

ROSTRUM

A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

VOLUME 86 ■ ISSUE 5 ■ JANUARY 2012

The background of the cover features three apples with a mix of red and yellow streaks on their skin, set against a solid green background. One apple is in the foreground, slightly to the right, and another is behind it to the left. A third apple is partially visible in the bottom left corner.

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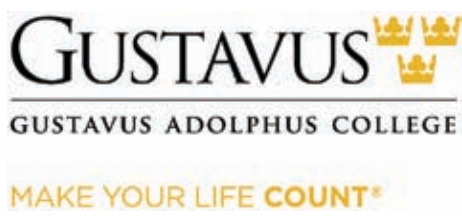
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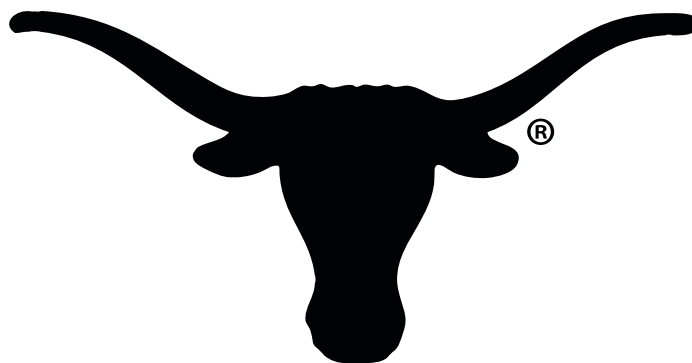
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tateb@montgomerybell.com

Don Crabtree, Vice President

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

Kandi King

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

Pam Cady Wycoff

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

Tommie Lindsey, Jr.

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

Pamela K. McComas

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

Timothy E. Sheaff

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

Bro. Kevin Dalmasse, FSC

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

David Huston

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

James W. "Jay" Rye, III, Alternate

The Montgomery Academy
3240 Vaughn Road
Montgomery, AL 36106
334-272-8210
jay_rye@montgomeryacademy.org

From the Editor

Dear NFL,

In the spirit of a new year, this issue of *Rostrum* focuses on personal wellness. While most people would admit that they struggle to stay healthy, personal wellness can be especially challenging for forensic coaches and competitors. Forensics requires intense physical, mental, and emotional commitment. The rigor of preparation and the stress of competition are demanding, especially as the spring semester swings into high gear.

One of the best ways to take care of your team is take care of yourself. Personal wellness encompasses your mind, body, and spirit. We've only begun to scratch the surface of personal wellness in this issue. I encourage you to keep the conversation going on our Facebook page and *ForensicsOnline.net*.

From all of us here at the NFL, have a safe and happy 2012.

Sincerely,



J. Scott Wunn
Executive Director
National Forensic League



ROSTRUM

A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

125 Watson Street • PO Box 38 • Ripon, WI 54971-0038

Phone 920-748-6206 • Fax 920-748-9478

J. Scott Wunn, *Editor and Publisher*

Jenny Corum Billman, *Assistant Editor*

Vicki Pape, *Publications Coordinator*

Emily Hoffman, *Graphic Design Assistant*

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TOPICS

January 2012 Public Forum Debate

Resolved: The costs of a college education outweigh the benefits.

January / February 2012 Lincoln-Douglas Debate

Resolved: It is morally permissible for victims to use deadly force as a deliberate response to repeated domestic violence.

2011-12 Policy Debate

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

Please submit cover letter, Curriculum Vitae, and evidence of qualifications to:

National Forensic League
Content Manager Job Search
125 Watson Street, PO Box 38
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NFL Seeks Content Manager / Learning Management System Administrator



Job Description:

The National Forensic League (NFL) seeks a content manager who will be responsible for developing the content and voice for all aspects of the organization's online presence. The NFL will debut a new website with a learning management system that will also involve new content for speech and debate activities. This site as well as other NFL web properties will require full time management from our regional office located in West Des Moines, IA.

In addition to writing, editing, and proofreading site content, this person also will work closely with our in-house video productions staff, as well as our third party web developers, to maintain site standards with regard to new development. This person will manage a team of volunteers who will produce content for the site. A high level of editing and formatting for consistency and pedagogical standards will be required. Content creation may be required, so the individual will have extensive knowledge of contemporary high school speech and debate activities, preferably as an alum or a coach.

The manager also will be responsible for managing the organization's new learning management system. This will involve identifying potential for new material and working with staff and volunteers to obtain new content, as well as setting pedagogical standards for the instructional material. This position will be responsible for building the coursework and distributing it online. Previous experience with online learning or learning management systems preferred.

Qualifications:

- Previous experience with National Forensic League activities is required. Candidates without such experience will not be considered, without exception. Previous teaching/coaching experience is desired but not required.
- Exceptional communication and organizational skills.
- Advanced knowledge of HTML and experience with popular content management systems (Drupal, Word Press, etc.).
- Ability to manage multiple projects in a fast-paced, deadline-driven environment.
- Knowledge of Adobe products including eLearning Suite (especially Captivate) desired.
- Proven ability to build consensus and work effectively within a cross-departmental team.
- Experience managing content and production for high traffic websites.
- Bachelor's degree.
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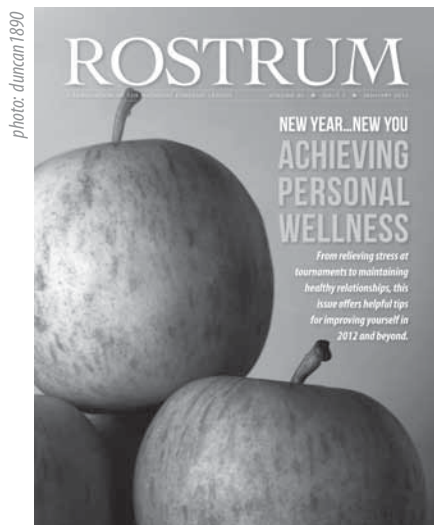
Location: West Des Moines, IA.

Salary and Benefits: Competitive compensation offered, dependent upon qualifications; vacation and sick time; health benefits.

About the NFL: We are a 501(c)3 not-for-profit honor society created to recognize high school students in speech and debate. This year, more than 120,000 high school and middle school students, representing nearly 3,000 schools nationwide, are building their communication, leadership, cognitive, and presentational skills as members. Since 1925, more than 1.3 million students have found their voice in the NFL. For more information, visit www.NFLonline.org.

ROSTRUM

VOLUME 86 ■ ISSUE 5 ■ JANUARY 2012



Continue the discussion online!
Find us on Facebook or visit
ForensicsOnline.net

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Be free to focus on what really matters.



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Please join us for the

2012 Stanford Invitational!

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

Saturday, February 11 – Monday, February 13, 2012

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

SCHEDULE OVERVIEW:

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

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

DEBATE:

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

INDIVIDUAL EVENTS:

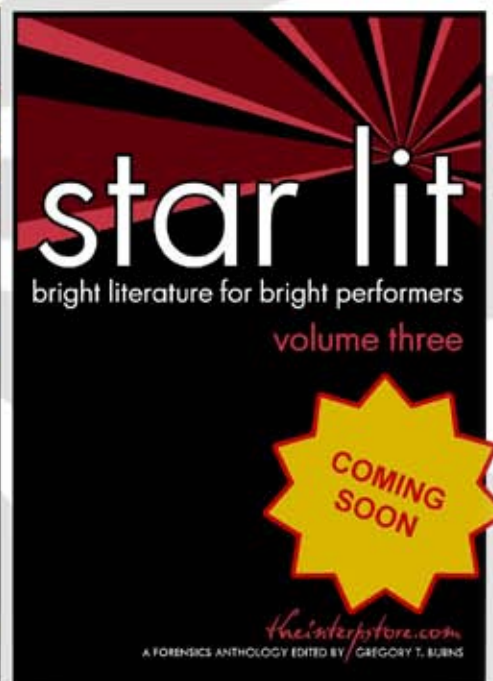
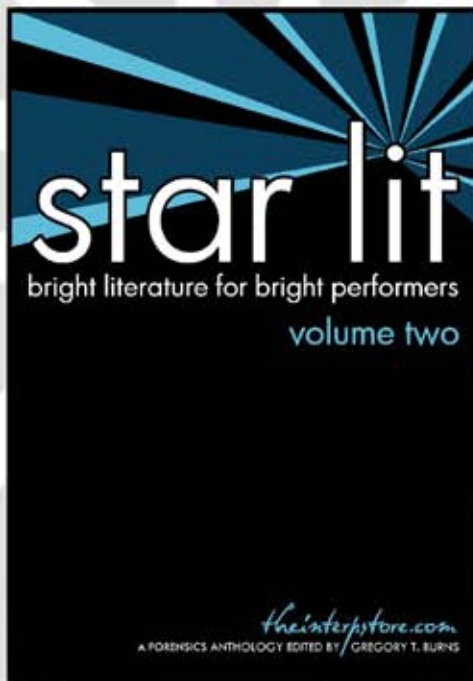
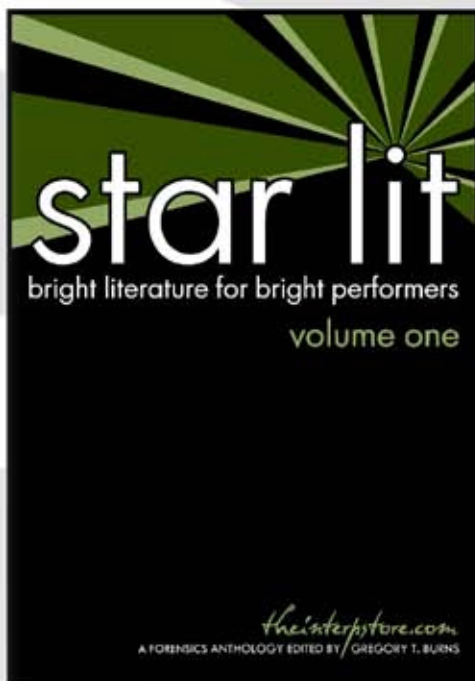
- HI, DI, Duo, NX, IX, OO, Impromptu, Expos, Spar
- National and International Extemp in separate patterns: serious Extemp students get eight prelim rounds!
- *TOC Qualifier in Extemp*

