

ROSTRUM

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ISSUE 7

DESERT



LIGHTS

JUNE 15th - 20th, 2008
LAS VEGAS, NV

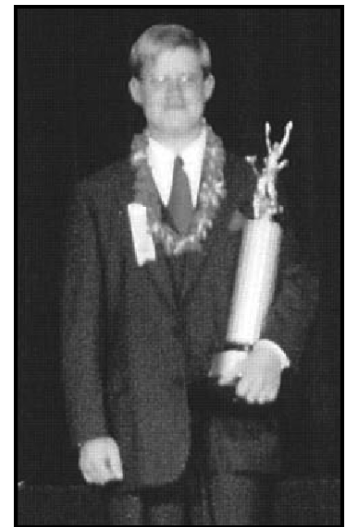
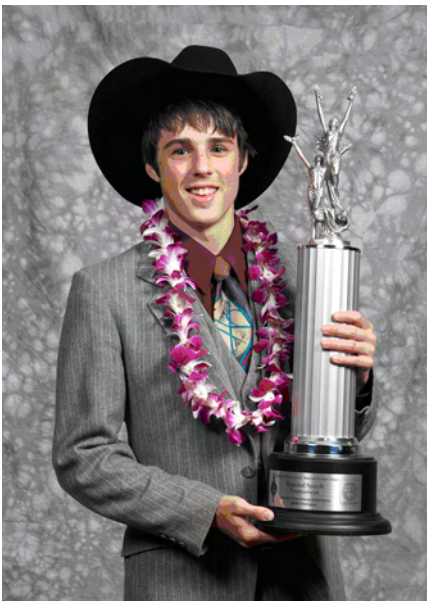


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From Tree Stumps to YouTube: The Evolution of Presidential Debates

Doug Hopek, Lincoln Financial Group

The face of the 2008 presidential election is changing by the minute. Traditional campaigning methods are being replaced with innovative tactics that focus on reaching specific demographic and geographic voters. Millions of dollars are being spent on television advertising each day. Candidates now have Facebook and MySpace pages. Furthermore, candidate websites now have streaming video, blogs and ringtones to download. Through all the change, two elements of the presidential election process will remain steadfast: speech and debate.

What's a "stump speech"? A speech where a candidate stumps his opponent on an issue? Nope. Actually, in early presidential campaigns "stump speeches" referred to candidates standing on top of tree stumps while addressing audiences. Tree stumps used to be an effective form of a makeshift podium. The media still describes impromptu speeches and support from other political figures as "stumping." However, candidates today hardly find themselves addressing audiences without plastered billboards and smiling supporters behind them.

In 1858, the Lincoln-Douglas debates were a series of formal political addresses between Abraham Lincoln and Stephen A. Douglas for a seat in the United States Senate. Lincoln lost the Senate election, but the debates helped him gain national recognition and later win the election as President of the United States.¹ Stemming from these debates, the first presidential primary radio debate occurred in 1948, which subsequently led to "The Great Debate." "The Great Debate" was the first televised general election presidential debate which occurred on September 26, 1960 between John F. Kennedy and Richard Nixon.² The new medium of television actually worked against Richard Nixon who the public deemed the "loser" because of Nixon's poor makeup and suit selection.³ Today, a candidate's image and appearance are scrutinized extremely closely, especially as the dynamics of debates change.

The 2008 presidential election certainly marks the hallmark for change in presidential debate formats. Traditionally, presidential debates are guided by questions from journalists or live audiences. The 2008 election marked the introduction of the YouTube debates in the Republican and Democratic primaries. Across the country Americans submitted video questions in personal and comical manners, while looking directly into the camera, wearing costumes or creating cartoons. This format is a defining characteristic for how the world communicates and receives information today. Likely in the next presidential election, YouTube will seem archaic.

Over the next several months I encourage you to listen to as many speeches and debates as possible. Regardless of the candidate, your political positions, or overall interest, a presidential election is a special opportunity to listen to rich, engaging speeches and debates. Take the time to listen and learn from as many candidates as possible. From argument structures to rebuttals, the candidates will be tested continually up until Election Day. Become your own judge and then follow how journalists critiqued the candidates the following morning. Did one candidate use hand gestures more effectively than another? How about inflection and tone of voice? Learn from their mistakes, pick up some new tactics and see if you can improve by practicing similar delivery styles. Who knows, maybe next year the National Tournament will be hosted YouTube style...so tune in, engage and apply what you learn.

¹ Abraham Lincoln Historical Digitization Project; <http://lincoln.lib.niu.edu/>

² History of Televised Presidential Debates; <http://museum.tv>

³ The Great Debate: Kennedy, Nixon, and Television in the 1960 Race for the Presidency; <http://historynow.org>

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From the Editor

J. Scott Wunn



Dear NFL:

On Tuesday, February 5th, over 23 million people participated in the Presidential primaries of 24 states in our country. Since its creation in 1984, Super Tuesday has never seen this level of relevance for both parties in the selection of Presidential candidates. Even following such a historic day of active participation in the democratic process, the races remain tight and Americans remain engaged. Never in my lifetime has a single vote seemed more important and powerful.

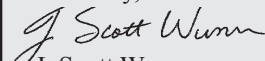
As active members in the National Forensic League, the opportunity to vote does not end with the Presidential race. The National Forensic League is a unique organization in that it allows its chartered member schools to democratically elect four members to its National Board of Directors (or Executive Council) every two years and three members to its individual District committees every year. The ability to actively vote for key leadership positions this often makes the National Forensic League a representative and democratic organization.

Like any democracy, the League gains strength as the level of active participation in the process increases. The more charter schools that vote in the process, the more the results reflect the desires of the membership as a whole.

I encourage you to read pages 8-12 in this month's issue of Rostrum, where each of the nine candidates for the National Executive Council has written campaign statements. Around April 1st, in separate mailings, each NFL advisor of a charter school will receive a ballot for the National election and a ballot for the individual District election.

Please consider the leadership you desire and make your vote count!

Sincerely,


J. Scott Wunn

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.

Topics

March Public
Forum Debate Topic:

Resolved: The US system of
presidential primaries is contrary
to democratic values.

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

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

2007-2008 Policy
Debate Topic

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

NEW

2008-2009 Policy Debate Topic

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

Submit Articles for Publication

The NFL Office is always looking for well-written articles by both NFL
coaches and students. Please consider contributing feature articles, editorials,
pictorials, and special interest stories to the NFL. All articles should be sent
to:

Sandy Krueger, NFL Publications Director
Email address is: nflrostrum@nflonline.org

Topic Release Information

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

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

L/D Topic Release Dates:

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

Public Forum Topic Release Dates:

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

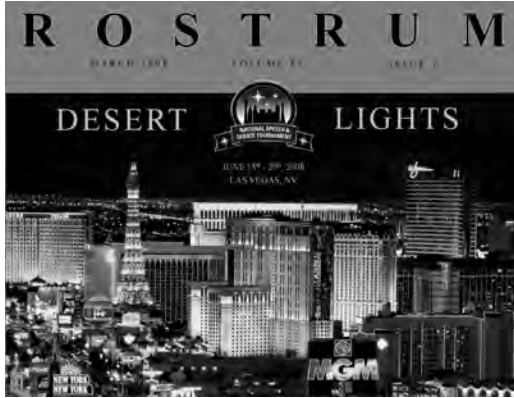
Policy Debate Topic for New Year

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

ROSTRUM



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**Fighting for the Heart and Soul of
Lincoln Douglas**
by Steven Lachman
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**You Don't Have to Win Nationals:
Cognitive, Professional, and Interpersonal
Benefits of Forensics to Student
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Honor & Recognition

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Welcome New Affiliates
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Whitman National Debate Institute



Policy, LD, Public Forum

July 20 - August 8, 2008 (3 week Policy or LD Session)

July 20 - August 1, 2008 (2 week Policy or LD Session)

August 1-8, 2008 (1 week Public Forum Session)

1. Individual attention

4 to 1 staff to student ratio and the vast majority of your time will be spent in small labs with four to six people, not in huge faceless lectures and oversized classrooms.

2. Practice debates and drills

In policy debate, you do 4 practice debates, 4 drills and a tournament during the first two weeks; 5 practice debates and another tournament during the third week. In LD and Public Forum, you do 2 debates each day of the camp culminating in tournaments.



3. Evidence and Arguments for Success

Our staff research before the camp and you supplement staff research so you won't go home with a few paltry pieces of evidence and you won't spend endless hours as a research slave. We guarantee at least 4,000 pages of policy, 1,500 pages of LD, and 400 pages of Public Forum materials. Each debater receives chosen prints of files plus electronic versions of all files.

4. Beautiful location and housing

Whitman is located in southeast Washington State. Modern, comfortable classrooms feature fast wireless Internet access with multiple computers and an excellent library. Residence rooms are split in two or apartment style, showers are private, our lounge brings people together for fun.

5. Family feel with a great staff

People at our camp feel connected, not isolated. You'll work with our fantastic staff: Ben Meiches (NDT Octas), Matt Schissler (NDT Octas), Katie Kauf (NFL CX Champ Coach), Sam Allen (CEDA Elims), Candi Kissingner (CEDA Elims), Ross Richendrfer (NDT First Round), Nicholas Thomas (4 time NFL LD), Joe Allen (TOC LD Quals), Aimi Hamraie (NDT Champion).

6. Transportation to and from the airport

Whitman is easily accessed via plane or bus and we have a shuttle to and from the Pasco and Walla Walla airports.

7. Cost Effective

Compare prices. You will not find any camp that provides the individualized attention, quality of staff and instruction, and amenities we provide at anywhere near the price. See our web page for details.



**ONLINE REGISTRATION FORMS, SEE OUR STAFF, AND MORE INFO AT:
www.whitman.edu/rhetoric/camp/**

Apollo Debate

Debate Deep

**So many visitors to the site – (*And a few weren't even related to our staff*)
(Now on ApolloDebate.com & YouTube – Apollo Promotional Videos)**

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

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

This month's focus is on Apollo's Scheduled Supplements.

Why spend your summer waiting for topic materials to arrive?

Not all competitors have the opportunity to attend a summer institute. With that in mind, Apollo Debate releases its coverage of the energy resolution on June 9th. We'll round up all the usual suspects with four affirmative cases, disadvantages, counterplans, kritiks, topicality and specific case arguments (with evidence) and comprehensive strategies against anticipated affirmative cases.

CX materials will be emailed directly to subscribers on June 9th, enabling coaches to view and forward the material to their students. Five additional supplements (6 for subscribers to the Texas/UIL package) will follow, including a September 1st release that will emphasize coverage and strategies against cases coming out of camps that weren't anticipated. Releases will never simply be "updates" to previously released material – each release will include *new* analysis, evidence, positions, and strategies. The schedule for supplements is as follows:

September 1, 2008

February 14, 2008 (UIL/Texas Only)

November 1, 2008

March 1st, 2008

January 1, 2008

May 1st, 2008

Double the LD Updates.

On June 9th LD subscribers receive an evidence book and two books covering philosophers and concepts. Subscribers will also receive two supplements per topic. Full coverage on the topic will be distributed within 7 days of topic announcement for the Sept/Oct resolution and within 14 days of topic announcement for all other resolutions. An additional supplement for each resolution will be distributed after one month of debate, with special emphasis on what has actually developed in debate rounds. Subscribers to the UIL/Texas package will also receive a single release for both the Fall and Spring UIL Topics.

10 Releases for LD. 6 for CX. More knowledge for you. Less sleep for us.

Shift The Paradigm
www.ApolloDebate.com



Apollo Debate LLC P.O. Box 260648 Plano, TX 75026 Email: admin@apollodebate.com

COUNCIL ELECTION

NINE SEEK COUNCIL SEATS

The biennial election which will choose four directors to the NFL Executive Council, elect a council alternate, and establish an order for other alternates, will take place in April of this year. The four elected directors will each serve a four year term. The alternate's term is two years.

Ballots will be mailed to chapters on April 1. Chapters not receiving a ballot by April 10 should contact the national office. The deadline for returning ballots is May 1st (postmark). The number of votes a chapter may cast is based upon total members and degrees on record as of May 1. The count will be done by Dr. James Hecht of Credentialing Services; all ballots will be mailed directly to him. No ballots should be sent to the national office nor will national office personnel or candidates see any ballots.

The order that candidates appear in this March *Rostrum* and the order that candidates appear on the ballot were determined in separate drawings conducted by NFL Comptroller Carol Zanto. Statements and pictures were furnished by the candidates and not edited.

For more information consult the NFL Constitution [Article VII B] and the NFL Chapter Manual [XI: NFL Elections]

Results will be posted at www.nflonline.org on May 15, 2008.

COUNCIL CANDIDATES



William Woods Tate, Jr.

Respectfully, I ask for your continued support as a member of the National Forensic League council. Much good has been done, and wonderful initiatives are underway to provide expanded services to coaches and students as well as build stronger public support for our activity in times of shrinking budgets.

As a national organization of forensic competition and service, we must be responsive and responsible. While serving as your council member, vice-president, and president, I have placed these concepts in the forefront of all decisions. The council has been responsive to requests for online point recording and expanded internet services. This major ongoing focus of the NFL substantially reduces the paperwork involved in maintaining a viable NFL chapter or affiliate and registering for NFL District and National Tournaments.

A communication organization must communicate: the improved *Rostrum* and recently-expanded website with chat lines are just two examples. NFL has also produced and distributed NFL videos aimed specifically toward students, parents, and school officials promoting the value of forensics.

Our new instructional videos for 2008 and NFL Nationals final round tapes have been highly popular and will continue to be an important aspect of education and development to which NFL stands fully committed. Renewed efforts must also continue to seek national media exposure to showcase our students and our activity.

We must maintain our present national sponsors and explore possibilities for additional corporate sponsorships and college scholarships, which provide the financial resources for increased services and a stable financial environment. Particularly, I am committed to saluting our ever-increasing number of Academic All-Americans who earn accolades in their own schools for academics coupled with superior NFL forensic involvement. Additional efforts need to strengthen our National Junior Forensic League in middle schools to build firm feeder programs for high schools. For our coaches, we should continue efforts to secure professional development and graduate hours awarded by one or more institutions for NFL work and judging at the NFL National Tournament.

Because the NFL cannot survive by living in the past, new proposals will come from you, the individual coaches, who sense needs and dream dreams long before they become general knowledge. As an active coach for three decades in programs both large and small, public and private, I understand your need to be heard in a courteous and professional manner. Please consider casting one of your votes in support of my candidacy.

COUNCIL CANDIDATES

Adam J. Jacobi

When I attended my first NFL National Tournament in 2001, I had the epiphany to become a teacher. I witnessed firsthand what this organization - and in a great sense, education - could do for young people. After eleven years of coaching and a number of surreal successes, my greatest thrills still come from guiding students who work the hardest just to muster up enough strength to overcome a fear of speaking.

We exist in a world rife with frustration over accountability and funding in our education system. This is a world where budget cuts eliminate programs, coach retirements give ways to staffing cuts, or attrition finds few wishing to dedicate inexhaustible energy that has characterized legions of coaches before. As an urban public school educator, I have several speech and theatre classes that have ballooned to 38 students. That's in addition to coaching extra-curricular forensics, directing plays and volunteering with school and professional committees. The Council can be a voice of advocacy for our discipline and should leverage the wonderful partnerships we make to continue to communicate that objective. The NFL has a promising future of endowments and growth, but we must not lose sight of our existing constituency of coaches "in the trenches" and the students they serve.

I can bring fresh energy to the Council, coupled with a decade of experience coaching every event the NFL offers, while working within an Urban Debate League framework and juggling the challenges of fundraising and traveling. I have also worked in a public relations firm, as a legislative assistant, and as a board member of a local professional theatre company; therefore, I understand how nonprofits work, and how to network to get things done.

As I complete my three-year term as president of one of the several leagues in Wisconsin, I worked to build consensus despite a history of contentious differences. When we merged two state debate tournaments under one banner, the unity of an activity lagging in numbers contributed to growth in participation and pooling of resources. My purpose in any forensic leadership positions I have held in the past eight years is the same: maximizing opportunities for the most children as well as eroding egos of old to make way for cooperation anew. Most importantly I listen: to coaches *and* students.

As I pass the leadership torch to new coaches locally, I stand humbly in appreciation of your ballot nationally.



