |
| 84   | -4     | Greater Illinois          | 64                     | Belleville West HS        | 137            |
| 85   | -10    | South Florida             | 63                     | Michael Krop HS           | 118            |
| 85   | 5      | Valley Forge (PA)         | 63                     | Truman HS                 | 144            |
| 87   | 3      | East Oklahoma             | 62                     | Jenks HS                  | 175            |
| 88   | 2      | Western Washington        | 60                     | Gig Harbor HS             | 242            |
| 88   | -2     | Tennessee                 | 60                     | Montgomery Bell Academy   | 119            |
| 90   | -6     | UIL (TX)                  | 59                     | Lindale HS                | 160            |
| 90   | 6      | Tall Cotton (TX)          | 59                     | Seminole HS               | 115            |
| 92   | 10     | South Oregon              | 58                     | Ashland HS                | 142            |
| 92   | -3     | Kentucky                  | 58                     | Grant County HS           | 148            |
| 94   | 2      | Gulf Coast (TX)           | 57                     | Gregory Portland HS       | 201            |
| 94   | -10    | Georgia Southern Peach    | 57                     | Fayette County HS         | 162            |
| 94   | -4     | LBJ                       | 57                     | Princeton HS              | 162            |
| 97   | -2     | Big Valley (CA)           | 55                     | James Enochs HS           | 115            |
| 98   | 1      | Sagebrush (NV)            | 54                     | Reno HS                   | 164            |
| 99   | -1     | West Texas                | 51                     | Ysleta HS                 | 91             |
| 100  | --     | Pennsylvania              | 48                     | Bellwood-Antis HS         | 133            |
| 100  | --     | Virginia                  | 48                     | Randolph Macon Academy    | 194            |
| 102  | 1      | Maine                     | 46                     | Bangor HS                 | 109            |
| 103  | 1      | Capitol Valley (CA)       | 45                     | Granite Bay HS            | 120            |
| 104  | -33    | Pacific Islands           | 38                     | Harvest Christian Academy | 76             |
| 105  | -1     | Iroquois (NY)             | 36                     | R L Thomas HS             | 109            |
| 106  | --     | Hawaii                    | 35                     | Kamehameha Schools        | 98             |

# Affiliates - Welcome!

The National Forensic League National Debate and Speech Honor Society  
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|                                       |    |                             |    |
|---------------------------------------|----|-----------------------------|----|
| Mesa Preparatory Academy              | AZ | Eureka HS                   | MO |
| La Puente HS                          | CA | St. Martin HS               | MS |
| Manual Arts HS                        |    | Mount Tabor HS              | NC |
| Jefferson Academy Secondary           | CO | The Lawrenceville School    | NJ |
| Noblesville HS                        | IN | Horizon Science Academy     | OH |
| Henry Clay HS                         | KY | Orangeburg Wilkinson School | SC |
| South Shore Charter Public            | MA | New Boston HS               | TX |
| The Cambridge Rindge and Latin School |    | Galax HS                    | VA |
| Colonel Zadok Magruder HS             | MD | Xavier HS                   | WI |
| Falmouth HS                           | ME | East Fairmont HS            | WV |
| Cristo Rey Jesuit HS                  | MN | John Marshall HS            |    |
| Duluth East HS                        |    |                             |    |

## Featured Cartoon of the Month



NFL's Featured  
Cartoonist Yilu Zhang,  
is currently attending  
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