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NATIONAL FORENSIC LEAGUE

Election Year for National Board of Directors



■ Election of board members shall be conducted in even-numbered years as follows:

- Any member coach with five years of NFL coaching experience and any current or past district chair may become a candidate for the national Board of Directors by so advising the Executive Director in writing before February 1, 2012, **by certified mail.**
- Present members of the Board of Directors whose terms expire on July 31 shall become candidates for re-election by filing a written statement with the Executive Director by February 1, 2012, **by certified mail.**
- No person may be a candidate or serve as a member of the Board of Directors if he or she will reach 70 years of age before or during his or her term in office. This rule does not apply to the Administrative Representative who is appointed by the Board of Directors every two years.
- Each candidate shall be allotted one *Rostrum* column, unedited by the NFL national office, to support his/her candidacy. The column must be no longer than 400 words in length and must be submitted in writing to the Executive Director by February 1, 2012, **by certified mail.** Each candidate may include a photo to accompany the column.
- Each provisional, member, and charter chapter shall be mailed a ballot on which the candidates' names appear in an order drawn by lot and on which the school shall vote for four candidates. A chapter's active members and degrees (total strength) on record in the national office on May 1, 2012, shall determine the number of votes it is allotted. A charter chapter will be granted the number of votes equal to its total strength. Provisional and member chapters shall be granted the number of votes equal to one-half its total strength.
- All seats are not up for election. Board members Kandi King, Tommie Lindsey, Jr., Billy Tate, and Pam Cady Wycoff were elected in 2008, and their seats are up for election in 2012.

■ Ballots will be mailed to schools in April 2012.

Frequently Asked Questions

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

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

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

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

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

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



NATIONAL FORENSIC LEAGUE

Board of Directors Responsibilities and Expectations



■ The board determines the league's mission and purpose, and ensures effective organizational planning. Directors:

- Promote and uphold the mission, purpose, goals, policies, programs, services, strengths, and needs.
- Serve as ambassadors by upholding the constitution and acting in a manner that is in the organization's best interest.
- Determine, monitor, and strengthen the organization's programs and services.

■ The board governs the organization through broad policies and objectives and determines, monitors, and strengthens programs and services. Directors:

- Serve in leadership positions and undertake special assignments willingly and enthusiastically.
- Prepare for and participate in three annual full board meetings (mid-autumn, late spring, and the day before the national tournament), committees, and other organizational programs and activities.
- Ask timely and substantive questions at meetings—consistent with their conscience and convictions—while supporting the majority decision on actions passed by the board, as well as suggest agenda items as needed for meetings, ensuring that significant, policy-related matters are addressed.
- Maintain confidentiality of the board's closed executive sessions, adjudicate objectively on the basis of information received from individuals and urge those with grievances to follow established policies, and speak for the board or organization only when authorized to do so.
- Gain an awareness of trends in the field of forensics.
- Orient new board members and evaluate board performance.

■ The board selects and removes the Executive Director, whose performance it evaluates. Directors:

- Counsel the Executive Director as appropriate and offer support during the variety of problem solving and public relations interactions that arise with groups and individuals.
- Refrain from requesting special information or projects from staff without first consulting the Executive Director.

■ The board ensures legal and ethical integrity and maintains accountability. Directors:

- Serve the organization as a whole, rather than any special interest group or constituency, and maintain independence and objectivity, acting with a sense of fairness, ethics, and personal integrity.
- Uphold the premise that even the appearance of a conflict of interest that might bring harm to the board or organization is undesirable, and will disclose any possible conflicts to the board in a timely manner.
- Seek advice from the Executive Director before accepting or offering gifts from or to anyone who does business with the organization.

■ The board provides proper financial oversight, ensures adequate resources, and approves sale of League assets. Directors:

- Exercise prudence with the board in the control and transfer of funds.
- Understand and evaluate the organization's financial statements and otherwise help the board fulfill its fiduciary responsibilities.

■ The board enhances the organization's public standing. Directors:

- Support the organization through annual giving according to personal means.
- Assist the Executive Director, Development Director, and Development Board by implementing fundraising strategies through personal influence with corporations, individuals, and/or foundations.



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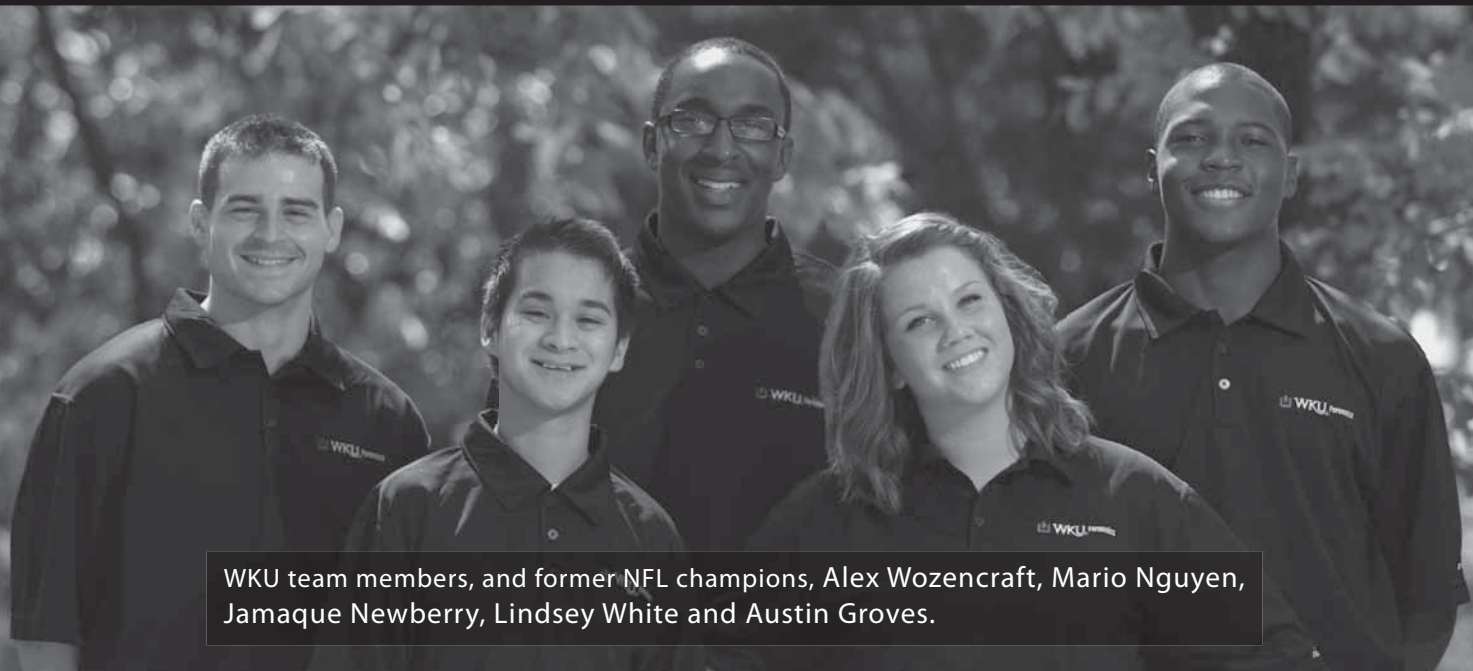
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Perspective

A Good Move for Public Forum Debate

by Sean McDonald

"If Public Forum is to live up to the intentions of its conception, it still needs improvements. Luckily, each of these problems has a solution."

A common pattern with high school forensics is to move away from the fundamental aspects of debate to the point where a whole new event must be created in order to keep members of the community involved with their local NFL chapters. The last time the forensic community saw this was when Donus Roberts published "Controversy" in *Rostrum*. Controversy Debate, now known as Public Forum, is the most popular form of debate in the NFL, and continues to see increased membership year after year.