Steve Meadows

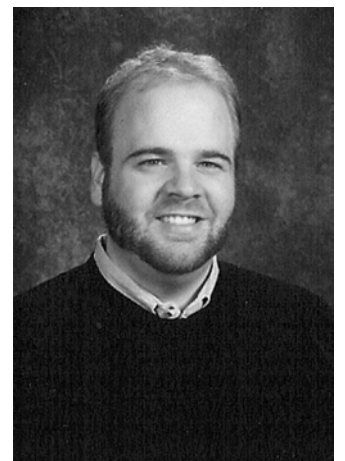
Do or do not. There is no try.

Yoda said it first, but we use it for our team motto at Danville High, where I coach and have served as the Kentucky District Chair for eleven terms. I ask for your vote for Executive Council as I am eager to serve my fellow coaches, to do what I can for you.

I started coaching at 22 and was first elected Chair at 24, so I was pretty green when I started leading (another Yoda first!) Now 38, I'm old enough to have the eyes of experience but still young enough to invest time in - like an eager but inexperienced sophomore you take onto your team because you know s/he will be around a while. Over the years, our team has been lucky enough to earn District trophies, state championships, a Schwan's School of Excellence Award, and national finalists in Oratory, US Extemp, and Prose. I founded the DHS team I coach and just earned my Third Diamond. I serve as one of four high school teachers who have spent the last eighteen months rewriting the PRAXIS exam for new Speech Communication teachers.

As the District Chair of Kentucky, I was the go-to guy for our first Regional NFL Office, and I helped Tyler Billman establish many of the projects and policies that office now practices, from the Coach Mentoring program to the Coach of the Year. In my tenure as Chair, I'm most proud of our latest initiative, the Coaching Stipend Information Project. Kentucky coaches are using this data (a district by district list of coaching pay) to lobby their own school boards for more money to keep up with the neighboring counties. Five coaches have bumped up their pay since school started in August by using this information and an evolving set of documents we are writing in support of such supplemental pay. Our hard work is literally paying off for our coaches.

Coach support is where I think I can contribute uniquely to the Council. Our kids succeed or fail largely because of the coaches who serve them. I want to help make those coaches - and as a result their students and the NFL - the best they can be. I want to do my part. I promise you that I won't try but I will do for you - for our kids - whatever I can.



COUNCIL CANDIDATES



Kandi King

I don't know why writing my "campaign" letter this time has been so difficult for me, but it has. Maybe it is because I keep trying to say what I have said for ten years in a new and more unique way because, having served on the Council for two full terms now (and another 2 years as alternate), I want the members of the League to continue to see me and my ability to serve as still vibrant and action-packed. However, no matter how many versions of past letters I read, I continue to return to the same axiom - "the more things change, the more they stay the same" - and I have decided, not only is this so true, but is the best representation of why I want to serve another term on the Executive Council.

Over the past twenty-five years of my involvement with the NFL as a coach, a District Committee Member and District Chair, and, more recently, a Council member, so many things have changed. We now have a wonderfully useful internet site. We now have a dynamic Alumni organization with more members being added every day. We now have...well, we have so many new things! These changes are good. These changes are necessary. And we need to continue to look for ways we can

grow and change to continue to make the League an even more progressive and productive contributor to our membership.

We still have issues we must face - we need to face the growth of a very real shortage of forensic teachers and coaches. We need to face the very real and growing financial concerns of our members. We need to continue to grow and embrace the diversity of our country as the National Forensic League reaches out to young people everywhere!

But, remember, I said the more things change, the more they stay the same! What hasn't changed, what isn't changing, is the very foundation of the League. What hasn't changed is my passion for this organization and what it does for young people. So, yes, I believe in change -- when it is good, thoughtful and moves us in the direction of ensuring our fundamental reasons for existence don't change!

I have always promised to listen -- that won't every change! I have always promised my commitment to continue to embrace the dynamic nature of the League. So, I will change - don't we all? - because listening to you means I will. But I will not change my belief in the National Forensic league, you and, above all else, our kids!



William Cooper

As a single-diamond coach of three National qualifiers, one National finalist (although after I had left her school), and a National semifinalist; as the coach of numerous alternates; as a long-time District Committee member; as the President of the New Jersey Forensic League; as the founder of two programs which have grown and thrived; and as a Coach who deeply believes in the mission and work of the National Forensic League, I write to ask for your vote in this year's Executive Council election. I have three main goals for the League over the next four years.

Program retention and development has to be a priority. When coaches stop coaching, too often the team stops competing. We need to work with coaches, school districts and local forensic communities to welcome new blood, ensure orderly succession, and treat our activity as it should be - interscholastic competition rather than a club. This change in attitude must be part of our continuing effort to grow and develop the League.

Coach development is a related goal. The League should continue to develop innovative and creative ways to improve coaching. The inclusion of many resources at the League's website is a great step in this direction, as is the emphasis on scholarships for training institutes. Working with NFL Districts to encourage this process should also be a major emphasis for the League. Many of us have learned how to coach on the fly - we need make that learning more thorough, and provide other resources to prevent reinventing the wheel each time a new coach starts.

League integrity must also be our highest value. The League must continue both to represent all and benefit all. In a national League, of course, varied points of view are manifest. The Council must ensure that all its members benefit from its policies and decisions, considering all points of view and ignoring none. Ensuring this value allows us to fulfill our mission to develop student skills and values. Ensuring fairness and equity ensures our success.

All three of these concerns are interrelated. An organization of integrity will attract programs and coaches who want to be part of it. Strong coaches and programs help protect the integrity. It is my goal to ensure that all three of these goals are met over the next four years. I greatly appreciate your vote.

COUNCIL CANDIDATES

Tim Sheaff

While many of you know me as the "Voice of the NFL", I want to also be part of the "Vision for the NFL".

I love my job. I, like many of you, in addition to coaching every debate and speech event offered by the NFL, teach English classes and theatre classes, direct four plays a year, coach mock trial, direct for theatre festivals, and maintain a marriage and a family of six children. In the forensics world, I suspect that is the norm, and I love it.

Of course, there are days...

Like all of us, there are times I could use some help, and that's the reason we come together to collectively form this association - The National Forensic League. That is why we have an executive council and a national office - to use our collective resources to make the work of all easier.

Forensics educators and coaches around the nation do the hard task of instructing students and they deserve to see that the League is working to make their jobs easier. I have supported coach education, coach retention and appreciation, program development, curriculum and resource enhancement, and recruitment of new schools. I work hard to promote this activity and to mentor new programs in Iowa and around the nation.

We do not work for the league, the council or the national office. Those entities should be working for us. I want to ensure that this remains true. I want to continue to work for schools, programs, coaches and students across the nation to make this activity flourish.

I am proud of the steps taken by the council in my tenure as alternate; they have been bold. Now it is time to follow through on the promise of return on investment. We all need these initiatives to bear fruit for our students, for ourselves and for our activity. We need more advocacy for speech and debate curriculum across the country. We need more communities, administrations and school boards to fully appreciate what forensics education means. We need to continue to focus on the NFL as the national honor society of forensics. We need to reach out to retired coaches, recognize and support current forensics educators and train new ones.

I ask for your vote. I want to use my "Voice" to bring to reality that Vision.



Chris McDonald

As a coach and competitor I have over 20 years of experience as a member of the National Forensic League and I have truly enjoyed every minute of that time. My love and passion for the forensic arts, has lead me to seek a position on the NFL Executive Council and to ask for your support in this endeavor.

Over the course of my forensic career I have had numerous opportunities to work with many of my coaching colleagues not only here in Minnesota but those who coach around the country. These opportunities have afforded me a more universal understanding of the issues and challenges of forensic education and competition that face many of you as you work hard to teach and prepare your students. Too often we only see forensics through our own experiences and forget that others may not have the same resources or support mechanisms for their students. As a potential member of the NFL Executive Council I promise to represent the wide variety of experiences and needs of all members of the National Forensic League.

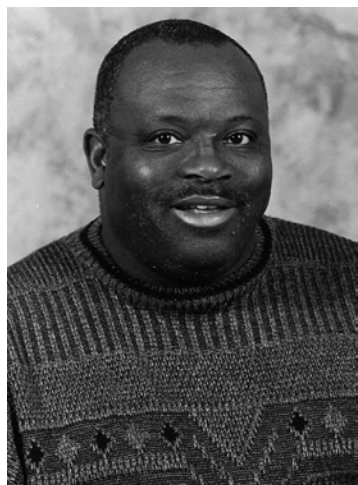
For the past 10 years I have been a member of the Southern Minnesota NFL District Committee and the Chair for the past 2 years. I currently serve as the President of the Minnesota Debate Teachers Association (MDTA). As president of the MDTA I have been involved in our 501c3 non-profit application process and our efforts to expand opportunities for debate competition in Minnesota through increased outreach efforts. In 1997 I helped to host the "Star of the North" NFL National Tournament at Bloomington Jefferson High School in Minnesota. During the summer of 2006 I was given the great honor of chairing the national extemporaneous speaking committee for the NFL. These opportunities allowed me to work with some exceptional individuals in our community.

The NFL has many outstanding individuals who seek a position on the Executive Council. All of these individuals bring with them strong credentials and a variety of experiences that make them excellent candidates for the NFL Executive Council. Of course I am asking for your support and your vote but more importantly I am asking that you take the time to participate by casting your team's votes for the leadership of the National Forensic League.

Thank you for taking the time to read my candidacy statement and for considering me as one of your representatives on the NFL Executive Council.



COUNCIL CANDIDATES



Tommie Lindsey, Jr.

My name is Tommie Lindsey and I am seeking reelection to the NFL council. My past four years on the council have been a wonderful experience and I've enjoyed working with my fellow counselors to develop a new direction for the NFL. We've come closer to realizing many of our goals of: supporting and retaining new coaches; using the expertise, knowledge and wisdom of retired coaches; and encouraging the growth of the NFL. We have developed a mission statement to shape us into a strong scholastic organization. These efforts have helped to make the NFL stronger and hopefully a better respected body.

Even though we have made great strides in the past four years, there is still much to accomplish. Our real task as an institution is to bring the skills of speech and debate to students and communities that are without programs. In order to do this, we must find more financial and technical resources. There is so much opportunity that is made available through the NFL that I feel we would be remiss if we didn't try to expose every high school to this priceless academic activity.

Finally, I feel that it is important to further expand the channels of communication between coaches and the council so that the needs and concerns of all coaches can be realized. It is only by fostering an environment of collaboration that we can strengthen the foundations of this institution.

I am committed to the NFL and the values it stands for. Whenever I am presented with an opportunity to promote the mission of the NFL, to turn our youth into clear thinking citizens who speak for social justice, I do so with great pride. I hope you will give me an opportunity to represent you for the next four years. Your vote will help me in moving forward with an agenda that will continue to make the NFL one of the most respected scholastic activities in the country.



Pam Cady Wycoff

Four years ago I asked for your support, and I want to *thank you* for that opportunity to serve. During my term I have tried to remain true to my "core beliefs" - respect the diverse interests, concerns and needs of the membership; facilitate open communication and informed decision-making; and trust that teamwork will best facilitate positive results.

I believe that it is important that every program - large or small - have a voice and meaningful representation. I spent the first ten years of my career teaching and coaching at Mankato Loyola, a school of 200 students and the last eighteen at Apple Valley High School, a school of 2000. As a coach I know what it's like to put in "another full day" once the teaching day ends. I continue to fundraise and know first hand that it will never live up to the word's first three letters - "fun." And after years of actively coaching Speech, Debate, and Congress, I understand the nature and value of each. Certainly, we are united by a common goal - to promote speech and debate opportunities for students in a constructive, educational manner. However, I am

aware that each program is presented with unique competitive and economic challenges that must be taken into consideration.

For this reason, I remain committed to open communication, accessibility and due process. One of the main reasons that I wanted to serve on the Council was that I felt there was a disconnect between the decision-making process and the membership itself. The Executive Director and Council have made great strides in this area. District chair surveys, on-line discussions, coach driven task forces, and a district chair conference are all signs of a healthy organization. Inclusion and interaction must continue to be our model of leadership.

Finally, I will always be a firm believer in teamwork. With your feedback, the Council created a formal Vision for the NFL and put a concrete strategic plan into effect. Together, we placed greater emphasis on the value of the NFL as an Honor Society. Coach Education and resources are no longer a promise - they are a reality. Certainly, our job is never done-we must continue to make the NFL "coach and kid friendly" - but we should be proud of our accomplishments and excited about the possibilities!

I remain committed to my "core beliefs" - and would be most grateful, once again, for the opportunity to continue to serve you.



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Proud to
support

Get ahead this summer...

NFL Summer Coaches Workshop Scholarship Program



Training in the off season can take your program to a whole new level. That's why the NFL is proud to announce the NFL Summer Coaches Workshop Scholarship Program. This program allows NFL coaches to receive training and resources in the summer that will put them ahead when they start their forensic season. The Summer Coaches Workshop Scholarship Program allows NFL coaches to receive training from the nation's top debate and speech instructors at a fraction of what they would normally pay. To apply, simply fill out the application form available on the web under "Partnership Projects." The deadline for application is April 11, 2008. Don't miss an opportunity to put you and your team ahead of the game.

NFL
SUMMER WORKSHOP PROGRAM
FOR COACHES AND TEACHERS
Scholarship Application
(type or neatly write)

Name: _____ Home Phone: _____

School: _____ Mobile Phone: _____

School Address: Street _____ City _____ State _____ Zip _____

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

Email: _____ No. of yrs. teaching: _____

Please check all boxes that best describe your educational interests:

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

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

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

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

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

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

Deadline for application: April 11, 2008

NFL Summer Workshop Program

2008 Scholarship Sponsoring Summer Forensic Institutes

Baylor Summer Debate Workshop

Dates: July 6-13

Location: Waco, TX

Events offered: coaching, administering a squad and tournament, argumentation and debate

www.baylordebate.com

Bradley University Summer Forensic Institute

Dates: July 13-26

Location: Peoria, IL

Events offered: Interp, Oratory, Extemp

www.bradley.edu/continue/sfi/index.html

CDE National Institutes

Dates: July 15-31

Location: Albuquerque, NM

Events offered: Extemp, Lincoln-Douglas, Policy, Public Forum

www.cdedebate.com

Florida Forensic National Coaches Institute

Dates: July 18-August 1

Location: Davie, FL

Events offered: Student Congress, Oratory, Public Forum, Interp, Lincoln-Douglas

www.ffi4n6.com

George Mason Institute of Forensics

Dates: July 26-30

Location: Fairfax, VA

Events offered: Interp, Oratory, Extemp

www.gmuforensics.org/gmif

IDEA Debate & Citizen Journalism Institute

Dates: June 29-July 19

Location: Decemko Resort near Dikili Town, Turkey

Events offered: Advanced Argumentation and Rhetoric, Coaching Debate, Worlds Debate, Lincoln-Douglas, Parli

www.idebate.org

Liberty Debate Institute

Dates: June 22-June 28

Location: Lynchburg, VA

Events/type of instruction offered: lectures, small group discussion, and debate observation.

Mean Green Workshops

Dates: June 22-July 5

Location: Denton, TX

Events offered: Lincoln-Douglas, Policy, Student Congress

www.meangreenworkshops.com

Nebraska Debate Institute

Dates: July 25-August 2

Location: Lincoln, NE

Events: Lincoln-Douglas, Policy

<http://nitdebate.lps.org/stories/>

Spartan Debate Institute

Dates: July 6-11

Location: East Lansing, MI

Events offered: Lincoln-Douglas, Policy, Public Forum

<http://debate.msu.edu>

The Championship Debate Group

Dates: July 27-August 1

Location: Austin, TX

Events offered: Lincoln-Douglas, Policy

www.thechampionshipgroup.com

Victory Briefs Institute

Dates: July 20-August 2

Location: Los Angeles, CA

Events offered: Lincoln-Douglas, Policy, Public Forum

<http://www.victorybriefs.com/institute/>

Sun Country Forensics Institute for Coaches

Dates: July 13-19

Location: St. George, UT

Events offered: Lincoln-Douglas, Policy, Public Forum and all NFL Individual Events

University of Iowa National Summer Institute of Forensics

Dates: June 30 - July 6

Location: Iowa City, IA

Events offered: LD, Policy

<http://www.continuetolearn.uiowa.edu/debate/>

Western Kentucky University Summer Forensic Institute

Dates: July 13-18

Location: Bowling Green, KY

Events offered: Interp, Oratory, Extemp

www.wku.edu/forensics/sfi/index.html

Whitman National Debate Institute

Dates: July 20-27

Location: Walla Walla, WA

Events offered: Lincoln-Douglas, Policy, Public Forum

www.whitman.edu/rhetoric/camp/index.htm



Steve Bringhurst
(435) 652-7901
brings@dixie.edu

Sun Country Forensics
3505 Mulberry Drive
St. George, UT 84790



30TH ANNUAL SUN COUNTRY FORENSICS INSTITUTE

Workshop in Policy Debate,
Lincoln Douglas Debate,
Public Forum
and Individual Events

July 13–26, 2008

"Sun Country Forensics Institute is a great experience for debaters at all levels, novice to national caliber would benefit from this institute."