In his article, Roberts states, "Policy Debate and LD Debate have become specialized, filled with code-words that ordinary people do not understand on topics people don't wish to hear." With more and more Policy and Lincoln-Douglas debaters moving to Public Forum, Public Forum is falling victim of the classic Catch-22 of debate, and has become increasingly specialized and filled with jargon. Unfortunately, if nothing is done to remedy Public Forum's current predicament, the debate community will either have to create another debate event and see Policy fall completely off the map with LD soon to follow, or see NFL membership dwindle

in numbers to the point of insufficiency.

However, this does not mean that the debate community should hinder the freedom of debaters to explore these avenues of debate. Public Forum debaters are often forced to cater their case to lay judges who do not understand the intricacies of debate, and, as a result, cannot extend or refute contentions using theory from Policy or LD that could make or break the round. Granted, lay judges will always be a part of Public Forum, but that does not mean that former debaters and coaches do not judge Public Forum rounds.

Often, the criticism from these former debaters and coaches tends to focus on lack of evidence, concrete analysis, or direct clash. However, what these judges see as detriments to the event are often the byproducts of debaters designing their cases to accommodate the inevitable lay judge. If Public Forum debaters read too much evidence, there is never enough time to adequately analyze it. If Public Forum debaters use too much analysis, their opponents will call them out on not using enough evidence, forcing the judges, be they lay judges or seasoned coaches, to call their credibility into question. If

a Public Forum debater focuses too much on clash, lay judges will see them as catty or rude. The scale is inherently unbalanced.

Another common criticism of Public Forum is the time constraints. The NFL has attempted to remedy this problem by adding one-minute to the final focus, but that has only allowed for debaters to give a “laundry list” analysis of the round rather than focusing on one or two main issues. Much like the final focus, the two-minute summary does not allow for clear refutation on either side, and is another excuse for debaters to try and cover the entirety of the flow rather than narrowing the scope of the debate to voting issues. Aside from the Final Focus and two-minute summary, the four-minute constructive speeches have been condemned for not allowing full exploration of the case. This is because the second constructive speech has evolved into a four-minute kritik of the opponent’s case rather than an opportunity to extend one’s original case along with offering refutations of the opposition’s major points.

These time constraints are only magnified by how debaters use the grand crossfire. The grand crossfire is supposed to be used for any clarification before the final focus. Unfortunately, it is often the time where debaters become the most heated and exchange choice words (among other things) with their opponents. This often leads to one team asking a vast majority of the questions, forcing their opponent to adhere to the rules of politeness by answering these questions. This

technique also can be used to force opponents to answer questions from the grand crossfire in the final focus, taking time away from the debater to adequately explore the voting issues of the round. The grand crossfire in its current state is simply perpetuating unfocused summaries and broadening the scope of the final focus.

Luckily, each of these problems has a solution.

One of the most basic techniques of any type of public speaking is audience analysis. All good speakers would address an auditorium of college students differently than they would address an auditorium of AARP members. This should be no different in debate. The only problem is not every coach knows every single judge in the judge pool. Therefore, before every Public Forum Debate round, the judge should be instructed to give a simple introduction, allowing the debaters to get an idea of what their judge would like to hear before blindly diving into the round. While the case will remain largely the same, the argumentation style will differ from judge to judge. This already happens in Public Forum debates with judges the debaters know. However, in the case of lay judges, debaters lack the necessary background information to adjust their argumentation and presentation styles in a way to appeal to the aspect of the community the judge knows. This will allow debaters to cater their case to lay judges, while at the same time allowing them to adjust their argumentation for former debaters and coaches. This introduction is not

to be a paradigm, but rather a brief glimpse inside the mind of the judge to see how they view the world.

There are two potential solutions to the grand crossfire issue. It could either move before the two-minute summary or be scrapped completely. Should it move before the two-minute summary, debaters would be able to clarify any additional issues addressed in the second constructive before making their rebuttals in the two-minute summary. However, if moved before the two-minute summary, it would immediately follow the crossfire after the second constructive speech. This leads to the conclusion that the grand crossfire should be removed from Public Forum debate. Debaters already have two opportunities to ask their opponents to clarify the case; therefore, the grand crossfire has become a formality with little education to be gained.

As for time constraints, this can be resolved by adding time to the constructive speeches. If each debater had one more minute during the constructive phase of the round, the extra time would allow them to include more evidence and analysis, creating a more fully examined case. Even if the debaters added arguments to fill the extra time, this would cause for the side to become better examined, reinforcing Public Forum’s commitment to side advocacy debate (as opposed to advocating a plan or a value). This additional time would not only clarify the case to the debaters, but the judge would gain a better insight into what the debaters

will eventually explore with even greater detail later in the round. Not only would more time allow debaters to go into greater detail, but it would give the second speaker more time to go beyond attacking the opponent's case and extend parts of his own. A better examined constructive speech would also cause the eventual voting issues to manifest themselves earlier in the round. With voting issues evident after the constructive phase, debaters will be able to narrow the debate in the two-minute summary, forcing a qualitative final focus rather than quantitative. With the added time to the round, a Public Forum round would last roughly 40 minutes. This timeframe could still easily fit in a television slot, and could fit tournaments by moving two rounds of Public Forum to Friday of two-day tournaments with Policy and LD.

Ultimately, if Public Forum is to live up to the intentions of its conception, it still needs improvements. Should the NFL leave these issues unaddressed, Public Forum will be doomed to go the way of Policy and LD: filled with jargon and incomprehensible to lay judges. It is in every NFL school's interest to improve the quality of Public Forum Debate—not solely for Public Forum, but for forensics as a whole. ■

Sean McDonald is currently the Public Forum Debate coach at Vermillion High School in Vermillion, South Dakota. He is enrolled at South Dakota State University and expects to graduate in May of 2013 with a degree in Communication Studies and Theatre.

NFL Hall of Fame Nominations Due!



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

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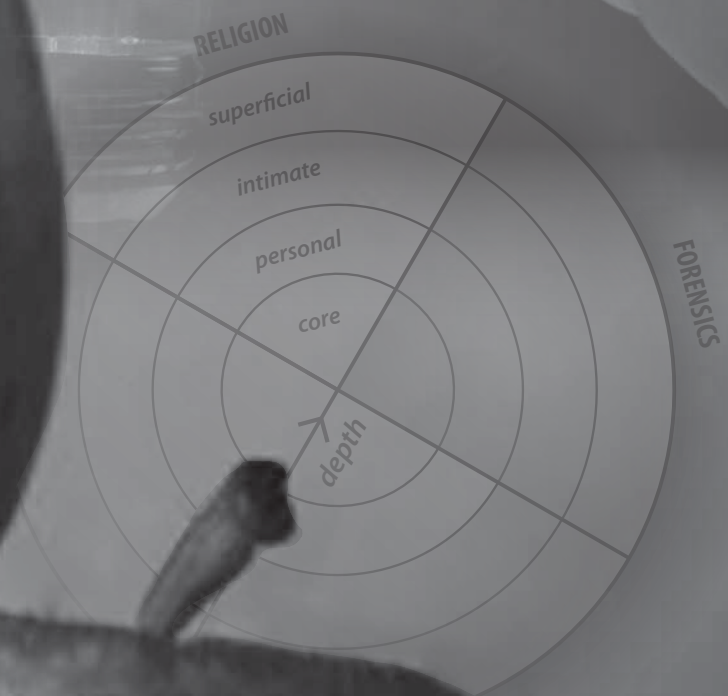
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Cover Story



"The first wealth is health."

~ Ralph Waldo Emerson



Interpersonal Wellness

by Deano Pape

***"It is so important to take time out to consider our practices—
what we do and how we do it—so that we keep ourselves
healthy, both physically and psychologically."***

As I reflect upon the idea of contributing to a health-themed *Rostrum*, I recognize that often I participate in an activity that seems to reward actions that have negative consequences for our health. We frequently eat fast food, we get limited amounts of sleep, we get up entirely too early for competition, we sometimes don't eat at all during the day when we are competing or judging, we stress ourselves out, and we drive for long stretches without resting and taking breaks.

It is so important to take time out to consider our practices—what we do and how we do it—so that we keep ourselves healthy, both physically and psychologically, so that we can continue to dedicate our time and energy to the activity we all love so much.

Thus, for this article, I am going to reflect upon our interpersonal health. We need to reflect upon what makes us who we are interpersonally, how much and what types of conversation (disclosure) we have, our interpersonal needs, and what we can do to make ourselves better communicators overall so that we can stay healthy interpersonally.

Who Are You?

You have been asked the question, *who are you*, more times than you may care to count. Often we reflect upon this question as a philosophical puzzle meant to be taken apart and put back together again. But who are you at an interpersonal level?

Interpersonal communication researchers look to many different aspects of our communication patterns to answer this question. Three of these are critically important to consider right now, and they reflect our interpersonal needs in significant ways.

Self-Concept. We all have an image in our mind's eye of what we look like, what we sound like, and who we are as a person. You might see yourself as caring and considerate—someone who loves to be surrounded by others. You might see yourself as passionate about ideas, or your faith, or your family, or all of these. You might also see yourself as incredibly competitive, someone who needs to win in order to see yourself as a success. Our self-concept is what we believe to be true about ourselves. This affects our interactions with others, in particular when we view ourselves accurately.

Looking-Glass Self. This concept,

simply put, is that we see ourselves as others see us. Thus, if you are told repeatedly that you are an excellent debater, you will see yourself as an excellent debater. If you have been told that you are a great friend, you will act like a great friend. As others communicate with us, and tell us about ourselves, we in turn have a better understanding of who we are interpersonally, and can reflect accurately our actions. A strong notion of what our looking-glass self is will inform our self-concept.

Esteem. Just as self-concept is how we see ourselves, and the looking-glass self is how we believe we are viewed by others, esteem is important to understanding interpersonal communication because it concerns how we feel about ourselves. If we have high self-esteem, we feel good about ourselves, our place in the world, and our contributions to family, friends, school, even speech and debate. If we have low self-esteem, we question our own self-worth, our understanding of who we are, and we are uncertain of how we fit into the bigger picture.

We all need to have esteem, a strong self-concept, and a reasonable notion of how we are viewed by others in order to be interpersonally healthy. One of the best ways to remain interpersonally healthy is to understand what needs are fulfilled interpersonally, and then to understand the benefits of talking with others and expressing ourselves, something that this activity does uniquely and remarkably well.

Interpersonal Needs

Psychologist William Schutz has described three different dimensions of relationships, or needs that are fulfilled, through our interpersonal interactions with others. These three needs are not represented equally for each person—some might regard one or two of the characteristics to be more important than someone else. The key is to assess what needs are fulfilled as a result of being a part of a relationship or group—such as the speech or debate team that you currently join.

Inclusion. Most of us enter into relationships or join groups because we want to be included in something—in particular, something bigger or more significant than ourselves as individuals. Thus, we join teams, in part, because we want to be a part of a competitive group, or because we want to share our skills with others, or because we want to contribute to the activity in some way. Often students join the team because they are invited to participate—a personal invitation from a coach or team member suggests that you, specifically, are being asked to join because you would add a certain something to the group. That inclusion is very desirable, especially when the group is supportive and has great team chemistry.

Affection. In addition to the feeling of being included, we also want to experience affection. We want to receive attention and feel that others care about us and about our success. Coaches often fulfill this

role for students when they express pride for their team or the joys of a successful tournament. Affection is also about sharing information with others and being open to sharing. As we communicate with each other, we form stronger bonds, and we therefore give and receive more affection, as sharing reflects, in part, how much we care about others.

Control. Although we all want to be a part of something bigger than ourselves, and we want some degree of caring expressed by our team, we also want to hold some type of control over our own relationships. This is where our individualistic culture often provides our teams certain personality types that can resist group or team norms. Even those students who are complete team players may try to exert an element of control, especially when life outside of the team, perhaps outside of the school, doesn't provide that individual with any control in any other part of their lives. Team officer positions, or captains, are often used to provide leadership opportunities that may provide an element of control.

As we interact with others, we need to remind ourselves that nearly all of us, in some fashion, seek out these three aspects in relationships. Understanding others' means of communicating, roles, and interpersonal styles will help us to balance the needs of the team along with the needs of the individual.

Benefits of Disclosure

Regular disclosure, which consists of sharing information about

"Choosing appropriate amounts of disclosure, as well as learning how to express what you want to communicate, are critical to establishing yourself as a competent communicator."

yourself and things that matter to you, can have many health benefits.

Self-Knowledge. You learn a lot about yourself as you talk to others. As you discuss issues that are important to you, you also find out what you really think about them. This is an important part of your interpersonal journey, as most of you are learning how to process and defend your attitudes, beliefs, and values. You will find that your mind may change on some issues, perhaps even ideas that you have believed your entire life. This is all part of learning about yourself and what you truly believe. Your forensic family will test your ideas. Avoid becoming defensive. Instead, you can take advantage of these moments by asking your team members to clarify their own ideas and help you to defend what you truly believe.

Communication Competence. Despite what contemporary politicians seem to be teaching you, one of the key aspects of interpersonal communication is learning about how to communicate in a respectful and healthy manner. Attacking opponents, catching people in "gotcha" moments when they change their mind, and using social networks as weapons are

not appropriate strategies for effective communication. Choosing appropriate amounts and means of disclosure, as well as learning how to express what you want to communicate, are critical to establishing yourself as a competent communicator. And it is okay to change your mind—as John Maynard Keynes noted, "When the facts change, I change my mind. What do you do, sir?"

Physical Health. When we disclose our thoughts and feelings with others, especially when it is meaningful disclosure, we can feel a cathartic release, which has benefits for us both physically as well as mentally. It is critically important that we not practice broomcloseting, which is the process of pushing down our emotions and restricting our disclosure patterns to the point that it all comes out at once (much like opening a closet where you just keep stuffing random things until you open the door and everything falls out at the same time). Releasing emotions helps to ease stress and tension. Hearty laughter also has physical health benefits, and if we are having a great time communicating in the vans or buses, we can laugh our way to better health and happiness!

How Much Is Too Much?

How many times have you been on a trip and, after a 10-hour drive, you realize that one person in the van or bus just talked about speech or debate the entire way home from the tournament? Although it is terrific to have disclosure, we need to look at the volume and quality of disclosure that we share!

There are tools that we can use to measure our quality and quantity of disclosure in order to learn more about ourselves and how we can communicate to our best ability. The Johari Window is used to show the amount of disclosure that we have, and the Social Penetration Model illustrates the breadth and depth of topics we talk about. HINT: Even though most of us love talking about our favorite activity, speech and debate, our communication will be most productive when we discuss other topics, too!

The Johari Window is illustrated on the next page (*Figure A*). As you can see, there are four quadrants in this window. The quadrants can be of any size. You can draw your own window to express how openly you communicate with others. Create one window for each person. Be sure to include at least one rendering of how you communicate with members of your team.

Johari Window

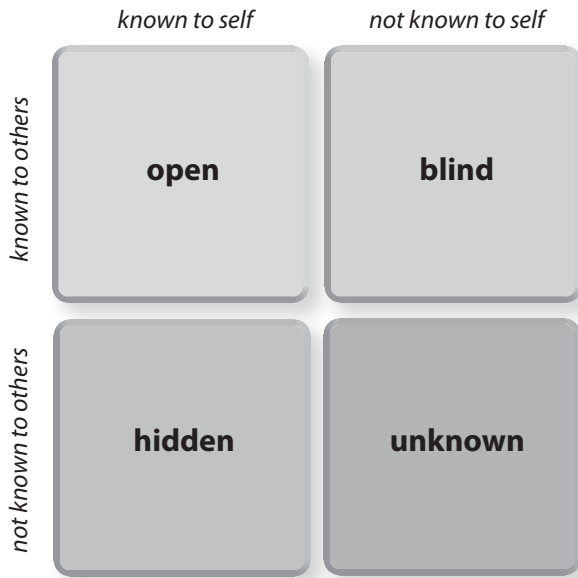


Figure A

Social Penetration Model

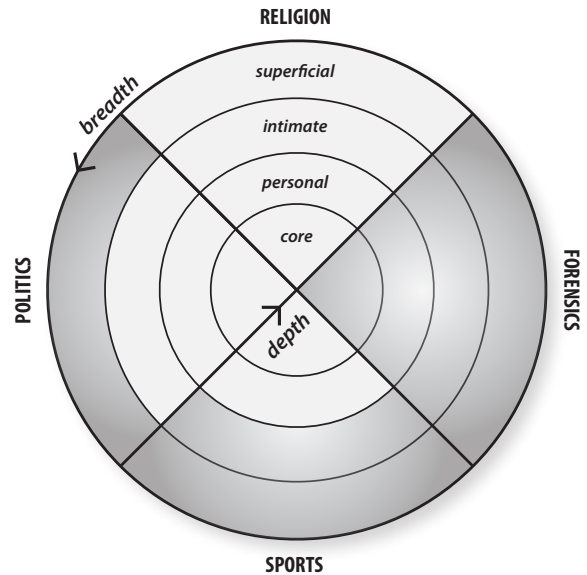


Figure B

Open. The open communicator discloses significant information and feelings. Open communicators understand themselves and how they relate to others. You may find that members of your speech teams and debate squads are open communicators, and that this quadrant of their window is quite large.

Blind. Everyone has a blind quadrant to their window. This means that there are certain things, perhaps communication characteristics, or biases for or against people or ideas, that you may not be aware you have. Your close friends, family, and team members can help you see what you may not know about yourself, if you are open to finding out.

Hidden. These are things that you know about yourself, but you keep

from others purposefully. There may be parts of your history, your family, or even aspects of your personality that you don't want to be shared. All competent communicators understand that there are things you don't want to express with everyone. The larger this part of the window, the more you want to hide your true self.

Unknown. This is a hypothetical portion of your disclosure window. In general, the younger you are, and the less experience you have, the larger this part of the window is likely to be. Basically, this is the part of you that you don't know, that no one else sees, and therefore is yet to be discovered! Hopefully the more you interact with your team, the more you will learn about yourself, and the more this quadrant will shrink in size.

The Johari Window helps you see how much you communicate with others. The Social Penetration Model helps you to measure both breadth and depth of interactions with others.

Start off by drawing a spider web (Figure B). Along the outside of the web, put various topic areas that you often share with friends, family, or team members. Draw a fresh web for each person with whom you interact. Then shade in the topic areas based upon how richly and deeply you discuss those topics.