Dan Shalmon, 2001 Copeland Award recipient

PRE-WEEK POLICY SCHOLARS WORKSHOP July 7 – 12, 2008

Cost: \$330 includes room, board, and lab fee (Commuters \$170)

Features: case construction, negative positions and round robin tournament

THE PROGRAM — The Policy, LD and Public Forum programs offer an interactive learning environment for students of all levels (beginning, intermediate, advanced). **Learning is targeted to both national circuit debaters and regional competitors.** The instructional staff includes accomplished collegiate and high school coaches as well as current collegiate debaters who are former NFL, Catholic and TOC National qualifiers.

IF OPPORTUNITY — Choose either Policy Debate or Lincoln-Douglas Debate or Public Forum and receive instruction and practice in individual events for no additional cost.

DIVERSIFIED STAFF — Stan Banks (former Bingham High, UT); Carol Shackelford (Bingham High, UT); Josh Bentley (Lone Peak High, UT); Gus Eyzaguirre (Michigan State); Ryan Hoglund (Rowland Hall, UT); Richard Jaramillo (Bingham High, UT); Kami Kirk (West High, UT); Kirk Knutson (the Meadows, NV); Scott Mansfield (Lehi High, UT); Melinda Murphy (Desert Ridge High, NM); Scott Odekirk (Idaho State); Leslie Robinett (the Blake School, MN); Mike Shackelford (Weber State, UT).

CURRICULUM

POLICY — Lectures focus on the topic, debate theory, unique and rival views of positions, and "cutting edge" argumentation. Labs focus on research, position briefing, refutation, rebuttal reworks, delivery, and practice.

LD — Lectures focus on philosophy, values, criteria development, and several relevant topics. Labs focus on affirmative and negative case construction, delivery, research, and practice.

PUBLIC FORUM — Lectures and labs focus on current events, crossfire cross examination skills, argumentation, clash, refutation, persuasion, and practice.

IF — Lectures and practice for all NFL events.

12 CRITIQUED ROUNDS (TOURNAMENT)

RESEARCH FACILITIES

Dixie State College features a "state of the art" computer lab

- Each student will have **full time internet access** including **LEXIS-NEXIS** and **EBSCO**.
- The institute library will contain over 300 books from the University of Utah Library.
- **All evidence is shared.**

COLLEGE CREDIT — Each student will receive three (3) hours of **transferable** college credit (COMM 2020).

ATMOSPHERE — SCFI provides a safe environment where students will feel connected to the staff and other students.

COST

\$640 includes **room** (apartments/dorms, air conditioned, pool) and **board** (lunch and dinner)

If traveling fly in/out of Las Vegas, NV

\$370 for commuters (no room and board)

Lab Fees (maximum): Policy **\$65** / LD **\$35** / Forum **\$25**

COACHES WORKSHOP

July 13–19, 2008

Coaches will receive **lesson plans** and **training** for Policy debate, LD debate, Public Forum and all NFL individual events.

COST

\$395 includes room and board • **\$255** for commuters



Dikili Town, TURKEY / June 29-July 19



IDEA INTERNATIONAL DEBATE AND CITIZEN JOURNALISM INSTITUTE

IDEA's 2008 Debate and Citizen Journalism Institute, co-sponsored by Bloomfield College, is offering five different course emphases and a variety of dynamic classes for participants. This year, debate participants can choose from three different debate formats: World Schools Debate, British Parliamentary Debate, and Lincoln Douglas Debate. Classes are taught by skilled and experienced debate coaches and are designed to sharpen the skills of both novice and advanced debaters. Upon Institute enrollment, debate participants can choose from three different emphases or "majors" in addition to choosing their debate format: Beginning Debate, Advanced Debate, or Coaching Debate.

Participants who choose the Citizen Journalism major will get hands-on experience in creating media stories using a variety of different technologies, designing website content, and learning how to use their creations for advocacy. Citizen Journalism participants will be working with experienced journalists and media technology staff from Bloomfield College.

IDEA also offers a major for students wishing to improve their English communication skills. Instructors for our English as a Foreign Language major will use a mixture of teaching approaches, including teaching English through debate, to help students gain confidence communicating in both oral and written English.

The 2008 Institute will take place at Decemko Resort, near Dikili Town, on the west coast of Turkey. The arrival date for participants is June 29th, and the departure date is July 19th. Decemko is located on a private island and offers many activities for participants, including swimming and volleyball, during free time. Students will also travel on escorted excursions to historical and educational sites on scheduled days.

The cost to attend the Institute is \$1900. A limited number of partial scholarships are available and are awarded based on financial need and merit.

To register for the Institute and get additional information about the Institute schedule and instructors, please visit www.idebate.org/institute.

Please address questions or concerns to Arminda Lathrop at: alathrop@idebate.org.

Institute Instructors are:

John Townsen, Jackson Miller, Kate Hamm, Ioana Cionea, Sharon Porter, Dalbir S. Sehmbly, Arminda Lathrop, Jeffrey Romanow, Bor Ceh and Alex Dukalskis.

Registration: from January 10th until May 20th.

The Institute is endorsed by the National Forensic League - NFL

The People Speak at Salina High School Central

by the Salina High School Central Forensic Team, Salina, Kansas
Nicholas Owen, Coach

At Salina High School Central the biggest event every year is usually the football game against rival school Salina South. Despite this, the People Speak debates have evoked a surprising response. When we initiated dialogue about current global issues, the underclassmen students of Central High School who heard the presentation were able to respond with relevant comments. The People Speak events may not have entirely changed Salina Central High School, but it was definitely a positive experience for both the participants and audience that can be described by the reaction of the audience and benefits for the debaters.

The task of creating a series of debates about a complex political issue for a high school audience is a daunting one, but the knowledge that it was important to discuss such issues motivated the collaboration. Each debate ended with a bigger picture approach to whether or not regulatory standards or market mechanisms would ultimately be more effective at deterring carbon emissions. On the side of regulatory standards, the team argued basically that standards were the most effective way of enforcing efficiency, differentiating between levels of pollution, and instituting the fairest policies, as standards don't allow companies to "buy" their way into acting in a manner that is socially irresponsible. To respond to this, the side of market mechanisms responded that in the current situation, use of market mechanism type solutions has been most effective, that it is instituted immediately, and that it is the fairest way of handling the issue as it replaces punishment for wrongs with incentives for rights. We prefaced each debate with a brief explanation of market mechanisms and regulatory standards with simple examples everyone could relate to and real life examples from Congress, which helped get all of the students on the same page.

As in every class at Salina Central, there were varying levels of participation in the debates. We decided

to facilitate involvement by inviting the students watching to ask questions after each cross-examination period between speeches. The questions were particularly interesting. As we have always been involved in forensics in high school, political discussions are commonplace and we are all reasonably aware of major political issues. Therefore it was particularly surprising to hear students ask questions like, "Are these things Congress is really considering?"

Participating in the People Speak debates offered both the audience and participants advantages in relation



to the bigger picture and the immediate advantages of participating in the events. For two team members, the debates were perfect practice for Public Forum Debate this. For the team members participating in Extemporaneous Speaking, the debates exercised their skills in preparing fluent speeches without a script. The NFL points were also major motivation: this activity functions like a free tournament because we earn as many points without having to pay an entry fee. Above the practice and points, the activity also allows for an opportunity to build team unity. Seniors working with underclassmen to create an informational presentation brought our team closer together. By providing extra incentives, the People Speak program did the perfect job of motivating students to spread their message.

These debates offered future advantages as well. Initiating dialogue about carbon emissions and possible ways

to solve the problem is critical in today's society. With research suggesting that the end of oil is in sight, it makes sense to start evaluating different ways to handle the problem. It is important to get young adults thinking now about the problems they will have to deal with in the future. Also, with increasing sophistication of technology, it is easy to forget our connection to the planet we inhabit. Even if the students in the classrooms where we debated don't ever grow up to solve the alternative fuel sources problem, it's important that they be reminded of their connection to the planet so that they can help play their individual part.

With all the ways the People Speak program allows youth to get involved, the program itself is a benefit to society. The People Speak program has unique goals of improving our planet by involving students in real world issues and raising awareness. The People Speak program offers many ways to get involved through sponsored discussions, debates, or simply posting on the forums on their website. The People Speak program offers the perfect format for increasing education, awareness, and global concern about key issues.

Our high school doesn't always have the resources to bring in amazing speakers or offer anything but the most basic classes, so it is important that students create the experiences themselves. The People Speak debates were the perfect example of this. With the motivation to participate in the activity, research the topic, and hope that a good response would be received our team rose to the challenge of creating an interesting experience that students could relate to. Ultimately, the experience taught the participants lessons on performance and preparation and the audience learned about important global issues and about the importance of discussing these issues now. The experience left all involved with increased knowledge and awareness, fulfilling the People Speak program's goals.

GMIF 2008 July 13- July 27, 2008

gmuforensics.org/gmif

This year alone, the George Mason Institute in Forensics has produced champions at Yale, U Penn, Wake, GMU, Emory, and Villager and finalists at MBA, Glenbrooks and St. Mark's in Extemp, Oratory, Dramatic, Humorous, Poetry, Prose, Congress, and Public Forum. Wonder why?



Amazing Faculty: Peter Pober, Meg Howell, Tony Figliola, Deb Simon, Brandon Cosby, Jason Warren, Jeff Moscaritolo, Adam Johnson, Stacy Endman, Michelle Hill, David Tuck, Kyle Schultz, Katelyn Wood, Mike Chen, Eric Leist, Casey Garcia, Matt Ketai, James McGraw, Hunter Kendrick, Billy Strong and many many more!

Unparalleled Curriculum: Lectures by DC – area artists, political figures like James Carville, and collegiate faculty. Intense one-on-one work sessions with a national-caliber staff. Access to one of the largest library collections in the country. A minor program offering students the opportunity to develop skills in interp, public address, impromptu, and congress.



National Championship Performances Last year, students saw live performances of high school and college national champions in Extemp, Duo, Oratory, Poetry, and Humorous, along with national finalists in all genres.

George Mason Institute of Forensics

For more information, call Dr. Peter Pober at 703-993-4119

The Global Debates

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



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

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

**Register online today.
Visit www.thepeoplespeak.org**

**Participating schools can compete to send their four-student
TPS debate team (plus two educators) to the United Nations
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Illinois State University

Summer Speech Institute



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

Second Week: *July 22-July 27*

Why should you chose ISU ?

- ♦ *Students may choose to work on their events for one or two weeks*
- ♦ *Our counselors are all nationally ranked on the high school or college circuits*
- ♦ *Access to University literature and research*
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- ♦ *Duo Interpretation*
- ♦ *Original Oratory*
- ♦ *Poetry/Verse*
- ♦ *Prose*
- ♦ *...and any state event!*

What do campers have to say?

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

"I loved the two-week option!"

For more information:

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

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

MEET THE NFL DISTRICT CHAIRS

In appreciation and recognition of our dedicated District Chairs, the NFL will be featuring some of the League's outstanding leaders each month. Look for your District Chair in upcoming issues and tell them how much you appreciate them.



MARY GORMLEY, NEW JERSEY DISTRICT

Montville Township High School teacher and coach Mary Gormley has been coaching forensics for nineteen years. Her experience has been especially helpful to her over the past five years, during which time she has been leading the New Jersey district. Ms. Gormley believes that district involvement and the NFL is crucial in student development because “it provides students with a broader high school experience by exposing them to students from other parts of the country who share a similar passion. I love NFL for the opportunities it provides for students who love performance.” In this vein, her goals for the district include “revitalizing programs that have lapsed due to coach attrition and budget cuts.” Ms. Gormley is a triple diamond coach; a 1997 Presidential Scholar Distinguished Teacher; and the 2000 New Jersey Forensic League Coach of the Year.

SHARON VOLPE, PITTSBURG DISTRICT

In her first year as District Chair, North Allegheny Senior High School teacher Sharon Volpe has big goals for the Pittsburgh District. “The district wanted to implement some changes in the way that we do Congress,” she explains. “This year, the committee has been working hard to make these changes. We want to continue to attract more local schools. I have also emphasized that schools need to increase memberships within their schools. Additionally, we want to continue to update things to bring our forensics world into the new computer age.” Ms. Volpe has been coaching for 21 years, during which time she has won numerous awards for volunteer forensic work and for her work with local autism programs. She is a two diamond coach and the 2006 American Association of University Women – North Hills’ Educator of the Year. She explains her dedication to forensics by saying, “Being on my high school team with an amazing leader who taught me to love competition – I vowed that I would always have something to do with NFL and the forensics world. My sister, Stacey Cawley, coaches at another local school. We know that forensics changed our lives, and we have always wanted to offer that opportunity to others.”



CYNDY WOODHOUSE, EAST IOWA DISTRICT

Iowa City West teacher and coach Cyndy Woodhouse has been coaching for ten years and leading the East Iowa district for two terms. Ms. Woodhouse has focused her district on “increasing our chapter membership to 16 by getting our affiliates more active. We would like to have those 16 chapters (or more) by the end of the 2008 calendar year. Also, we are hoping to increase our district participation by 100%, getting schools involved in the events in which they have not previously competed.” She offers this advice to new coaches: “District involvement is a great way to hop into forensics. With the other schools around, you always have a mentor or a source of information to help you figure out the intricacies of tournaments and can bounce ideas off of one another. The NFL has been a constant source of information, support and entertainment in my life since 1994 and it’s always changing. The National Forensic League does a great job of constantly re-evaluating the needs of its members, adjusting its policies and programs accordingly.” Ms. Woodhouse was the

2004 Tabula Rasa Award winner (for judging education) and the 2006-2007 Outstanding New District Chair. She is a one diamond coach.

TARA TATE, NORTHERN ILLINOIS DISTRICT

Tara Tate, teacher and coach at Glenbrook South HS in Glenview, IL, has been a District Chair for three years and a coach for eight years. Known for co-running one of the largest tournaments in the country, the Glenbrooks tournament, this one diamond coach wants to “increase membership and participation at the District Tournament” in Northern Illinois. She explains: “I think it is important for all coaches to be active to some degree in the District. We all own our community and we must take active roles to shape it.” Ms. Tate is the President of the National Debate Coaches Association; Emory Barkley Forum Key Coach; and the recipient of the Acolyte Award for top Assistant Policy Debate Coach in the nation. She writes: “I cannot imagine my life without debate. Some of my first memories in this activity were participating in the NFL district tournament as a high school freshman. High school forensics can serve as the best classroom for many students.”



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at

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Take your coaching to a new level!

Advanced instruction in teaching techniques and drills
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Workshops on:

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Monday, June 30—Sunday, July 6
University of Iowa, Iowa City

Hosted by the University of Iowa in cooperation with the NFL
Apply at www.nflonline.org/Partners/Partnerships

Featured Instructors:

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Tyler Billman, Coordinator of Member
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Tuition, room & board **FREE!** Participant responsible for travel
and credit hour costs. Visit www.iowadebate.com for a complete listing
of teacher and student offerings.



The National Summer Institute in Forensics

B12 International Center

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Building Remarkable Futures for Remarkable Value

2 Week Program (LD only)

June 23 - July 6, 2008

Tuition: \$1,450.00

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Tuition: \$2,000.00

Paul Bellus, Director
University of Iowa
117 Communications Center
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Coach Profile

MEET JOE VAUGHAN

by
Tyler Billman
NFL Staff



Joe Vaughan is the head coach at Scarsdale High School in Scarsdale, NY. He is a one diamond coach.