You may find that you talk about speech and debate all of the time, and thus, you would shade all the way down. However, there are other topics, such as religion or politics, that you might share on rare occasions, or perhaps never

share. You would only shade in the very top edge, or perhaps you won't shade that section at all.

As you reflect upon your discussion with others, think about the kinds of topics you share, and how deeply you share. You can learn about yourself and how you communicate with others if you draw these webs and determine what you really discuss and how much it reflects the core of who you really are. Consider expanding your horizons and talk about things that matter to you. The important thing is to be true to yourself and try to find common areas to discuss. You don't have to agree with someone to have a terrific conversation.

Improving Interpersonal Health

As you have already determined, sharing information about yourself is critical to your interpersonal health. You need to make smart choices about how much you disclose and carefully consider your depth and breadth of topics. Beyond that, you need to monitor your language to ensure that it is not powerless. Several examples are provided below. In addition, you need to work hard to be a careful listener. There is a great difference between hearing and truly listening.

If you have ever watched people play poker, you know what a "tell" is. A "tell" is a sign that indicates what kind of a hand the person has. Some players, for example, will have a slight smirk, or facial expression, or body movement that indicates that they have a winning hand. They may have another sign that

indicates when they are bluffing. There are ways to reduce your "tells" so that you appear confident and interpersonally secure.

Hesitations. There are times when we all hesitate to respond or react to someone. The more we can limit our hesitations, the stronger our communication skills will be perceived. If someone asks you a question, quickly gather your thoughts and respond. Don't fill the gap with uhms, ahs, or other word fragments, as that suggests that you are uncertain and uncomfortable responding. Continue to make eye contact as you respond. Practice impromptu speeches to become more comfortable.

Hedges. Look carefully at your speaking and writing. If you find yourself stating, "I think," "I feel," "I believe," or other types of hedge phrases, you may not be exhibiting confidence in your use of language. When you note that you "guess that would be okay," or you are "not really sure, maybe," you tell the audience that you don't know what to think or believe. Ask others if you use frequent hedges. If you write with these hedges, take them out and you'll notice your writing improvement immediately.

Over-Polite. We should all be civil, courteous, and polite in our communication. However, it is possible to be over-polite. If you always wait for your turn to come in conversation, it may never arrive. If you disagree with a position being asserted, it is okay to indicate that you will argue the opposite. For example, if you state, "I love your

argument, and you are so smart, but..." you have set up a situation in which the other person may cut you off before you ever express your counter-perspective. Practice finding the line that will allow you to be assertive without appearing rude or discourteous.

Intensifiers. "Oh, I just LOVE your new necklace." "Oh, I'm just SO excited to be on the team!" "Oh gosh, can you BELIEVE that we are finally here?" These are all examples of intensifiers. While it's great to be excited about people and activities, those who use too many intensifiers are making their language powerless. When you overuse your intensity, you diminish its value. And overdoing it can make you appear inauthentic. Save it for when it counts.

Disqualifiers. Many of us are surrounded by those who serve an important purpose in our lives: to be critical. We all have critics, and most of us gain benefit from hearing what we could do to improve in various facets of our lives. Much as with intensifiers, it is also possible to use too many disqualifiers; after all, no one wants to be around that person who voices what's wrong with every individual, situation, or round of competition. Avoid the tendency to critique at every turn, especially when you may believe that using criticism elevates everyone's opinion of you, as it may serve the opposite effect.

Tag Questions. You know the people who use these, *right?* I mean, we all need affirmation, *you know?* Be very careful of ending

your sentences with questions, as it suggests that you not only lack confidence in what you are stating, but also that you need someone else to tell you what is correct. Eliminate all tag questions, and you'll find that others will respect you more, *you know what I mean?*

Upflection. Closely related to tag questions is the use of "upflection," which consists of ending sentences with our vocal inflection raised instead of lowered. In the process of normal sentence construction, we dip our voice slightly to indicate that it's a statement (or we might level off our sentence so that our vocal pattern remains steady). Those who use upflection make each sentence sound like a question has been added? (If you read that last sentence aloud, your voice would raise slightly on the question mark.) You may need to record yourself speaking to catch upflection, but if you currently use upflection and change it, you immediately will earn the respect of your peers and coaches.

Slang/Vulgarity. Although it should hardly need be mentioned, the use of heavy slang or cliché language (often used to sound like

we are "fitting in" with the crowd), or the heavy use of vulgarity, suggests powerless language. Have you ever noticed someone swearing who is just trying to sound "cool" or who just wants to see what kind of reaction they will get? Speech and debate participants all know the value of professional language and what meaning stems from its use.

Self-Criticism. This is very, very difficult to monitor and use appropriately, but we must be careful with the overuse of self-critical statements. Some participants come out of every round or every tournament saying, "I sucked it up. I have to practice harder. I need to be a better teammate. I need to win more." While reflection is very important, and being honest with ourselves is a sign of maturity and understanding, when we are too critical of ourselves, we will become powerless with our language. Consider your performance honestly and avoid a lot of negative chat around your teammates or friends. You might think that being critical of yourself makes it appear that you don't have an ego, but your own criticism can be interpreted as

judging everyone else around you as being lesser participants.

Final Thoughts

There are a wealth of ways to improve our interpersonal awareness and make ourselves more competent communicators. I offer two final strategies for your consideration to strengthen your interpersonal skills. First, check perceptions frequently. Most of us make assumptions on the basis of how people are talked about, or what they look like, or how they act in one situation and assume it applies to others. It is important to ask questions and withhold judgment until you find out more about them. Second, be careful of leveling, which is the process of taking complex people and making them one dimensional. Everyone on your team, your coaches, your relatives—*everyone* has different sides to them. If you want to earn respect from others, you first need to respect them. ■

Deano Pape is the Director of Forensics and Assistant Professor of Communication at Ripon College in Wisconsin.

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Common Sense Ways to Stay Healthy at Tournaments

Let's be honest—speech and debate tournaments aren't exactly the paragon of healthy living. Still, a few simple changes can keep you feeling healthy and alert in the new year!

1. **Carry a water bottle with you.** Drinking plenty of water helps your body function optimally. Carry a water bottle at tournaments to ensure that you can sneak a sip when you need one. And no, coffee and Red Bull don't count as water.
2. **Pack healthy snacks.** Kit Kats and pizza aren't going to keep you healthy, and they aren't going to keep you fitting into your suits. Try fruit, whole-wheat crackers, or even an old-fashioned peanut butter and jelly sandwich. As an added bonus, you won't have to deal with a sugar crash during round four. Nice!
3. **Sleep when you can.** Sure, you may need to research that one card, but don't stay up all night doing it. Researchers have found that fatigue impairs judgment as much as being intoxicated. And you're going to need good judgment for out rounds, remember?
4. **Wear weather-appropriate clothing.** Bundle up when the temperature drops—exposure to cold can break down the body's resistance to illness. It may seem like a hassle, but if you can remember an entire oration, your students' codes, or the name of that piece you judged three years ago at districts, then you can remember a coat.
5. **Wash your hands.** Suds up often—between rounds, after restroom breaks, and before indulging in that healthy snack you packed in Step 2. You might even consider hand sanitizer in a pinch, although soap and water is arguably best.
6. **Quit smoking.** Really—it's time. If President Obama can do it, you can do it.
7. **Be active.** Take a walk between rounds. Take the stairs to reach an upstairs room. If you feel like lifting weights, help someone with their debate tub or—better yet—load some Extemp files. There. Don't you feel stronger?
8. **Calm down.** No one is going to vote you out of forensics if you have an off-day, or even an off-weekend. Do your best, and let it go.
9. **Make friends.** Studies have shown that strong social relationships help people live longer, healthier lives. Talk to your fellow coaches and students. Not only will it help keep you healthy—it might be fun!
10. **Feeling sick?** Stay home. Traveling sick virtually guarantees that you'll miss future tournaments, and you could infect the people around you, too. If the above tips don't keep you well, give others the gift of health by keeping your germs to yourself.

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Automatic Point Entry:

New AUTO-POST Option in the NFL Points Application



There is a new option in the NFL Points Application which will make recording points easier than ever before. The new AUTO-POST option imports data into the NFL Points Application directly from several popular tab programs. All that is necessary is for the user to select the appropriate coach to receive the coaching points; the rest is automatic.

What tournaments are eligible for this option?

At present, the AUTO-POST option is only available to tournaments which have used the Joy of Tournaments for registration. This same option will be available from other sources soon. The AUTO-POST option will work if the tournament uses TRPC, TRIEPC, or Joy of Tournaments for tabulation during the tournament and the tournament submits full result data files at the conclusion of the tournament.

How do I access the option?

The option is available from the School Profile page. You have been using the "By Student Point Sheet" and "By Tournament" options off of the School Profile to post points. The AUTO-POST option will appear to the right of these familiar options when you have attended a tournament which has submitted results electronically for the AUTO-POST option (see sidebar, Figure 1).

NOTE: The AUTO-POST option will not appear on your school profile until you have attended a tournament which has submitted results.

School Profile

General Information

NFL Test HS: M3868 Member (Inactive)

125 Oak Street Suite 2 NONE # 0

Ripon, WI 54971-000 Advisor: Ms Jackie Oakes (Home Address)

Phone: (920) 748-6206 Ext. Debater:

Fax: (920) 748-9478 Speech:

2012 Deg: 2 2011 Deg: 14 2010 Deg: 2 Strength: 27 Tr Points: 0

Enter Points

By Student Point Sheet By Tournament Auto Post

Manage Speech Categories

Figure 1

Once you click on the AUTO-POST button, you'll see a page which will list the various tournaments you have attended which have submitted the appropriate data. Select one of the tournaments from the drop-down (see Figure 2).

Pending NFL Points

Tournament: -- select tournament --

-- select tournament --

Watertown Pumpkinstakes

Washington Warrior

George McGovern Forensics Invitational

Figure 2

After selecting a tournament, you will be presented with a list of students and results from that particular tournament. Near the top of the page is a drop-down, which will allow you to select the coach who will receive the coaching points for students you select. You may select all of the students in the list by clicking on the top check box, or you may select results individually (see next page, Figure 3).

Assign coaching points to: **Michael Coach** ▼

Event: **Dramatic Interp** ▼

<input type="checkbox"/> Select	Date(s)	Event	Student	Results	Points
<input type="checkbox"/>	11/11-11/12	Dramatic Interp	Amanda	211217	24
<input type="checkbox"/>	11/11-11/12	Dramatic Interp	Elizabeth	111145	23
<input type="checkbox"/>	11/11-11/12	Dramatic Interp	King	111121	29
<input type="checkbox"/>	11/11-11/12	Dramatic Interp	Becca	12326	17
<input type="checkbox"/>	11/11-11/12	Dramatic Interp	Michele	224124	21
<input type="checkbox"/>	11/11-11/12	Dramatic Interp	Symon	33316	15

POST

Figure 3

If you need to split points between multiple coaches, you can repeat the process multiple times. Select the students who go with the first coach and post those points, then return to the page and select the students who go with the second coach and post those points, etc.

There is also a drop-down near the top of the page which will allow you to narrow the list by event. If all of the "Dramatic" points go to one coach, for example, you can limit the display to just the students who were entered in "Dramatic" and assign those points. The remaining points can then be assigned to a second (or third, or fourth...) coach in similar fashion.

Each time points are posted, the results are removed from the list of pending points so that you won't process them a second time. Additionally, the AUTO-POST option will check to see if you have manually recorded points for the student for the same weekend. If points are found for the same weekend, the AUTO-POST option will gray out the points and will not allow you to post points a second time.

How are students matched?

The NFL point system has a list of students associated with your school, as does the Joy of Tournaments registration website. The AUTO-POST option will automatically "map" any students that match exactly by name between the two systems. There will be some students who will not match. For example, you may have a student named *William Smith* on the NFL website, whom you have entered as *Bill Smith* on the Joy of

Tournaments website, or you may have minor spelling differences between the two websites.

When there is no exact match, the AUTO-POST option will provide a list of the unmatched students. Click on a student's name, and you will be presented with two options. First, the page will list students with similar names (same first name and/or same last name). If one of these students is the "match," then select that student from the list of possibilities (this will allow you

to link up *William Smith* and *Bill Smith*, from the earlier example). Second, you will be given an option to create a new student from one of the unmatched names. You would use this option if the student hasn't been added to your NFL list yet; perhaps the student has just attended their first tournament. Be sure not to add students to your NFL record who are already members, or you will incur duplicate membership fees. Once the link has been established between the two students (the NFL student and the Joy of Tournaments student), any future tournaments you attend will automatically make the connection.

When can I get started?

The AUTO-POST option will be used for all district tournaments this season which use Joy of Tournaments for registration and tabulation. At the conclusion of your district tournament, the district chair will submit results to the NFL and those results will be processed and added to the AUTO-POINTS option. Each school will then use the AUTO-POINTS option to assign the district points to an appropriate coach.

If you are attending a tournament which uses the Joy of Tournaments website for registration and TRPC/TRIEPC/JOT for tabulation, stop by the tab room and suggest that they take advantage of this new option. You'll then be able to take advantage of the new AUTO-POST option. We think you'll find the option easy to use and will save you time as you post NFL points. ■

Visit our FAQ page for additional tips on recording NFL points. | www.NFLonline.org/CoachingResources/RecordingNFLPoints

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Director of Forensics

Dr. Peter Pober / gmif2012@gmail.com

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Lory Alison Stewart is an NFL Diamond Coach at Garland High School in Garland, Texas. She is also the director of Actors Anonymous Theatre Company, where she directs sketch comedy with the Drama Queens & Kings all over the country and musicals with children. Lory also writes and directs musicals with Special Needs Adults for the City of Garland and Granville Arts Center. Lory coached two 2011 National Forensic League National Semifinalists (Oratory and Prose), the 2011 Texas Forensic Association Prose Reading State Champion, and the 2011 University Interscholastic League 5A Lincoln-Douglas Debate Champion.

COACH PROFILE

LORY ALISON STEWART

debate students could thrive. She encouraged and inspired me to follow in her footsteps. I love the variety in speech and debate. Students can develop skills in so many areas. I enjoy mentoring and coaching students one on one and seeing their progress and success. The fact that I can choose my schedule for tournaments works with my family life as a wife and mom to two young boys.

- **Tell us a little about your school and forensic program and the features that make them unique.** I started coaching speech and debate at Garland High School in 2006 with only two students. Now we have 35 on Varsity, 30 on JV, and last year, Erin Martens came on board to help with debate. My team is unique in that we have many students who are what we call "hybrids." They excel in both debate and interp. We encourage everyone to try everything. Our team is a family, and we appreciate each other's uniqueness and individuality. Each year, I depend on the alumni to return to mentor the new members and keep our momentum going.
- **What is the most fulfilling part of your job?** Watching students grow up and grow as competitors. I love to see students succeed in competition and in life after they graduate. Knowing that I am a part of their lives and can influence them in positive ways to reach their potential, makes my job amazing!

- **In what ways has the NFL helped you as a forensic coach?** The NFL has given me so many resources that have really helped guide my team to success, especially the Nationals DVDs. NFL membership has helped me recruit the best and brightest at my school, because they know it shows colleges that they are critical thinkers who also can communicate well. The opportunity to compete at the national level has taken our program to new degrees of success.
- **How do your students benefit from membership in the league?** NFL membership gives my students more opportunities than most other extracurricular activities. The art forms they are able to explore such as argumentation, competitive acting, and oration are unique to the NFL. Additionally all of my seniors have received scholarships in part because of their membership and degrees in the NFL.
- **You are involved in other activities and hobbies other than coaching forensics. Can you tell us about them?** I have three published books in my teen fiction series, *Sydney's Vampire Diary*. I have spoken to thousands of teens and parents about teen dating violence, a major theme of the books. The final book will be available in November 2012.

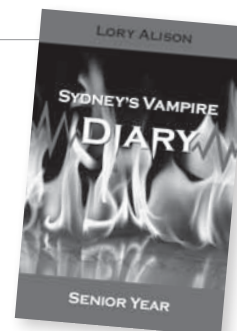
- **Why did you decide to become a speech and debate coach?** When I was at the University of Texas at Austin majoring in Theatre Studies, I student-taught at James Bowie High School in Austin, TX for my second teaching field of speech. My amazing cooperating teacher, Joyce Brisco, fostered a positive atmosphere where speech and

COACH PROFILE.....

- **Can you tell us more about your books? What are they about?** My books weave the hot topic of vampires with the reality of teen dating violence. Vampires are a metaphor for abusive, predatory people. Teens may never meet a moody, undead, blood-sucking vampire, but they may very well meet a soul-sucking predator who may hurt them emotionally or physically. As seen on *Good Morning Texas*, the books follow Sydney from her freshman year in high school into college. They are set in the medieval ages... a time before cell phones and computers... a time I like to call the 1980s. They have been described as hilarious, thought-provoking, and sometimes tragic—and yes, they are inspired by my life. My dream is for these four books to be translated onto the stage or into film in order for my message to reach a wider audience and help prevent teen dating violence.
- **Our January theme is "Personal Wellness." How does teen dating relate to wellness?** Teen dating violence can lead to a variety of psychologically unhealthy issues such as, depression, anxiety, alcohol and drug abuse, self-mutilation, eating disorders, promiscuity, etc. To stay healthy, you must maintain healthy relationships and self-esteem.
- **What are the warning signs of an unhealthy relationship?** According to *Journal of the American Medical*

Association, "Approximately 1 in 5 female high school students report being physically and/or sexually abused by a dating partner," and according to California Coalition Against Sexual Assault, "Half of the reported date rapes occur among teenagers." With these staggering statistics, teens need to be aware of teen dating violence warning signs. These may include physical signs (bruises/scratches), change in personality or behavior, loss of friends and activities, alcohol or drug use, depression, constant texting to check in, drop in grades, putting self down, and stopping giving opinions.