What was your first NFL experience?

My first experience with the NFL was NFL nationals in Portland. At the time, I was the assistant coach at Scarsdale High School and had not really traveled that extensively with the team. My students and I had a great time at that tournament (and we did pretty well too). I remember that they posted breaks on these big windows facing the commons outside of the student center so the entire forensics universe was milling around anxiously yet still having fun. The excitement of this moment, my first break to an elimination round at an NFL National, was palpable and memorable.

What is your team philosophy and/or team motto at Scarsdale High School?

We don't have a team motto, but our local league has a motto which I think is indicative of what Scarsdale values. This motto is "Leadership through Speech." It is important to me that a Scarsdale debater or speaker is known as a person of integrity and brings a positive attitude towards the activity. We believe in getting the largest possible number of students to as many tournaments as possible as we allow anyone who wants to be on the team to compete. We offer tournaments on the local, state and national level so each student can decide how competitive they want to be and can set goals accordingly. In terms of leadership, our team would not function without our mentoring system where all upperclassmen

know that the expectation is that they will have to work with younger team members. On our team, my hope is that each student sees him or herself as a competitor, mentor, learner and member of a larger community.

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

As a full time physics teacher, I often say I have a second full time job as a speech and debate coach. Our team meets twice a week as a group to practice and then I meet one on one with students during my free time. Our team has competitions or travels approximately 30 weekends out of the school year, so I have some sort of commitment most weekends of the school year. I prefer not to add up the amount of time in a number of hours because I think that might be self defeating.

What do you consider being your coaching strength?

Extemporaneous Speaking is the category that best displays my coaching strength, which is sort of odd as most people probably know me as a debate coach. I really enjoy discussing political issues and I am a dedicated news junky, so I bring a wealth of knowledge to my extemp practices. Additionally, I think that I have been able to help my students to be stronger analytically. I would hope to say that my students have learned to become better researchers, better organizers and better thinkers due to the work I do with them.

Do you have any fundraising secrets that you use with your team at Scarsdale?

Nothing to speak of. I wish I had more time to do fundraising but I think that would be a third full-time job. Just to explain, I am the sole on site coach at Scarsdale for our 50+ member team.

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

As I said before, we take anyone who wants to compete so interest is our number one criterion. I hope that kids are eager to go to tournaments and fall in love with the category they choose. We hope to attract dedicated and positive young people.

How important was mentoring to you as a new coach? Do/Did you have a mentor and if so, who and how have they changed the way you look at forensics and coaching?

Mentoring was invaluable to me. When I was in high school, I competed in forensics but mostly did extemporaneous and duo. I did actually try LD once but after getting violently physically ill during my first (and last) IAR, I decided LD wasn't for me. When I began working with the team at Scarsdale, I was mostly an extemp and interp coach. At tournaments though, our team always had the greatest need for LD judges so I learned LD by judging it. Over the course of several years, I learned the basics of the LD until I felt

Coach Profile Interview

Joe Vaughn

relatively confident in my ability to coach it. As a young coach, I was supported tremendously by so many people. Locally, people such as Jim Menick (my District Chairperson), Eric diMichelle, Julie Sheinman, Sr. Mary Raimonde and Charlie Sloat, among many others, were incredibly welcoming and taught me the ropes. As our team began moving out onto the national circuit, I was nervous but I never felt like an outsider due to people like Jenny Cook, Pam Wycoff, Greg Malis, Kandy King, Aaron Timmons, Lisa Miller and Dean Rhodes among many others who graciously answered all of my questions, gave me advice and always sought me out at tournaments to welcome me. The important thing that I understood early in my coaching career was the enormity of my ignorance. With my ego out of the way, I was able to seek out and listen to the voices of experienced coaches in order to become a better coach.

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

Being a coach in New York State is great due to the close knit community that we have here. The collegiality in our region makes going to tournaments a wonderful experience.

What is unique about Scarsdale as an NFL chapter?

I would like to think that our chapter is unique in many ways but I know that our chapter is much like many other successful chapters. Scarsdale students understand the meaning of what it means to be a team. We support each other through peer coaching and collaborative practices. Scarsdale students have a lot of opportunities to compete at many different levels and they take these opportunities to do their best, learn and have fun.

What is your favorite memory from a National Tournament?

I have two competing favorite memories, one competitive and one not competitive. My favorite competitive moment was during the 2003 Atlanta Nationals when I had a student in

the IX finals. When we were doing prep the day before, my student, Dan, had the idea to tell a joke that he had thought of in his introduction if he was the last speaker. Sure enough, he spoke 6th in the final round. At the time, I was sitting with 2 other coaches who also had speakers in that final round. After Dan told the joke and got a huge laugh, which was a pun on the sponsor of the event, the Schwann's corporation, both of the other coaches turned to me simultaneously as if to say "yup, Dan's got it." Dan did go on to win IX that year.

My other favorite memory is not really one memory. Every year at NFL Nationals, I have the chance to spend a lot of quality time with my students, especially the graduating seniors. It is a great opportunity to reflect back on their years on the team.

What do you find to be your greatest challenge as a coach?

My greatest challenge as a coach is a bit prosaic: all of the advanced planning. I am not a naturally organized person but I have had to force myself to become one. Something in my soul shudders about having to plan for tournaments in February during November but it has to be done. I really enjoy working with students but all of the logistics work can be wearing.

What is your vision for the future of NFL?

I think that the NFL is doing a great job looking forward to the future. Having worked with Pam Wycoff on the LD Committee these past two years, I think the way in which the NFL is trying to create usable resources for coaches is fantastic and something I greatly encourage.

What advice would you give to a new coach?

My biggest piece of advice to new coaches is to keep an open mind and find

support structures. You will need the solid support of your school's administration, your students' parents and your students to be successful. Keep everyone in the loop and happy. Additionally, you should look to the successful coaches locally to offer advice. See how they structure their programs, run their practices, and work with their kids and adapt these ideas to what makes sense in your school. Finally, when it all seems to become overwhelming, step back and think about how much the students get out of participating in forensics. That thought keeps me going.

Has the activity of forensics changed since you first entered the activity?

As the saying going, "the more things change, the more they stay the same." I don't think that the activity has changed so much as my perspective of the activity has evolved. There are of course cycles of what is popular in interp or the types of arguments being used in debate, but the core of what the activity is about, kids understanding the effectiveness of speech as a tool to express themselves, has not really altered.

**"When students on my team graduate Scarsdale HS, I hope I have taught them ___"?
...to think for themselves and how to view themselves as the member of a team and a larger community.**

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FIGHTING FOR THE HEART AND SOUL OF LINCOLN-DOUGLAS

by
Steven Lachman

Introduction

Anyone who has lived in a wet climate knows that the best way to be assured of dry weather is to take an umbrella with you. Forget your umbrella, and you are guaranteed a downpour. I see a similar effect when judging Lincoln-Douglas rounds. When one of the contestants asks if I have any preferences, I say: “No spreading.” With those two words, I have sealed my fate: I am in for a 400 word per minute roller coaster ride.

Such was the case when I recently judged the junior varsity double-octofinal round at the Princeton Debate Classic. I had judged six Lincoln-Douglas debates earlier in the competition. Some of the debaters had spoken quickly – maybe too quickly - but no one had spread. So now it’s early Sunday morning, the last day of the tournament and I’m working on little sleep. I am one of three judges for this round. The other two are similarly sleep-deprived, but they are 20-year old Princeton debaters, while I’m a 49-year old attorney and high school debate coach who never debated competitively in high school or college.

Two young women stand before us. One of them asks me: “Do you have any preferences?” I respond with those two words by which I doom myself: “No spreading.” Neither girl flinches at my response. “You may start as soon as you’re ready,” I tell the affirmative debater. She shuffles her papers and commences with astonishing alacrity. She speaks clearly, but at a much faster rate than I hear. What follows is a litany of contentions, points, and subpoints that would demand the skills of a court reporter (or a Princeton debater) to track. I do my best to discern her arguments, all the time thinking, “I told her ‘no spreading,’ and she did it anyway, so she’s going to lose this round.” She finishes her constructive and stands open for a pointed cross-examination. Then it’s her opponent’s

turn to deliver the negative constructive argument. Surprise! Debater #2 has a machine gun for a mouth as well. The rest of the debate is a series of thrusts and parries delivered in rapid-fire succession with no attempt to explain the warrants behind the claims.

When it was all over, I voted for #1 because I felt that she made some reasoned contentions that, though rebutted by the Neg, were not rebutted with adequate logic or support. The Princeton debaters voted for #2. For them, the fact that a rebuttal had been made was sufficient. The strength of the rebuttal was irrelevant. They were unfazed by speed. They were also unfazed by the absence of the most important element of Lincoln-Douglas debating: PERSUASION.



Resolution and Context

Resolved: Lincoln Douglas debating should be judged according to the persuasiveness of the debaters.

My value premise for this argument is that the teaching of persuasive public speaking will serve students better than will the teaching of technical debating. My value criterion is the scoring of Lincoln-Douglas debate rounds according to measures that value persuasive public speaking skills.

A hierarchy has developed in the debating world. At the bottom is Public Forum. Because of its shortened speaking times, monthly change of topic, and its general avoidance of value-based resolutions, the expectations of depth of insight have been lowered. In the middle

is our old standby – Lincoln-Douglas. Its history, it’s somewhat longer speaking times borne by one person instead of two, and its bi-monthly resolutions place it above Public Forum. Yet, the most elevated event in this triumvirate (please pardon me for excluding Student Congress, which is its own animal), is Policy, aka Cross-Ex. Policy assumes the top spot because of the volumes of material the debaters assemble, the on-the-spot flexibility they must use in developing counter-arguments and rebuttals, and because of the lightning fast reading and speaking (otherwise known as spreading) that is required of competitors.

A mediocre debater can, with sufficient preparation, make elimination rounds in Lincoln-Douglas or Public Forum. But he or she will fall flat in Policy. Because of the esteem and demands of Policy, it is falsely assumed that following the Policy paradigm in Lincoln-Douglas or Public Forum makes one a better debater, meriting high scores from the judges. The truth is that, while a mediocre debater can get by in Lincoln-Douglas, the truly successful Lincoln-Douglas possesses in high measure a different set of skills from the Policy debater.

Policy teaches debaters to incorporate and manipulate large quantities of data, and to do so quickly – valuable skills in many government and business functions. Both Policy and Lincoln-Douglas teach their participants to analyze data. Lincoln-Douglas, however melds the analysis with public speaking skills exhibited by its namesakes. The consummate Lincoln-Douglas competitor masters voice modulation to project confidence, likeability, certainty, incredulity, disdain, confusion, and a host of other emotions that a listener uses to evaluate the strength of an argument. The skillful Lincoln Douglas debater is eloquent. If our goal is to train our future senators, activists, and salesmen to persuade people, data manipulation is

insufficient. To pass the legislation, to rally the crowd, to close the deal, we need more than just speed and data.

Here is an example of these skills. Shortly after George W. Bush was declared the winner of the 2000 Presidential election, I engaged a conservative, but not too politically savvy cousin of mine in a discussion of the relative merits of Bush and Gore. After listing Bush's flaws, I said, "How could you vote for him?" Her answer flabbergasted me: "Well, he just seemed like a good guy." Essentially, while Al Gore might have beaten George Bush in a policy debate, Bush was superior in communicating to his audience. Character established credibility.

When Abraham Lincoln debated Stephen Douglas for the Illinois Senate seat in 1858, the pace of their speeches were measured. These two orators took time to help their audiences absorb the import of the statements. They took time for humor. And they manipulated voice tone and timbre to show depth of feeling on the subjects of the day, and depth of character. Furthermore, they showed real, and not perfunctory, courtesy to each other as a reflection of sincere mutual respect. In short, the debate was not a marshalling of abstract facts presented as fast as possible, but was a comparison of human beings.

The Problem

These interpersonal skills of persuasion fall by the wayside when Lincoln-Douglas debaters attempt to imitate a gatling gun. At such a high rate of speed, there is no opportunity for emphasis, inflection, or enunciation. Grammar becomes a pretense. Humor becomes excess baggage. Warrants become superficial. The ability of the speaker to reach out to the listener on a personal level disappears. Speed debating assumes that all arguments have the same weight and as long as you can slip an argument past your opponent you deserve to win. We know that in real life all arguments do not carry the same weight.

Here's another example of Lincoln-Douglas mistakenly aspiring towards Policy debating – this one from a smaller tournament. The resolution was: *It is just for the United States to use military force to prevent the acquisition of nuclear weapons by nations that pose a military threat.* The negative debater confidently submitted a counterplan – that the development of a neutral world body to enforce the Nuclear Nonproliferation Treaty would be more effective than U.S. military force. Imagine his disappointment when I told him that

Lincoln Douglas is not about counterplans, but is a value-based debate. We don't expect Lincoln Douglas debaters to prepare against all possible counterplans, nor do we expect them to spend all their time devising and supporting their hypothetical alternatives. We'll save those chores for the Cross-Exers. Our debate rounds and our preparation time are too short.

That brings me to another pet peeve: the use of value premises and value criteria. Debaters get bogged down in whose value premise or criterion is better. They lose sight that the value premise and value criterion are only vehicles to support their side of the resolution. For the above-mentioned Lincoln Douglas resolution, whether the premise is peace, justice, or security doesn't make a tremendous difference because one begets another. It's only where the end goals of the two sides are truly divergent should the debate revolve around differing values – such as in an equality versus economy argument. Too often, an attack on the opponent's value structure becomes a substitute for evidence. Too often, it leads the debate away from the resolution.

The Solution

So how do we return Lincoln-Douglas to its roots? For one thing, let's stop calling it "LD." Yes, I know cutting out two syllables and twelve letters is convenient, but it makes us to forget the nature of the debate. After all, our intent is to train our debaters to emulate Mr. Lincoln and Mr. Douglas.

Second, the National Forensic League has a role to play as well. In its National Tournament Manual, it outlines six criteria to be used in judging Lincoln-Douglas rounds: (1) burden of proof; (2) value structure; (3) argumentation; (4) resolutionality; (5) clash; and (6) delivery. I would revamp the whole list to: (1) burden of persuasion; (2) delivery; (3) logic and evidence; (4) rebuttal; (5) structure; and (6) cross examination, to reflect the elements of a good presentation. But if the NFL is wedded to the current format, then at least move delivery up to the second position. The NFL has an in-depth on-line Lincoln-Douglas instructional manual, but it contains virtually no instruction on delivery, and nowhere in its 98 pages does the word "eloquence" occur. By emphasizing delivery in its manuals, the NFL can nudge the event back on course.

Third, as coaches, we have perhaps the biggest role in shaping the direction of Lincoln-Douglas. We must demand that our debaters speak eloquently, that their arguments be constructed elegantly, and

that their claims be logical and supported by evidence. I conduct exercises with my debaters to promote eloquence, including one where the debaters must state their argument in rhyme. It forces them to think about their words and to develop a rhythm to their speech. Have your students watch the presidential debates; then ask them what they found persuasive. Ask your students to read this article. Even if they disagree with it, it will get them thinking about what makes a persuasive argument.

Lastly, our role as judges and tournament facilitators is a great place to shape behavior. Let's not reward the spreaders by giving them high points or wins. As judges, when we come across a debater who is trying to emulate Policy debating, tell him the error of his ways immediately after the debate. Conversely, praise a debater who speaks loudly, clearly, and with appropriate voice modulation. Tournament directors, instead of using the standard judging form that asks for a raw score of 1-25 or 1-30, use a form that breaks scoring into categories, so that a debater must perform well in all categories, including delivery, in order to win.