- **Often we hear about males being the "abuser" in a relationship. Can women and girls be abusive too?** Women and girls can also be "vampires." Jealousy and controlling behaviors can quickly turn violent. Men and boys are less likely to admit and report partner abuse. Although they are fewer, domestic violence shelters are available for men. There is no profile; domestic and teen dating violence cross all demographics.
- **How can we help prevent teen dating violence and stay safe?** Talk about this issue and the warning signs with our friends, parents, children, and trusted adults. When I was in high school and fell into an abusive relationship, I just kept thinking, "Why didn't anyone warn me?" If we talk about what is acceptable and unacceptable



The final book of the Sydney's Vampire Diary series will be available in November 2012.

behavior in a relationship, maybe we can help teens avoid or escape unhealthy and abusive relationships. Each of my books contains a Reader's Guide to help start a dialogue about this significant and relevant issue.

- **If teens are involved in an abusive relationship, what should they do?** Get help immediately, because the abuse will only escalate and get worse. Talk to your parent, teacher, counselor, or a trusted adult. Visit www.loveisnotabuse.com or call the National Teen Dating Abuse Helpline at 866-331-9474 toll free, 24/7. There is never any justification for emotional, physical, or sexual abuse. Help is available; please tell someone.
- **Is there anything else teens—and adults—need to know about teen dating violence?** I hope that you will start a dialogue, watch for warning signs, and use the Reader's Guide in my books to help. My books are all available in paperback on *Amazon.com*, and digital copies are available on Kindle and Nook. A portion of the profits are donated to charity. ■

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Finding Balance in Debate

by Nicole A. Serrano



January is the month when everyone begins their wellness kick. We set a new year's resolution to work more, work out more, eat less, and spend less. A quick Google search gives multiple articles that say somewhere around a third of folks won't keep their resolution through the end of January, and the large majority won't reach their ultimate goal. The problem for debate coaches is that no matter what our resolution is, it requires finding more time in an already over-packed schedule. When debate coaches are not teaching or working on their classes, they are traveling to tournaments. In order to get all of those students to a tournament, debate coaches take their nights and weekends "off" to run a carwash or make travel arrangements, often spending hours looking for the best possible deal to save the students and the school the most amount of money.

During these exotic trips across the country, the debate coach is in charge of the health and well-being of every student. By the end of a weekend, your typical coach will have fed several students, dealt with the random illness of at least one child (using that ever useful first aid kit of Advil, Pepto Bismol, cough drops, and Band-Aids), resolved the inevitable mix-up at the hotel, talked down at least one parent

from taking his or her child out of debate due to a late arrival, and coached and judged every student. During their "down time," coaches will also research the topic, prepare lesson plans for the upcoming week, and grade the homework that they promised their classes on that Monday.

The facts are that modern debate prevents a coach from finding balance. The answer is not another new year's resolution to wake up extra early at a debate tournament to work out (thereby sleeping only four hours instead of five) or packing healthier food (that you inevitably give to the students). The answer is changing our structures of modern debate. We need to make big and small moves to privilege balance and healthiness in debate if we are to physically be able to handle our jobs.

Privileging balance in debate means focusing on the educational experience and deemphasizing



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

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

"Privileging balance and healthiness is not about being selfish. It is about using our position as role model to dozens if not hundreds of students every year to teach them balance in their lives."

winning. As a debate coach, I thought I did just this because I wasn't one of the *mean* coaches who wouldn't let teams who lost eat dinner that night. The truth is, deemphasizing winning means creating tournament structures that do not focus on crowning the one *true* champion. Multiple-day debate tournaments that happen nearly every weekend do not focus on education—they focus on privileging specialization that is antithetical to the concept of balance. Our students are not professional athletes; we are not only debate coaches. Our students and we have families, other classes, and other demands on our time. Time off to do homework, prepare lessons, cook dinner, or engage in non-debate social events is not being "unproductive," but rather finding balance to recharge. The amount of time we spend during tournaments ensuring that the very best decision is made, because our students deserve that, needs to be balanced with finding the time to end our tournaments at an hour that allows everyone to sleep, because our students deserve that, too. We deserve sleep, too. If the only way to ensure that adults and students receive eight hours of sleep is to cut coaching time and omit an elimination round, that is not a poorly run tournament—that is a

well-thought out tournament that is focusing on personal wellness.

Long tournaments and travel are a necessary evil of the wonderful good that is debate. Debaters have seen the country (or at least the airports and Courtyard Marriotts of the country) and have friends from across the country. All of these experiences are an unquantifiable benefit of debate. We also need to give ourselves time to renew our roots at home and our enthusiasm for debate. Much like the college student who schedules an all-nighter to finish a paper, scheduling more than three weekends a month for debate travel will inevitably lead to burn out and failure.

As debate coaches, we can all theoretically agree to give ourselves one to two weekends off a month—but in practice, we fail. We have a one-day tournament that we figure is no big deal. Our friend will have a tournament we want to support. A hard-working student will beg for more chances to compete. To borrow a Colombian colloquialism, we are being "alcahuetas"—we are being too lenient and spoiling these students. Like the 5-year-old who loves sugar, our students love debate. Sometimes, we have to say no—for their sake and for ours.

We also are spoiling ourselves by assuming we can always say yes.

In the past year, I have talked to at least half a dozen debate coaches who feel visibly guilty because they have to miss a debate tournament due to a family obligation. It is not only okay to say no because of these special events, but it must be okay to say no because everyone needs time off. We need to support each other as colleagues and as friends to find this balance. We need to create a culture where students and adults are entitled to time away from debate to see their family, to do their schoolwork, or to catch up on the latest episodes of *The Office*.

The summer off is the best bonus to being a professional educator. Colleagues travel, enjoy hobbies, or leisurely prepare for the year. Debate coaches spend the end of the school year rushing to get ready to travel, and then work 16-hour days for two months. For this to work, we encourage our students to attend various portions of camp. Without camp, they can't be successful. Without teaching at a camp, we get rusty and become irrelevant at our profession. It is too much. There are 15-year-old students who give up their *entire* summer to one activity—many of whom will chose to quit before they graduate from high school. There are families who are spending parts of college funds to make sure their students are a

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part of debate camps that don't even have a financial aid process. We need to say enough is enough to this culture.

At some point, as educators, we need to say we may have all done wrong in the past, but we can make it stop. We should not ask our students, and should *discourage* our youngest students, from specializing immediately. They burn out, which is bad for our own debate teams, and they are unable to experience other activities, which is clearly bad for them. Our students and our colleagues have a right to take a few weeks off during the summer. Further, we should vote with our feet about healthy and balanced debate camps. I choose to vote with my feet that any camp that violates good, educational practices (no official

and open financial aid process, where the student/teacher ratio is too high, where the instructors are not professionals) will not see me as an employee, nor will I facilitate students attending. Others may have other factors, but we need to focus on the balance and healthiness of ourselves and our students when making recommendations or employment decisions. Where we work is a strong signal that we condone an institution's practices to our colleagues and to our students.

Privileging balance and healthiness is not about being selfish. It is about using our position as role model to dozens if not hundreds of students every year to teach them balance in their lives. The more we ask super-human feats of ourselves, the more it is expected

of our students. My current job is to sell the line that "debate changes lives." The statistical evidence and the stories are powerful proof that debate can change the trajectory for students, but my powers of persuasion come from my own experience with debate. For me, debate provided me with the skills, the motivation, and the support system to reach various goals. Believing in the power of debate is what makes me say it has to change. We need to push back competitiveness and highlight balance in our lives—if not for ourselves, for our students. ■

Nicole A. Serrano is the Executive Director of the Dallas Urban Debate Alliance in Texas. For more information, visit www.dallasurbandebate.org.



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Acorn Community High School	NY
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Jonathan Peele, Speech/Congress Program Director:

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

Shellie Kingaby, Oratory Curriculum Director:

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

Robert Sheard, Extemp Curriculum Director:

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

Juan De La Cruz, Interp Instructor:

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

Brittany Stanchik, Congress Instructor:

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

Chase Williams, Extemp Instructor:

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

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NFL DISTRICT STANDINGS (as of December 1, 2011)