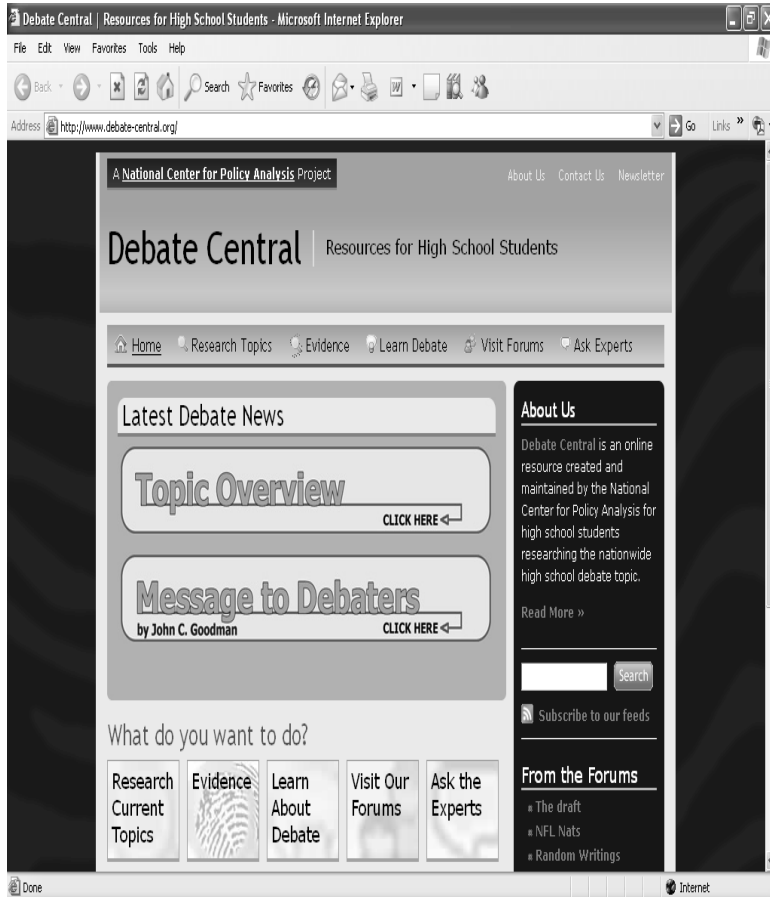
The 1935 Wiley College Debate Team, in the movie, *The Great Debaters*, presents a model for our Lincoln Douglas debaters. They spoke eloquently, they spoke with passion, they drove to the heart of the matter, and they persuaded.

(Steven Lachman is a third year debate coach at State College High School in Pennsylvania. He holds a doctorate in geography from Penn State University and has a private law practice in State College, PA, specializing in environmental law.)

Steven says he became a debate coach by default when his son's high school team lacked a coach. Steven's son has since graduated, but he says, "I loved it so much that I have continued as a coach."

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The **National Debate Forum** has created state, regional and national champions in Lincoln-Douglas Debate for over a decade. This year the National Debate Forum will run a special two week session in Public Forum Debate and a special two week session in Lincoln-Douglas Debate. Whether you are a novice or a seasoned varsity competitor, NDF is the perfect choice to take your debating skills to the next level.

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You Don't Have to Win Nationals: Cognitive, Professional and Interpersonal Benefits of Forensics to Student Participants



As anyone who participates in forensics understands, our activity generates myriad positive effects for all who participate. In fact, so abundant are the benefits of forensics that one article could not contain them all. This article is the first installment of a 3-part series which explains the benefits of forensics to students, educators/administrators, and communities.

By Jennifer Billman

For every Shelley Long (1st place Oratory, 1967) or Michael Urie (1st place DI, 1998), there is a Ted Turner or a Brad Pitt.

In other words, for every NFL National Champion who goes on to achieve widespread success, there are countless more NFL competitors who don't win Nationals, and still go on to achieve widespread success using the skills they learned in forensics. Most competitors, even the really good ones, never win nationals. It's statistically impossible. Only 20 students a year, at the very most, will go home with a first place trophy. Fortunately, the winner's circle in forensics extends far beyond the National Tournament stage. Decades of research confirms what members of our community have always known – that every student who competes in forensics, wins.

Competitive forensics demands high level commitment and sacrifice from participants. Successful competitors spend hours reading, researching, and practicing – in fact, top competitors invest effort comparable to a graduate school thesis (Minch, 2006). Yet this commitment generates multiple-fold returns for those who make the investment. In 2007, the National Forensic League listed 93,000 student members in its ranks; in total, over one million members have joined

the NFL (National Forensic League, 2008). As a group, these students surpass their peers academically, professionally, socially, and personally as a result of their time in competitive speech and debate. Not surprisingly, researchers have examined the forensic population at length and overwhelmingly concluded that the activity extends unparalleled benefits to its student members. The crux of their findings appears below.

Forensics develops communication and critical thinking skills.

Research overwhelmingly indicates that forensics increases students' oral and written communication skills (Colbert & Biggers, 1985; Fine, 2001; Luong, 2000; Minch, 2006). To prepare cogent speeches, forensic students must refine their written communication to a substantially higher level than the general high school population. A single debate tournament, for example, requires written work tantamount to two research papers, including revisions (Carr, 2002). Along these lines, interpretation events require well-written introductions and careful study of literature (McCrary, 2004). Not surprisingly, some argue that "the best writing course imaginable is high school debate" (Carr, 2002, p. 26).

Communication skills carefully honed in forensics extend beyond the classroom to the professional and the personal realms, where speech and debate students can proficiently conduct group discussions and interpersonal conversations in real-world settings (Colbert & Biggers, 1985). Even as communication skills decline among American students (Bellon, 2000; Snider, 1998), forensic competitors continue to develop excellence in communication. This hallmark of debate and speech participation is perhaps one of the most significant, given that "superior communication and persuasive skills are essential for success in both the college classroom and professional life" (Luong, 2000, p. 6).

Additionally, researchers consistently note that students in competitive forensics gain superior critical thinking skills (Allen, Berkowitz, Hunt & Loudon, 1999; Bellon, 2000; Colbert & Biggers, 1985; Fine, 2001; Luong, 2000; Minch, 2006). Rather than encumber students with another set of information to memorize, forensics actually provides participants with a tool for learning (Bellon, 2000; Snider, 1998). As Bellon explains, "When students are encouraged to think aloud – specifically, when they practice critical skills with their peers—they gain experience they may then apply to their



own internal reasoning processes” (2000, p. 163). Critical thinking contributes to an engaged, mature understanding of subjects across the curriculum. As a result, speech and debate participation typically coincides with higher grades and general intellectual curiosity (Minch, 2006, p. 7). Not surprisingly, many former forensic students vociferously affirm their decision to compete. Among them, Fulbright Scholar and a four-time NFL National Qualifier Jonathan Carr acknowledged that “joining this activity is the best educational decision I have made to date” (Carr, 2002).

Forensics prepares students for college and the job market.

Competitive speech and debate participation serves as a reliable indicator that a student will pursue higher and postgraduate education. Fine’s (2001) survey of high school debaters indicated that 99% of those surveyed planned to go to college. Colbert and Biggers reported a study which notes that “90% of debaters go on to achieve at least one graduate degree” (1985, p. 239). Fortunately for students, colleges and universities are well aware of the academic gains associated with forensics. Yale Professor Minh Luong explains that in an age of grade inflation, “The National Forensic League, with its mission of ‘Training Youth for Leadership,’ is one of a handful of national high school organizations

which leading colleges use as a barometer of success” (2000, p. 5). Luong argues that forensics demonstrates a student’s ability to dedicate him or herself to a goal and pursue it relentlessly – evidence of dedication and passion. Additionally, speech and debate students tend to score higher on standardized tests including the SAT and the ACT (Fine, 2001; McCrady, 2004). Both factors translate into higher than average acceptance rates of forensic students into top-tier colleges and universities (Luong, 2000). The benefits extend beyond admission, as well: more forensic students receive scholarships than their counterparts (Minch, 2006). For the academically precocious high school student, this combination of skills-development and vitae-building can provide a ticket to highly exclusive educational opportunities – for which they are well-prepared.

After graduation, speech and debate students discover that employers enthusiastically hire forensic alumni. As Bellon explains, a number of professional fields “are more likely to approve of students if they have debate experience” (2000, p.165). In this vein, many forensic competitors find themselves drawn to the legal or political arenas, where forensic background is virtually a must (Fine, 2001). However, speech and debate experience provides an irrefutable edge to job-seekers in all fields. As Snider pointed out, communication skills “remain the most important factor that employers

look to in hiring” (1998, p. 24). Perhaps Colbert and Biggers say it best: “In a time when many of our students ask us how educational activities will help them get a job, the answer seems to be unequivocal. Debate experience is highly valued by the business world (1985, p. 239). After procuring a job, alumni find that speech and debate experience can also encourage career success and advancement. As one prominent vice president explained, “my Ivy-League MBA got me my first job here, but my forensics experience gave me the tools to be effective which allowed me to be promoted into my current position” (Luong, 2000, p. 6).

Forensics facilitates valuable relationships and personal growth.

Even as students improve their educational foundation, they acquire an invaluable social network through forensic competition. In part, this network stems from the development of social skills, as Minch explains: “These experiences [in forensics] foster interpersonal sensitivity, improved appreciation of the needs of a group or team, and heightened awareness of the importance of audience adaptation – so critical to an effective performance and everyday communication interactions” (2006, p. 15). Social gains also spring from students’ interactions with members of the speech and debate community. Chief among these, students form a closer bond with their coaches than with other teachers. This mentoring relationship encourages them to invest fully in the activity and their education (Parcher, n.d). Additionally, many students contend that their team serves as a surrogate family, providing a critically important source of affirmation and support to high school students during their tumultuous teenage years (Fine, 2001). Best of all, students who engage in forensics often find that the relationships they form in the activity last a lifetime (Carr, 2002). Moreover, many relationships formed in forensics prove extremely helpful to college-bound competitors. Advisors frequently remind students that mentoring relationships can parlay into compelling letters of recommendation or networking opportunities (Duban, 2005). Clearly, the forensic community itself generates a host of reasons to participate in the activity.

Finally, speech and debate competitors gain critical life skills that distinguish

them from their counterparts. Focus and determination, trained in competitive rounds, enable former competitors to overcome professional and personal challenges after high school (Luong, 2000). Similarly, competence and self-confidence translate into success long after a student's competition days have ended (Fine, 2001). As Hinck explains: "A competitive season simulates life situations requiring adaptation to changing circumstances, recommitment to achieving one's goals, coming back from a disappointing experience, and hard work without guarantee of success" (2003, p. 62). These life lessons develop character in speech and debate students: to put it plainly, "debate instills in teenagers the skills necessary to be competent adults" (Carr, 2002, p. 26). Additionally, competitive forensics enables students to establish an identity as members of a team (Hinck, 2003). The community, noted for its inclusivity, tends to accept -- and often reward -- people who seldom fit into traditional stereotypes (Allen, et al., 2004). For this reason, students who don't fit into high school stereotypes often find a place to belong in the forensics community. As Crawford noted, "Competitive speech offers the benefits of competition to large numbers of students who are never going to wear the home team's uniforms on the athletic field -- but who nonetheless matter a great deal to their parents, their communities, and the future of their country" (2003, p.21).

Final Focus

Competitive forensics fundamentally alters the thought processes and perspective of every student who participates. On academic, professional, social, and personal levels, forensics affects the lives of participants to a degree that no other co-curricular activity can replicate. Not every student will win nationals...but every student will receive unparalleled benefits from his or her forensic experience, proportional to the effort he or she invests. Whether preparing for the future or pursuing intrinsic gains, every student should demand the opportunities available through forensic education. You don't have to bring home a national championship to succeed in the National Forensic League. Everyone who participates in our vibrant community, wins.

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Stanford National Forensic Institute Policy Debate 2008

July 24- August 13

August 13- August 20

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

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

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

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

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

Jon Sharp - U. of Kentucky

Judy Butler - Augusta Prep

JR Maycock - Highland

Jacob Polin - UC Berkeley

Bobby Lepore - Stanford

Jenny Herbert Creek - Stanford

Matt Fraser - Stanford/Head Royce

Toni Nielson - CSU Fullerton

Nichelle Klosterboer - Idaho State

Janelle Rivard - U. of Georgia

Doug Dennis - St. Francis H.S.

Erik Holland - Stanford/Head Royce

Rachel Schy - Redlands

Reuben Schy - U. of Kentucky

Three Week Program

Accelerated program

July 24 - August 13, \$3185

Core Program

July 24 - August 13, \$2385

Extended Week

August 11 - August 18, \$1350

**ALL DATES AND PRICES
ARE TENTATIVE**

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

*Justin Mardjuki, 2007
SNFI Participant*



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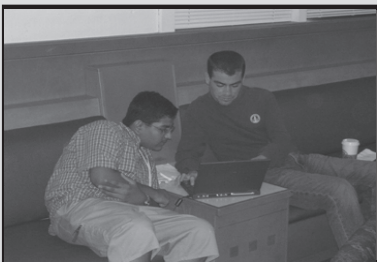
The Stanford **Parliamentary Debate** program brings the same professionalism to parliamentary debate that SNFI has brought to Policy debate and Lincoln-Douglas debate for the past 17 years. Serious student of parliamentary debate wanting to take their activity to the next level are encouraged to attend, as are those just beginning in this style of argumentation. A special Advanced debate section is planned for this summer. Small group activities ensure that students of all experience levels can be accommodated.

We are also proud to offer a one-week **Public Forum Debate** program. This camp will build skills similar to our Parliamentary program but with a specific focus on the structure and strategies unique to Public Forum Debate. This program also offers students with little to no experienced coaching at their schools the opportunity to develop the necessary skills to coach themselves.

These exclusive one-week programs will feature:

- A low staff to student ratio - averaging 1 staff for every 8 students
- A great number of practice debates - half of the total instructional time will be spent on conducting practice debates
- Seminars on brainstorming, constructing and supporting arguments and theory of argumentation from the ground up
- Topic analyses on a number of commonly used topic areas through a spirited examination of current events

The camps are held in an intimate setting that allows plenty of question and answer sessions and one-on-one interaction with instructors, not just rote learning. Students are allowed to develop their talents in a relaxed and supportive atmosphere with excellent supervision. Students will emerge from the program as more confident public speakers and as experts on the rules, style, and strategies of Parliamentary or Public Forum Debate, ready to compete in the fall!



Stanford National Forensic Institute

2008 Parliamentary Debate Program

August 13 - 20, \$1100

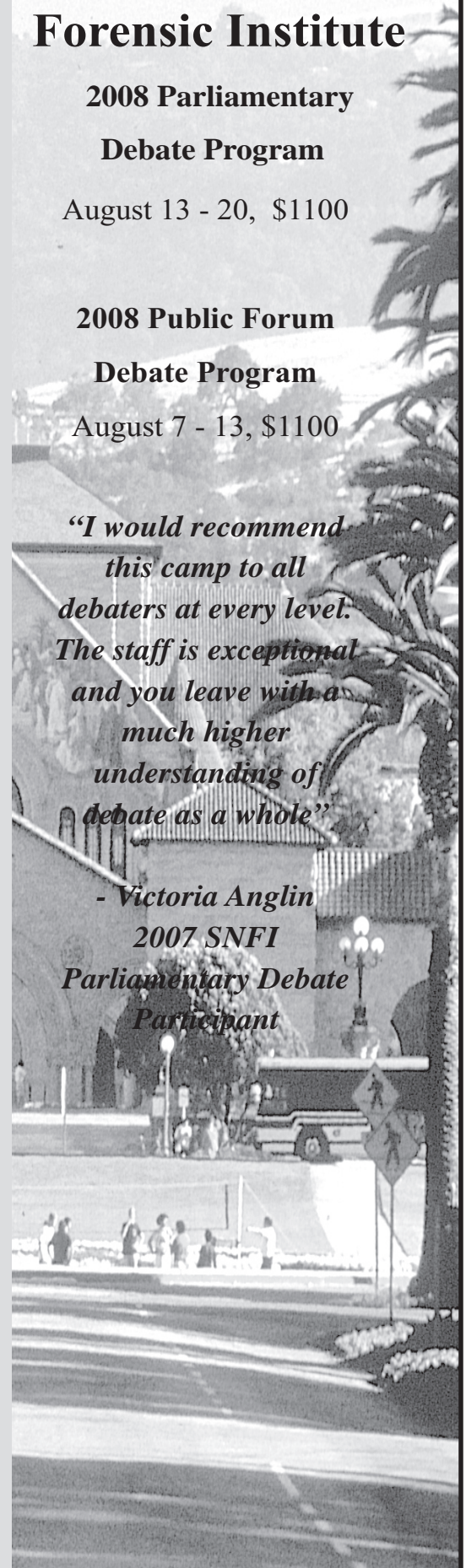
2008 Public Forum Debate Program

August 7 - 13, \$1100

"I would recommend this camp to all debaters at every level. The staff is exceptional and you leave with a much higher understanding of debate as a whole"

- Victoria Anglin

*2007 SNFI
Parliamentary Debate
Participant*



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One-Week—June 27-July 6, 2008

Tuition: \$460; Housing/Meals: \$390; Total: \$850

2008 L-D INSTITUTES

Three-Week—June 20-July 13, 2008

Tuition Housing & Meals: \$1,695

Two-Week—June 20-July 6, 2008

Tuition, Housing & Meals: \$ 1,500

PARTIAL PUBLIC FORUM STAFF

(more staff being added-see April Rostrum)

JONATHAN PEELE: Director of Debate, Manchester Essex; formerly Public Forum coach at Myers Park, North Carolina; Instructor, Florida Institute 2007; Coach of many Public Forum champions.

DANIEL CELLUCCI: Brown University; former Manchester Essex debater winning the TOC & runner-up at NFL; 1st place at The Glenbrooks & Yale.

JAMIE PATES: Champion debater, Manchester Essex; TOC National Champion 2006; winner of numerous invitational tournaments.

***For Institute information and application, contact:**

Dr. J. W. Patterson
Director of Debate
225 Funkhouser Building
University of Kentucky
Lexington, Kentucky 40506-0054
859-257-6523
jwpatt00@uky.edu

PARTIAL 2008 L-D STAFF

(more staff being added-see April Rostrum)

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

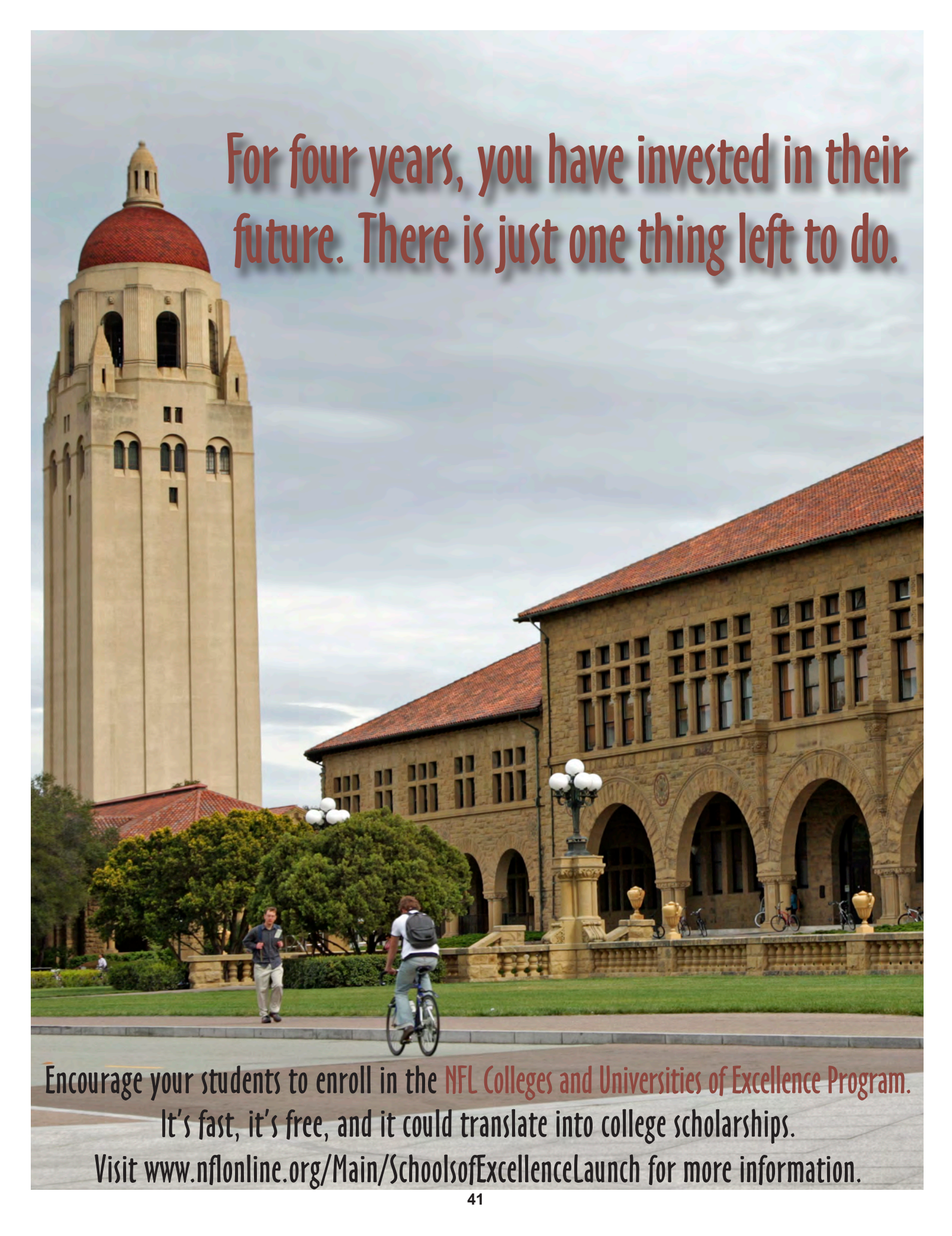
CYNDY WOODHOUSE, B.A.: Successful high school competitor; experienced LD workshop instructor who has authored several LD theory articles and coached numerous debaters to the late rounds of national tournaments, including the NFL National Tournament; former coach of Vestavia Hills High School and current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

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

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

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

<http://www.uky.edu/Provost/ChellgrenCenter/Debate>

A photograph of the Stanford University campus. On the left is the tall, beige tower of the Hoover Tower with its iconic red-tiled dome. To the right is a large, multi-story stone building with a red-tiled roof and numerous windows. In the foreground, a person is walking on a path, and another person is riding a bicycle. The sky is overcast.

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Encourage your students to enroll in the **NFL Colleges and Universities of Excellence Program**. It's fast, it's free, and it could translate into college scholarships. Visit www.nflonline.org/Main/SchoolsofExcellenceLaunch for more information.



Summer Forensics Institute

JULY 13 - 26, 2008

About SFI

A two-week camp for high school speech students, Bradley University's Summer Forensics Institute has trained winners for over 40 years. Campers work on specific events with top high school and college coaches and with members of the Bradley Speech Team, described by the Associated Press as "the nation's dominant forensic team."

Bradley's summer camp creates winners.

Take a look at our numbers:

- 95% of campers were breaking during the regular season
- 65% were in regional finals
- 45% competed in their state tournament(s)

Bradley's forensics team is the most successful team in the nation's history.

Bradley's team has won over 40 national team championships, and 115 individual national championships.

We give students a sense of the forensics team experience, based on our tradition of excellence.

Compare our price.

We are affordable, at \$875 for two weeks of coaching, instruction, room and board, and there are no hidden charges or add-ons.

We focus on process over product.

At Bradley's camp, students leave with a polished product and the time-tested process to make all their pieces shine.

Our coaches travel, judge, and coach on a national level.

They know what other judges are looking for and can help you create it.

Let's face it—size does matter.

Our team of top high school and college coaches will give you the personal attention you require, and teach you everything you need to succeed in forensics competition. Bradley is the right size for you.

WANT MORE INFO?

Lee Ann Kriegshauser, Continuing Education
(309) 677-2377; leeann@bradley.edu

August Benassi, Institute Director
(309) 677-3238; abenassi@bradley.edu

Or visit www.bradley.edu/continue

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Why come to Samford?

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

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

3. To work with a national-caliber staff for a reasonable price.

- **Policy Director: Dr. Ryan Galloway** [has coached teams to the late elimination rounds of every major national college tournament in the country and is a "top five" judge on the national circuit]
- **Lincoln-Douglas Director: Mr. Jay Rye** [head coach of The Montgomery Academy, winner of 10 Alabama state championships, his LD debaters are highly successful across the nation]
- **Public Forum Director: Mr. Ben Osborne** [head coach of Vestavia Hills High School, has coached public forum teams to great success throughout the country]
- **Coaching Director: Mr. Skip Coulter** [Alabama Debate Coach Hall of Fame, successful coach from college to junior high and everything in between]

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

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

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

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Summer, 2008

University of Texas National Institute in Forensics

We invite you to join us for the **15th 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.

www.utspeech.net

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

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

Passion... Elegance... Excellence

Our staff includes former high school and collegiate national champions and coaches of national champions from around the country, including coaches representing all eight of the top 8 collegiate speech programs of the American Forensic Association.

Just some of our projected core faculty members for 2008:

Randy Cox (Univ of Texas), **Debbie Simon** (Milton Academy, MA), **Casey Garcia** (Mt. San Antonio College, CA), **August Benassi** (Bradley University, IL), **Jason Warren** (George Mason Univ, VA), **Kristyn Meyer** (Univ of Texas), **Brandon Wood** (Illinois State Univ), **Kris Barnett** (Star Charter School), **Saeed Jones** (Western Kentucky University), **Paul Davis** (Arizona State University), **Jessy Ohl** (Kansas State University), **Ken Young** (Northern Illinois Univ), **Jaime & Eric Long** (Kishwaukee College & Northern Illinois Univ), **Stephanie Cagniart** (Univ of Texas), **Nicole Kreisberg** (Univ of Texas), **Bryan McCann** (Univ of Texas), **Jeff Moscaritolo** (George Mason Univ, VA), **Ben Robin** (Western Kentucky Univ), **Jon Carter** (Western Kentucky Univ), **Katelyn Wood** (Univ of Texas), **James McGraw** (St. Joseph's Univ), **Jesse Gall** (UT), **Caetlin Mangan** (UT), **Jill Collum** (Harvard Law/Univ of Texas) and **Eric Cullather** (Cal State Long Beach) just to name a few— plus the rest of the University of Texas Individual Events Team, and more acclaimed coaches and faculty from Texas and across the country!

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NOTE: Schedules and faculty listings contingent upon agreements and subject to change without notice.

UTNIF 2008



featuring:

The Marathon Program

session 1: june 22 - july 12

session 2: july 14 - aug. 3

The Experienced Seminar

session 1: june 22 - july 12

session 2: july 14 - aug. 3

The Summer Survivors Program

super session:

june 22 - aug. 3

LIVE IN AUSTIN, TX! with special guests:

Blake Johnson

Winner of the Harvard, Wake Forest, Northwestern, North Texas, & Central Oklahoma tournaments. 2007 CEDA National Champion!

Jairus Grove

2nd speaker at the 2000 National Debate Tournament & NDT semifinalist. Former Director of the Chicago Debate Commission. International Relations Fellow, Johns Hopkins University. Coach for Harvard Debate.

J.V. Reed

Former UT Austin debater. Made 3 appearances in elimination rounds at the NDT, twice as a quarterfinalist. UTNIF teacher since 1996. Former coach at the Kinkaid School in Houston, Texas & the Chicago Urban Debate League. Assistant Coach for the University of Texas in 2007.

Ricky Garner

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

Nate Gorelick

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

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

Personal Training, Not Long Lectures

Unlike some other camps, our students don't have to sleep through hours of lectures, nor are they left in the library for hours on end to fend for themselves. We are committed to one-on-one training, small group learning, & practice based skills work.

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No cookie-cutter arguments! Our debaters master agent counterplans, but you will win your first tournament with arguments developed here and nowhere else!

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This program focuses on improving your debate skills by putting you straight into practice rounds as soon as you arrive. Debaters begin in small, squad-like groups led by our experienced teaching staff, engage in practice debates every night, & the program culminates in a full-scale tournament -- all by the close of the first week!

Experienced Seminar

\$2,499

For students looking for a deeper relationship with the topic, this seminar offers the chance to develop a comprehensive strategy from scratch with our most accomplished staff. With more time available for research, Experienced Seminar debaters will build more nuanced & strategic positions, giving them an edge over the competition.

Summer Survivors Program

\$5,499

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

www.desertlights.org

Desert * Lights



JUNE 15-20, 2008
LAS VEGAS, NV



* **Book Hotels**

* **Things to do in Las Vegas**

* **Transportation Information**

* **Schedule of Events & Locations**

Desert ★ Lights



JUNE 15-20, 2008
LAS VEGAS, NV

It is with great pleasure the Golden Desert NFL District welcomes you to the 2008 Desert Lights Nationals, held in Las Vegas and Henderson, Nevada. It is probably true the image of the city of Las Vegas doesn't bring to mind high school speech and debate, or schools, or houses, or city parks, or tournament hosts, or . . . , well, the list goes on. In fact, when most people think of forensics in Las Vegas they think of CSI. We have Anthony Zuiker, the executive producer of CSI and a former Las Vegas NFL forensics competitor to proudly thank for that. We recognize and appreciate our city's image as a vacation getaway; however, we are eager to be your host and show you a side of Las Vegas you may not have considered.

Las Vegas and Henderson are communities that believe in education. Though the history of education is rich in Clark County, the move toward a county school district did not begin until 1955 when the State Legislature mandated the consolidation of state school districts into 17 county school districts. This change meant 14 separate school districts in Clark County were restructured to become part of the newly formed Clark County School District over 50 years ago. From a sideboard tent constructed in the middle of the hot desert, we now have 337 schools and counting. Our school district ranks 5th largest in the nation with 308,783 students and over 18,000 teachers. In a city that averages 5,000 new residents per month, one can imagine the challenge for building and opening new schools. Just this year we opened 11 new schools, and that is a typical start to a new year. With 42 public high schools, this is an exciting school district that has changed with the landscape and continues to make a major impact on Southern Nevada life.

We have a young, dynamic forensic district. The Golden Desert District began in 1997. However, competitive forensics in the Las Vegas valley is in its 33rd year. Our local forensic tournaments have 23 public high schools and 2 private schools regularly competing, averaging over 400 students per tournament. With a solid support base from our school district, parents, community businesses, and the UNLV debate program, there is a strong commitment to forensics in the Las Vegas valley.

Our school district is huge in terms of square miles (7,910 mi.), but we have made sure to keep our venues and hotels close. Our schools and hotels are all in the southeast part of the valley, just minutes apart. Opening registration and finals will be on the campus of UNLV, an easy drive from or to any of the hotels/venues. You will find the UNLV campus a fun place to be on the day of registration. Please consider bringing your entire team to registration as there will be plenty to see and do for coaches and students alike. You never know who might show up at the microphone for our opening ceremony! We will return to UNLV for our final rounds at the Cox Pavilion. It will be an exciting final two days for those who are fortunate enough to make it to the final rounds. Imagine being on stage in Las Vegas in front of a crowd of thousands. You never know who might show up to judge!

With more than 40 million people visiting our city each year, we look forward to our most favorite visitors of all – you. Bring your families as there will be plenty to do for everyone. We'll see you in June! Look for our information regarding free and fun things to do in Las Vegas, and visit us on our website at www.desertlights.org.

Desert Lights Nationals



Hank and Barbara Greenspun Middle School



Bob Miller Middle School

Desert Lights



Foothill High School



Jack and Terry Mannion Middle School



Green Valley High School

Tournament Sites

A BRIEF OVERVIEW OF THE TOURNAMENT LOGISTICS

The “Desert Lights” will be an excellent location for the 2008 LFG/NFL National Speech Tournament. To make planning a little easier, the National Office is happy to provide a preliminary overview of the tournament. Please keep in mind that all logistics are tentative and subject to slight changes.

Sunday (Registration)

This year, the tournament registration and NFL vending EXPO will take place on Sunday, June 15th from 8am to 3pm at the Student Center on the campus of UNLV. In addition to the normal registration events, the local host committee has planned an incredible afternoon of events near the student union.

Monday and Tuesday (Preliminary Rounds/Early Elims/Schwan Event)

There will be five venues used for the preliminary competition. Foothill High School will host the preliminary rounds and early elim rounds of Policy Debate. Green Valley High School will host the preliminary rounds and early elim rounds of Public Forum Debate and U.S. and International Extemporaneous Speaking. Mannion Middle School will host preliminary and early elim rounds of Lincoln-Douglas Debate. Greenspun Middle School will host the preliminary and early elim rounds of Duo and HI. Bob Miller Middle School will host the preliminary and early elim rounds of DI and OO. The National Student Congress will be held at the College of Southern Nevada adjacent to Foothill High School.