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	305	Blue Valley North High School	867
2	--	Florida Manatee	218	Nova High School	621
3	--	Kansas Flint-Hills	208	Washburn Rural High School	388
4	--	East Los Angeles (CA)	207	Gabrielino High School	649
5	1	Calif. Coast (CA)	182	Leland High School	858
6	2	Show Me (MO)	181	Belton High School	374
7	5	Rushmore (SD)	178	Sioux Falls Lincoln High School	540
8	2	East Kansas	177	Shawnee Mission East High School	499
9	-4	New York City	172	The Bronx High School of Science	890
10	-3	Northwest Indiana	169	Munster High School	387
11	--	San Fran Bay (CA)	167	James Logan High School	563
12	-4	Sierra (CA)	158	Sanger High School	582
13	--	Northern South Dakota	157	Aberdeen Central High School	387
14	2	Nebraska	153	Millard North High School	433
15	-1	Sunflower (KS)	151	Campus High School	308
16	--	Illini (IL)	150	Downers Grove South High School	354
17	2	Ozark (MO)	147	Central High School - Springfield	557
18	8	Southern California	140	Claremont High School	323
19	6	Eastern Ohio	139	Jackson High School	309
20	--	Rocky Mountain-South (CO)	138	George Washington High School	388
21	1	West Kansas	137	Salina High Central	285
22	-7	Southern Minnesota	136	Eagan High School	389
23	--	Eastern Missouri	132	Pattonville High School	280
24	-1	Northern Illinois	131	Glenbrook South High School	384
24	-6	Heart Of America (MO)	131	Liberty Sr. High School	550
26	1	South Texas	124	Bellaire High School	634
27	1	Central Minnesota	122	Eastview High School	434
28	1	Carver-Truman (MO)	121	Neosho High School	365
29	7	Northern Ohio	120	Canfield High School	311
30	-1	Colorado	119	Cherry Creek High School	432
31	--	South Carolina	118	Southside High School	338
32	4	Utah-Wasatch	117	Sky View High School	226
33	-2	New England (MA & NH)	116	Shrewsbury High School	240
34	-13	New Jersey	115	Ridge High School	406
35	5	Sundance (UT)	113	Bingham High School	307
35	-2	South Kansas	113	Fort Scott	272
37	-3	East Texas	109	Klein High School	238
37	-2	Great Salt Lake (UT)	109	Skyline High School	283
39	3	Idaho Gem of the Mountain	107	Mountain Home High School	328
40	-4	Southern Wisconsin	106	Brookfield East High School	273
41	-5	Montana	103	Bozeman High School	214
41	2	North East Indiana	103	Chesterton High School	324
41	8	Idaho Mountain River	103	Hillcrest High School	235
44	-1	Tarheel East (NC)	102	Cary Academy	222
44	-3	Golden Desert (NV)	102	Green Valley High School	285
46	5	Deep South (AL)	101	The Montgomery Academy	263
47	4	Heart Of Texas	98	Hendrickson High School	253
47	2	North Coast (OH)	98	Solon High School	193
49	-6	West Iowa	97	West Des Moines Valley High School	287
49	-6	Lone Star (TX)	97	Plano Sr. High School	210
51	10	Big Valley (CA)	96	Turlock High School	164
52	5	Central Texas	95	Winston Churchill High School	291
52	-9	Florida Panther	95	Lake Highland Preparatory	261
54	1	New Mexico	94	East Mountain High School	179

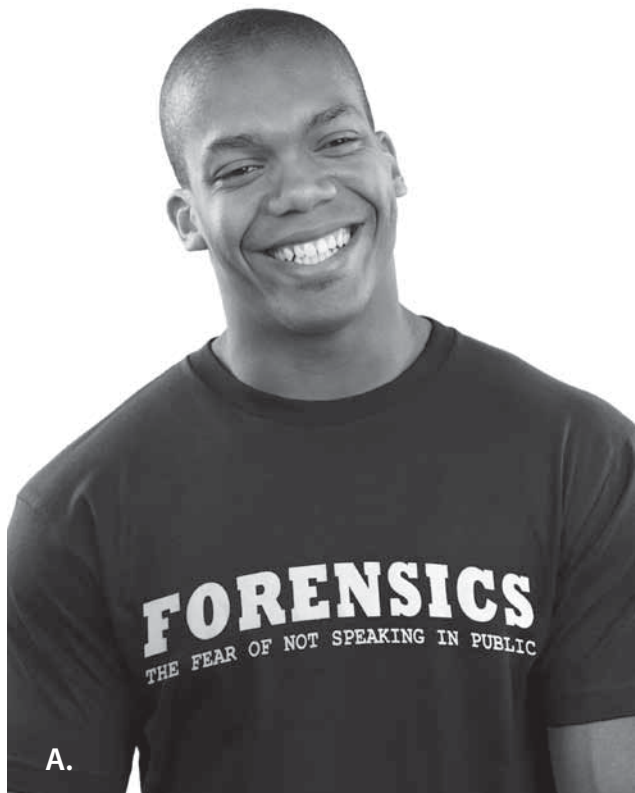
*(as of December 1, 2011)***NFL DISTRICT STANDINGS**

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
55	-1	North Texas Longhorns	93	Colleyville Heritage High School	217
55	-12	Wind River (WY)	93	Green River High School	259
57	2	Arizona	91	Desert Vista High School	359
58	1	Georgia Southern Peach	90	Carrollton High School	233
59	2	Carolina West (NC)	89	Myers Park High School	172
59	6	Western Ohio	89	Mason High School	154
61	-4	Northern Lights (MN)	88	St. Francis High School	261
61	-8	South Florida	88	Ransom Everglades Upper School	184
63	--	Northern Wisconsin	86	Appleton East High School	268
64	10	Georgia Northern Mountain	85	Henry W. Grady High School	255
65	-10	Greater Illinois	84	Belleville West High School	123
65	-2	New York State	84	Scarsdale High School	250
67	--	Nebraska South	83	Lincoln East High School	182
67	4	Colorado Grande	83	St. Mary's High School	121
67	7	Space City (TX)	83	Cypress Woods High School	229
70	-3	Mississippi	82	Oak Grove High School	184
70	2	Hoosier Crossroads (IN)	82	Kokomo High School	206
72	--	Hole In The Wall (WY)	81	Cheyenne East High School	199
72	2	Inland Empire (WA)	81	University High School	134
74	11	Puget Sound (WA)	79	Kamiak High School	175
74	-9	Western Washington	79	Gig Harbor High School	244
74	10	Hoosier Heartland (IN)	79	Fishers High School	172
77	-8	Florida Sunshine	78	Pine View School	210
77	3	Louisiana	78	Comeaux High School	180
79	3	Tall Cotton (TX)	77	Seminole High School	152
80	--	West Los Angeles (CA)	75	La Reina High School	183
80	-1	Pittsburgh (PA)	75	North Allegheny Sr. High School	342
82	3	North Dakota Roughrider	74	Fargo Shanley High School	158
82	-4	Rocky Mountain-North (CO)	74	Fairview High School	157
82	--	Valley Forge (PA)	74	Truman High School	141
85	-11	Chesapeake (MD)	72	Baltimore City College High School	146
86	-1	North Oregon	71	Westview High School	206
87	8	West Oklahoma	70	Norman North High School	174
87	4	East Iowa	70	West High School - Iowa City	203
87	-18	Michigan	70	Portage Northern High School	128
90	-1	UIL (TX)	69	Lindale High School	141
90	3	LBJ (TX)	69	Princeton High School	160
90	--	Tennessee	69	Morristown West High School	221
90	-2	Capitol Valley (CA)	69	Granite Bay High School	179
94	1	Western Slope (CO)	67	Central of Grand Junction High School	96
95	-4	Kentucky	65	Danville High School	149
96	-3	Arkansas	64	Fayetteville High School	82
97	1	East Oklahoma	60	Jenks High School	179
98	-3	Sagebrush (NV)	57	Douglas High School	151
98	2	South Oregon	57	Ashland High School	93
100	-2	Hawaii	55	Punahou School	100
101	--	Gulf Coast (TX)	54	Gregory Portland High School	169
102	1	Maine	51	Cape Elizabeth High School	119
103	1	Pacific Islands	49	CheongShim Int'l Academy	105
103	1	West Virginia	49	Wheeling Park High School	98
105	-3	West Texas	48	El Paso Coronado High School	119
106	--	Virginia	47	Broad Run High School	195
107	1	Pennsylvania	40	Bellwood-Antis High School	101
108	-1	Iroquois (NY)	38	Towanda Jr.-Sr. High School	99

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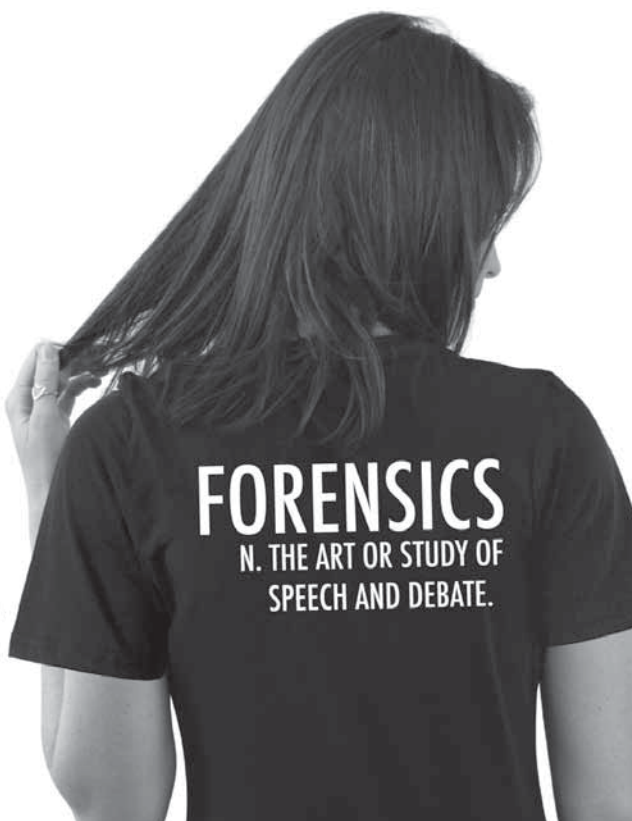
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