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

The Schwan Event will take place near the two high schools at the state-of-the-art Henderson Pavilion in the evening on Tuesday. Students eliminated from main event competition on Tuesday will re-register for the Wednesday supplemental events at the Schwan Event.

Wednesday (Elimination Rounds/Supplemental Events)

There will be two venues used on Wednesday, June 18th. Students who qualify for elimination Round 9 of Policy, Lincoln Douglas, or Public Forum will compete at Foothill High School on Wednesday. All main event speech competitors (HI, DI, DUO, OO, USX, IX) who have qualified for round 9 will compete at Foothill High School. The National Student Congress semifinals will be held at the College of Southern Nevada adjacent to Foothill High School. Those students re-registered for supplemental events (Expository, Commentary, Prose, and Poetry) will compete at Green Valley High School on Wednesday. All students eliminated prior to round 9 of speech and debate events as well as, the prelims of Student Congress will have the opportunity to re-register and compete in up to two supplemental events (if pre-registered).

All competition will occur between 8am and 7pm on Wednesday.

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

On Thursday morning, debate elimination rounds will continue at the Foothill High School complex. The National Student Congress will hold its final round sessions at the Cox Pavilion on the campus of UNLV. All supplemental and consolation events will occur at Green Valley High School.

On Thursday evening, attendees will enjoy the national final rounds of Humorous Interp., Dramatic Interp., and Duo Interp, as well as the Schwan Coaches’ Diamond Ceremony at the Cox Pavilion on the campus of UNLV.

Friday (Supp, Cons, and Main Event Finals and National Awards Assembly)

The remaining Main Event final rounds (Original Oratory, U.S. Extemp, International Extemp., Lincoln-Douglas, Policy, and Public Forum), as well as, the Supplemental and Consolation Event finals will be held throughout the day on Friday at the Cox Pavilion on the campus of UNLV.

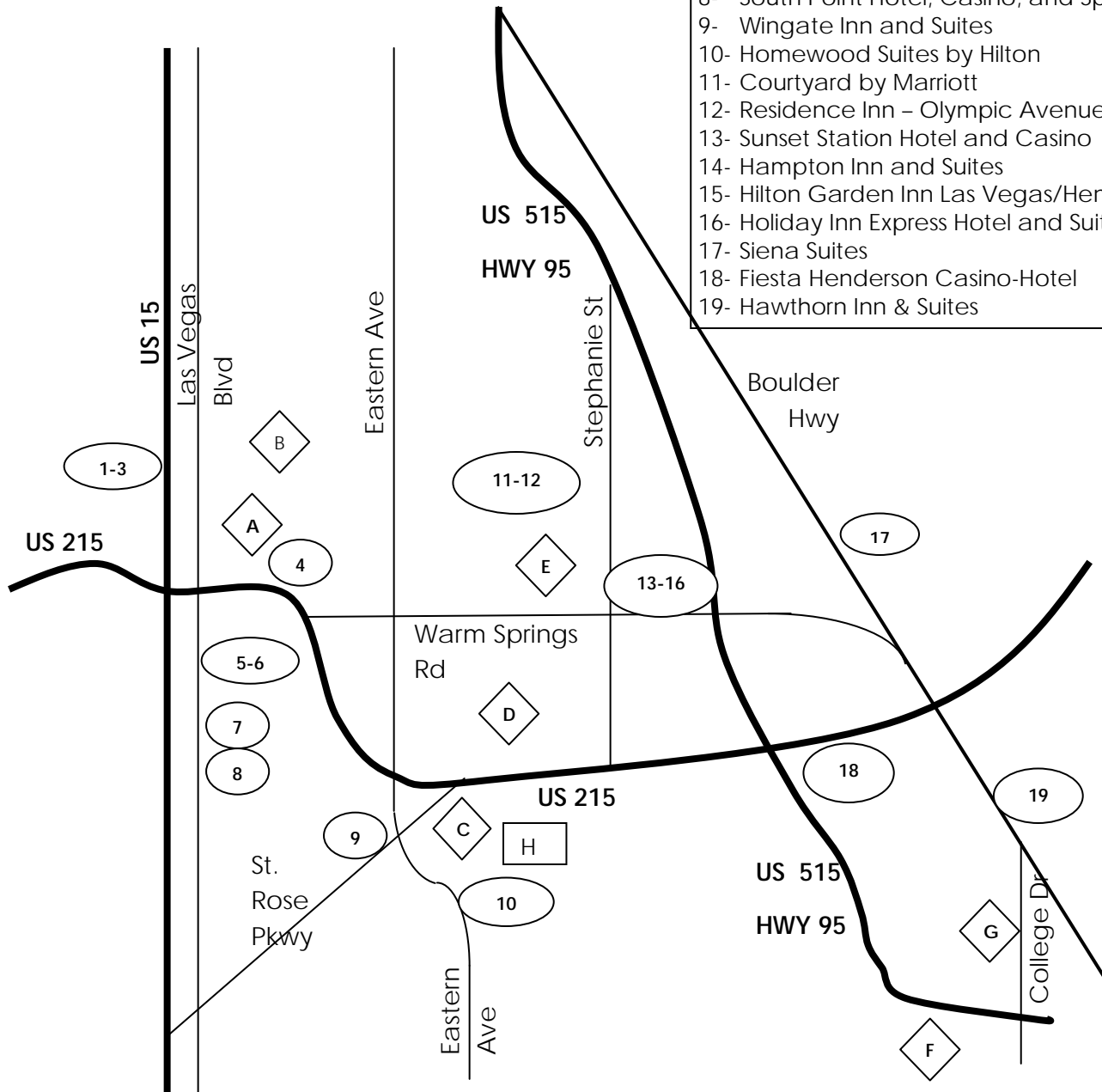
On Friday evening, the National Awards Assembly will be held in the Cox Pavilion at UNLV.

Coaches who have any major questions about the logistics of the Desert Lights Nationals should feel free to contact the National Office at 920-748-6206 or at nfl@nflonline.org.

2008 Desert Lights Nationals

Tournament Hotels and Venues

- 1- Residence Inn – Dean Martin Dr
- 2- Courtyard-Las Vegas South
- 3- Fairfield Inn-Las Vegas South
- 4- Homewood Suites by Hilton Las Vegas-Airport
- 5- Microtel Inn and Suites Las Vegas
- 6- Hilton Garden Inn Las Vegas Strip South
- 7- Emerald Suites
- 8- South Point Hotel, Casino, and Spa
- 9- Wingate Inn and Suites
- 10- Homewood Suites by Hilton
- 11- Courtyard by Marriott
- 12- Residence Inn – Olympic Avenue
- 13- Sunset Station Hotel and Casino
- 14- Hampton Inn and Suites
- 15- Hilton Garden Inn Las Vegas/Henderson
- 16- Holiday Inn Express Hotel and Suites
- 17- Siena Suites
- 18- Fiesta Henderson Casino-Hotel
- 19- Hawthorn Inn & Suites



- | | |
|-----------------------------|------------------------------------|
| A- McCarran Airport | E- Green Valley High School |
| B- UNLV | F- Mannion Middle School |
| C- Bob Miller Middle School | G- Foothill High School |
| D- Greenspun Middle School | H- Schwan Event-Henderson Pavilion |

IMPORTANT!! CONSIDERATIONS WHEN SELECTING AND RESERVING HOTELS AT THE DESERT LIGHTS NATIONALS PLEASE READ BEFORE SELECTING LODGING

1. All schools should stay at one of the NFL recommended hotels. The local host committee has negotiated the lowest rates available at these properties for our members and has chosen them for their convenience in tournament preparation. PLEASE DO NOT STAY ON THE LAS VEGAS STRIP. Morning and afternoon traffic jams could add 45 minutes to an hour to your commute.
2. Hotels are listed in the ***Rostrum*** as to either be booked at the host website, www.desertlights.org, or by phone. Properties that can be booked online have the rate code for Desert Lights pre-loaded on the site. If a rate code is not pre-loaded, book by phone and be sure to give the rate code to the booking agent.
3. When calling hotels, all coaches must mention the NFL Desert Lights National Speech Tournament block to receive the posted rate. Also, some properties have special instructions that are listed on the hotel grid provided. **All room reservations are subject to an automatic two-night non-refundable deposit per room to avoid double-booking.**
4. **All** hotel properties are easily accessible and are within 15-20 minutes by highway or surface streets of every Monday-Friday competition venue. The host website has downloadable maps from every hotel to UNLV, McCarran Airport, and the five competition sites. You can print all needed maps before ever leaving home.
5. The **Sponsors' Hotel** is the South Point Hotel and Casino. This hotel is an excellent choice in both price and features. The South Point boasts a 64 lane bowling alley, 16 screen movie theater, and an incredible video arcade.
6. It is recommended that coaches go to the local host website at www.desertlights.org to determine which hotel fits the needs of their program. All hotels on the list are convenient to the tournament venues. Schools are encouraged to book early as hotel blocks will fill up rather quickly.
7. Key Travel Times to Note:
All Hotels to High Schools (Less than 15 min)
Green Valley HS to Foothill HS (Less than 15 minutes)
Each Middle School is less than 10 minutes from each High School and one another.
UNLV is only 15-20 minutes from all hotels.
8. **PLEASE LOOK AT A MAP!** Before reserving rooms, all coaches should look at a road atlas and an enlargement of the Henderson area to get a better perspective on the logistics of travel. Also look at the map printed in the ***Rostrum*** and the downloadable maps on the host website. The key to a less stressful week is to seriously consider following the above lodging suggestions provided by the National Office.

Additional Tournament Information (Logistics, Complete Driving Directions, Maps, Individual Event Schedules, etc) are available on the NFL website at www.nflonline.org/NationalTournament and at the local host site at www.desertlights.org

Hotel Name	Rate	Phone	Address	Amenities	Book Online at Host Website	Book by Phone
Sponsors' Hotel South Point Hotel & Casino	\$74	866-791-7626 Rate Code: "Desert Lights"	9777 Las Vegas Blvd. South Las Vegas, NV 89183	OP, S, R, W, M, B		866-791-7626 Rate Code: "Desert Lights"
Courtyard by Marriott - Henderson	\$119	702-434-4700 800-321-2211	2800 N. Green Valley Pkwy. Henderson, NV 89014	OP, F, S, L, R, H, W	www.desertlights.org	
Courtyard by Marriott South	\$119	702-895-7519	5845 Dean Martin Dr. Las Vegas, NV 89118	OP, H, F, L, R, S, W	www.desertlights.org	702-948-9999 x 6671 866-847-2002 Rate Code: "Desert"
Emerald Suites	\$59-\$79	702-948-9999 x 6671 866-847-2002 Rate Code: "Desert"	9145 Las Vegas Blvd. South Las Vegas, NV 89123	OP, F, L, H, S		
Fairfield Inn South	\$109.99	702-895-9810 800-MARRIOTT	5775 Dean Martin Dr. Las Vegas, NV 89118	OP, H, F, CB, L, W	www.desertlights.org	
Piesta Hotel & Casino	\$76	1-800-634-3101	777 W. Lake Mead Dr. Henderson, NV 89015	OP, R, M, FC	www.desertlights.org	
Hampton Inn & Suites	\$99	702-992-9292 702-568-7800 Rate Code: "CCSD"	421 Astaire Dr, Henderson, NV 89014	CB, L, H, OP, F, W	www.desertlights.org	702-568-7800 Rate Code: "CCSD"
Hawthorn Suites	\$95	702-459-7830 800-HILTONS Rate code: "DES"	910 S. Boulder Hwy. Henderson, NV 89015	IP, W, F, CB, L, Spa		702-459-7830 800-HILTONS Rate code: "DES"
Hilton Garden Inn - South Las Vegas Blvd	\$99	702-322-9000	7830 Las Vegas Blvd. South Las Vegas, NV 89123	S, W, L, F, OP, H, R	www.desertlights.org	
Hilton Garden Inn - Henderson	\$99	702-990-2323	1340 W. Warm Springs Rd, Henderson, NV 89014	OP, W, H, F, R, L	www.desertlights.org	
Holiday Inn Express	\$99	702-990-2323	441 Astaire Dr. Henderson, NV 89014	F, W, L, H, OP, CB	www.desertlights.org	
Homewood Suites - Airport	\$111-\$161	800-call-home	230 Hidden Well Road, Las Vegas, NV 89119	OP & Spa, S, CB, F, L		800-call-home

Hotel Name	Rate	Phone	Address	Amenities	Book Online at Host Website	Book by Phone
Homewood Suites - Henderson	\$101-\$121	702-450-1045 702-273-2500 Rate Code: "CCSD"	10450 S. Eastern Ave. Henderson, NV 89052	OP, F, CB, L, W, H		702-450-1045 702-273-2500 Rate Code: "CCSD"
Microtel	\$99		55 E. Robindale Rd Las Vegas, NV 89123	IP, W, F, CB, L		
Residence Inn by Marriott O Henderson	\$129-\$169	800-331-3131 702-434-2700	2190 Olympic Ave. Henderson, NV 89014	S, CB, L, OP, H, F, W	www.desertlights.org	
Residence Inn by Marriott South	\$130	800-MARRIOTT 702-795-7378 702-648-2100 Rate Code: "Desert Lights National Tournament"	5875 Dean Martin Dr Las Vegas, NV 89118	OP, F, CB, W, H, L	www.desertlights.org	702-648-2100 Rate Code: "Desert Lights National Tournament"
Siena Suites	\$59-\$89		6555 Boulder Hwy. Las Vegas, NV 89122	L, OP, F, W, H		
Sunset Station Hotel & Casino	\$89		1301 W. Sunset Rd. Henderson, NV 89014	S, R, OP, F, M, B, FC	www.desertlights.org	
55 Wingate by Wyndham	\$109	702-568-0027 Rate Code: "Desert Lights"	3041 St. Rose Pkwy. Henderson, NV 89052	OP, F, H, S, CB, L, W		702-568-0027 Rate Code: "Desert Lights"
Amenities Key:		OP = Outdoor Pool S = Airport Shuttle R = Restaurant M = Movie Theatre	IP = Indoor Pool CB = Complimentary Breakfast W = Complimentary Internet CL = Complimentary Light Lunch	F = Fitness Facility L = Laundry Facilities H = Whirlpool B = Bowling	FC = Food Court	
* Go to the host website, www.desertlights.org , for additional information about each hotel property *						

Advanced Booking

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

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

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- Tentative Schedules**
- Tournament Logistics**
- Important Hotel Information**
- Directions for Online National
Tournament Registration**

**Additional Host Information Provided at
www.desertlights.org**

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

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

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

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

Submitted by Nora Stanton

If you love roller coasters, check out the rides at the New York New York, Circus Circus, Sahara, and Strato-sphere hotels!

Things To Do

Free Stuff To Do

Bellagio Hotel

Fountains
Conservatory
Botanical Gardens

Caesars Palace

The Lost City of Atlantis Show
Fountain Festival Show
Forum Shops

Circus Circus Hotel

Circus Acts on the Mid-way

Excalibur Hotel

Castle Moat show

Ethel M Chocolate

Factory tour and samples
Cactus Gardens

Flamingo Hotel

Wildlife Habitat

Freemont Street Experience

Golden Nugget Hotel

World's largest golden nugget

Lake Las Vegas

MGM Grand Hotel

Lion Habitat
CBS Television Research Center

Mirage Hotel

Volcano

Planet Hollywood

Desert Passage Rainstorm

Rio Hotel

Masquerade Show in the Sky

Sam's Town

Sunset Stampede
Mystic Falls Park

TI Hotel

Sirens of TI

Tropicana Hotel

Lion Habitat
Birdman of Las Vegas

Venetian Hotel

The Grand Canal Shoppes

Don't forget

A drive down the **Las Vegas Strip**

Cheap Stuff To do

Bellagio Hotel

Fine Arts Gallery

Caesars Palace

3-D Motion ride

Circus Circus Hotel

Adventure Dome

Elvis-A-Rama Museum

Excalibur Hotel

Fantasy Faire (carnival games)

Gameworks

Hilton Hotel

Star Trek: The Experience

Hoover Dam Tour

Imperial Palace Hotel

Auto collection

Lake Mead Recreational Area

Las Vegas Monorail on the Strip

Las Vegas Natural History Museum

Lied Discovery Children's Museum

Liberace Museum

Luxor Hotel

IMAX and Motion Rides
King Tut's Tomb and Museum

Madame Toussand Wax Museum

Mandalay Bay Hotel

Shark Reef

Mirage Hotel

Secret Garden
Dolphin Habitat

Old Las Vegas Mormon Fort

Paris Hotel

Eiffel Tower Observation Deck

Red Rock Canyon

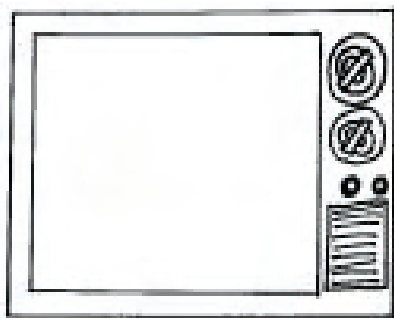
Spring Valley Ranch State Park

Stratosphere Tower

Venetian Hotel

Guggenheim Museum
Hermitage Museum
Gondola Rides

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Renewable Incentives
Tradeable Permits

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Ethanol Good
High Oil Price Bad Scenarios
Nuclear Power Good
Nuclear Proliferation Bad
Oil Dependence Bad
Oil Shocks , Oil Shortages, Oil Spills
Resource Wars
Russian Energy Dominance
Trade Deficit

***Advantage Answer Files**

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

***Case Negatives**

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

***Disadvantages**

Backstopping
Bali
Business Confidence
CO2 Agriculture
Caspian Presence Good
Chinese Growth Bad
Cuban Embargo
Demand Uniqueness
Iranian Oil, Iraqi Oil
Natural Gas Prices
Nigerian Oil
Nuclear Power Bad, Nuclear Proliferation
OPEC Oil Price Stability
Politics Links
Russian Oil, Russian Influence
Saudi Oil, Saudi Relations
SO2/CO2 Trade-Off
U.S.-China Relations

***Disadvantage Answers**

Backstopping Answers
Bali Answers, Business Confidence Answers
Central Asian Oil Answers
CO2 Agriculture Answers
Environmental Movements Answers
Nigerian Oil Answers
Russian Isolationism Answers, Russian Oil Answers
Saudi Oil Answers, Saudi Relations Answers
SO2/CO2 Trade-Off Answers

Counterplans

CTBT, States
Regulatory Negotiations, Voluntary

***Kritiks**

Bauman, Bobertz
Capitalism Links
Deep Ecology, Ecofeminism,
Environmental Managerialism
Neo-Liberalism Links

***Kritik Answers**

Deep Ecology Answers
Eco Feminism Answers

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Planet Debate Gold Subscribers are entitled to two passwords that will enable them and their students to access Planet Debate's evidence database, its research directories, the contents of *Stefan's Topic Guide*, instructional resources for teachers, and a number of audio lectures.

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Within seven days of the release of the topic, Planet Debate makes available a 5-10 page overview of the topic and key arguments on each side. An additional 30-50 pages of evidence is also available.

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

<i>Welcome to Our New Faculty Additions for 2008!!!</i>
--

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

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

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Extemp

- Extempers will be directed by Jason Warren in conjunction with Michael Chen and Adam Johnson
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- Attend lectures by notables such as James Carville
- New for 2008- Extempers can minor in Congressional Debate!

Oratory

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



Interp

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

Contact Information: Dr. Peter Pober

Phone: 703-993-4119 Fax: 703-993-1096

Email: ppober@gmu.edu Website: <http://www.gmuforensics.org/gmif>

yourspace.com

Cherian Koshy's Tips
on how to get started
in building your own
website for your
region, league,
or state.

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

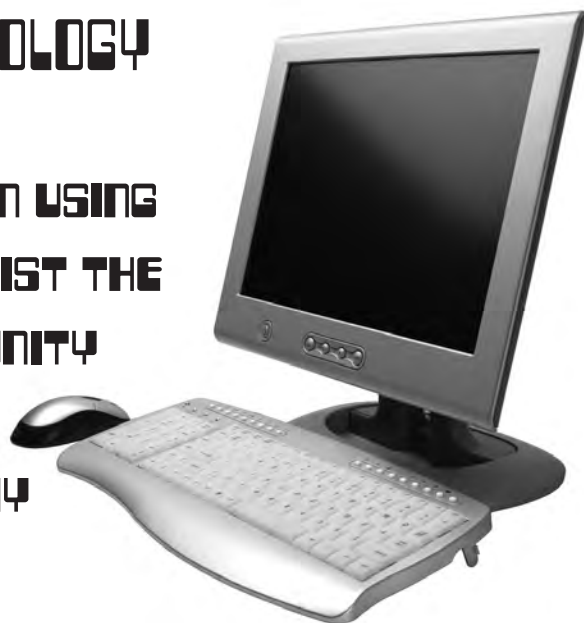
**Do you have a
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**Email your thoughts
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FORENSIC TECHNOLOGY

NEWS AND ADVICE ON USING TECHNOLOGY TO ASSIST THE FORENSIC COMMUNITY

BY
CHERIAN KOSHY



yourspace.com

In 1938, H.G. Wells suggested we could build a real 'World Encyclopedia' with a true 'planetary memory for all mankind.' Today, we are close. As of January 2007, over 1 billion people were using the web accessing nearly 30 billion web pages. In February 2007, the Netcraft Web Server Survey found 108,810,358 distinct websites. Each day, a smidge over 7 million new pages are added to the internet. Yours can be next! A team website is a great way to publicize your programs accomplishments, keep track of past results, keep in touch with past and present team members, and a whole host of other benefits. For an even greater challenge, building a website for your region, league, or state, would be a great way to keep track of tournaments, results, and other useful information to your part of the larger forensic community. But building a website can be a daunting task for even the most advanced users.

What is the World Wide Web and how does it work?

When you open a web browser such as Internet Explorer, Safari, or Firefox, your computer attempts to make a connection with a website very much in the same way picking up the phone gives you the opportunity to talk to another person. In order to actually speak to someone, you need to know their phone number. Every web page has a unique identifier, like a phone number, called an Internet Protocol (IP) address. You may be thinking that you've been surfing the web

for years and never used an IP address. That's because a Domain Name Service (DNS) translates the <http://www.nflonline.org> to 72.32.75.20 so that you can access the NFL website. The text represents a domain name that is much easier to remember than numbers and dots but also makes it possible to recognize the type of information you are likely to obtain by visiting a site. We all know the difference between nflonline.org and nfl.com! Like any phone number, many people can be reached at a given number and likewise, one website can potentially contain an infinite number of web pages. So, why is this important to know? In order to get your own website, you will need to get yourself your very own domain name. We'll get back to that later.

Getting started

If you're an avid reader of this column, you read about how to use Google to make your web experience better. This is no exception. In addition to using Google Groups to creating a web space (www.groups.google.com), the non-web savvy user will find that Google Groups provides the functionality of a full website (pages, discussion boards, mailing lists) without the work of designing each step. Of course, a Google Group has limited customizability as well as a less than attractive domain name. For example, the website address will look like this: <http://groups.google.com/group/Your-Name-Here>, which isn't as sexy as www.nflonline.org. Another option within the Google family is the Google Page Creator (www.pages.google.com), which allows you to create static web pages but will

an incredibly user-friendly user interface. The domain here is a bit nicer (<http://Your-Name-Here.googlepages.com>) and you can simply point-and-click your way through a very straightforward set up process. Type, drag-and-drop, change formatting all with a few clicks but you don't need to have any advanced web design knowledge. You can also add gadgets to your Google Page that include the weather, a calendar, and a whole bunch of other fun toys to make your webpage exciting. Another option, still within the Google family (you're getting the hint right?) involves the use of Blogger. A blog or weblog is akin to an online journal or diary. You write entries that are dated and the most recent entry is automatically placed at the top of your page. This is a great way to keep past and present students up-to-date on the events your team is involved in whether they be competitions, fundraisers, etc. Not only can you reach Blogger through your Google Account, you can also surf over to www.blogger.com to build your own weblog. Blogger has the advantage of extensive customization. If you have even a modicum of HTML knowledge, this is a great option. If you want an easier to use option, Vox (www.vox.com) does a particularly nice job of integrating its service with other services such as flickr, YouTube, and other media sites making it very easy to add pictures and video to your site.

DIY Websites

My cable company decided to put the Food Network and Home and Garden Television on consecutive channels. This served to undermine any productivity I would ever consider having at home. Between watching Giada De Laurentiis cook up her Italian fare and I Want That, I've lost track of the number of hours I've wasted between the two channels. One thing that's difficult to dispute is that it's often more rewarding to do-it-yourself, whether it is a bathroom remodel or a website. If you feel like you are up to the challenge, you're going to need a few tools. First, you'll need a domain name and a hosting service. CNet is great resource for reviews of hosting services. I have to admit that GoDaddy.com's risqué advertising

has, in part, led me to use their services for domain name registration and services but you can use whatever you prefer. If you're not easily offended, their website has the advertisements that Fox rejected for the Superbowl. In any case, once you have a domain and hosting service, you'll need some way to create web pages. Much like tools for a bathroom remodel, you can go with any number of brand names, a range of quality, as well as a myriad of difficulty levels. For some users, Microsoft FrontPage, which is often bundled with Office suites, is an easy enough option. More advanced users can find any number of applications that will meet their particular needs. Another option is to implement a blogging application for your site. A great option is Wordpress (www.wordpress.org) whose five-minute installation will have you up and going in a matter of minutes. Wordpress is designed for every user because it permits the less web-savvy to rely on pre-packaged themes and extensions that are reasonably simple to use. If you can upload files to a directory through FTP, this will be very straightforward. The Wordpress user community is also very well developed making troubleshooting even easier. For the advanced user, there is no limit to the amount of customization you can integrate into your website. For example, the Victory Briefs Daily website (www.victorybriefsdaily.com), one of the LD community's most visited websites, is built on a Wordpress framework but it's also highly adapted to meet their needs. The Virginia NFL District (<http://vanfl.org/>) is a great example of a website that doesn't use Wordpress but rather uses static web pages to accomplish their goals of district communication and information.

What do you have to say? Building Content

Now that you have a phone number, you need to start working on what you will say to the person on the other end. Of course, the more interesting your side is, the more likely people will want to converse with you or in

this case, read your website. It's a smart idea to begin with content that will be useful to your audience. As such, if you're building a website for your team, having a calendar with upcoming tournaments and other events, links to state or NFL rules and event descriptions are a good start. As well, you may want to have contact information for coaches and students but privacy is also a concern. Within many of these models, you can password protect pages especially with Wordpress and Google Groups so that only authorized users can access private information.

As well, publicity is a huge aspect of improving understanding of forensics outside the community. Taking a few minutes to create a press release after tournaments or other events would be a great way to celebrate your team's accomplishments and let traditional and web-based sources know about what's happening with your team. You can find sample press releases on the NFL website under the Press tab. In any case, one of your main goals should be to keep the site constantly updated so that your site is regularly visited. This would be a great opportunity for a student to take a leadership role as a publicity chair or some similar role to keep the website updated with results and information. You can also get great ideas by visiting other forensics sites and play around with embedding video, adding discussion boards, or any of a myriad of other fun things to do on your website.

All in all, the web can be an overwhelming undertaking but if taken in incremental steps, building your own web presence can be an incredibly useful and rewarding decision for your program.

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



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Debate Empowerment: Making Yourself a More Strategic Debater

by Dan Lingel, Member NDCA

Debate is the greatest co-curricular activity in American schools and really the greatest sport on earth. Debaters develop valuable life skills that they will use in high school, college, and beyond. The argument construction, persuasion, and criticism skills that high school debaters develop are the foundations for full participation as citizens in a democracy. Reaching the highest levels of debate requires mastery of arguments from many disciplines including communication, argumentation, politics, philosophy, economics, and sociology to name a just a few. The organizational, research, persuasion and critical thinking skills are sought by every would-be admission counselor and employer. Throw in the competitive part and you have one wicked game. I have spent over twenty years playing it at every level and from every angle and I try to make myself a better player everyday and through every interaction I have. I think that you can learn from everyone in the activity how to play the debate game better. The world needs debate and policymakers more now than at any other point in history. The debates that we have now can and will influence policymakers now and in the future—empirically it has happened. It is these values and passions about the activity that I think are the foundations for making yourself or your students a more strategic debater.

Exploring the reason why people participate in and coach debate is the first step in debate empowerment. Some people participate in the activity to develop speaking and persuasion skills and to learn the argument construction. Others will trumpet the values of critical thinking and organizational skills as well as the ability to quickly refute the positions of others. Others are motivated by the research skills and the tremendous

amount of topic specific knowledge that is acquired each year. For many it is the rush of the competition and the fun of travel and tournament. For some it may be the value for college admissions and future employment because few activities open as many doors as debate. For all, it is the social interactions and the empowering energy of one of the most diverse communities in the country.

The reasons that we all participate in forensic activities are the building blocks for strategic debating. Debate theory arguments are the classic example of what I mean by this. In order to win a topicality violation or a debate theory argument the team usually must prove that the other team's arguments are bad for the debate game. If we allow a certain type of argumentation then the game will not be fair or fun to play; it will not longer be a competitively equitable game; or we no longer gain any educational value from playing. These impacts are directly related to why we all participate in the activity. These motivations are also crucial to becoming a more empowered and strategic debater.

Strategic Debating: Essential Elements

The first essential element of strategic debating is recognizing your own personal strengths and weaknesses in the four areas of the debate game: topic knowledge, argument construction, in-round skills, and theory issues. Just like the linear disadvantage, the debater that attempts to improve in each of these areas on a daily or weekly basis will become more strategic. Never worry about what kind of debater you are not, but instead use your strengths to compensate for your weaknesses. For example, if you perceive yourself to be weak on theory then de-emphasize arguments that

attract theory arguments as your primary strategy.

The second element is to remember that Foucault was right and information and knowledge is power. This is especially true of topic specific knowledge and knowledge about the arguments of other schools. Case lists and argument lists are now being used at many tournaments and should be a staple of all team's preparation. By knowing the arguments of your opponents you can prioritize your research and argument preparation. The debater that is up on current events relative to the topic can usually find weaknesses in the arguments of their opponent and can usually create new and updated arguments that will always make them more competitive. Having new arguments and up to date evidence will usually translate into one or two victories. Judges love to reward new and creative arguments with more speaker points. Start one argument at a time and become a mini-expert. The more you know the more persuasive you will sound and the more you will be able to impress in the cross-examination. This is another example of using strengths to help overcome a perceived weakness.

The third element is to know the history of debate arguments. Having a sense of the history of debate arguments is a great starting point for argument construction and brainstorming. This history also applies to schools because teams often try to use things that they became experts on in past seasons. This year on the Africa topic we have scene affirmatives from past international topics and the past college Africa topic. The other benefit of knowing the history of debate arguments is when people claim they have "new" arguments, whether new affirmatives or negative arguments, they are often based on past

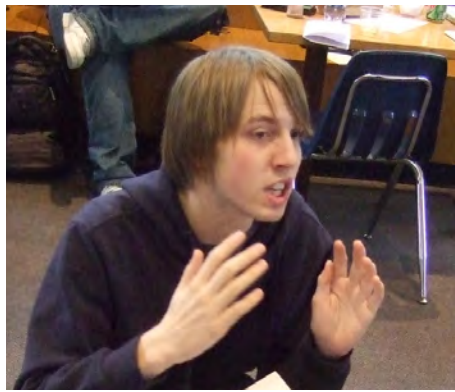
arguments. Exposing yourself to past arguments is also a great way to help with perceived weaknesses in argument construction or research. Past arguments can serve as a great argument outline and as a great source of authors, interest groups, and key words for research.

The fourth element to strategic debating is to know the victory paths for both sides and know your argument arsenal. Similar to a playbook in sports, debate has a number of victory paths for each side. For example most negative arguments can be quickly put into one of the following categories of arguments: case defense/offense, disadvantages, counterplan, kritiks, topicality and plan flaw arguments, and theory arguments. Even though it seems at times that there are an overwhelming number of topic specific arguments, being able to quickly categorize an argument gives a debater the ability to begin to deconstruct that argument and to adapt to the specifics. Having a framework to approach each category of argument gives a debater the formula for answering these arguments in competition.

The fifth element to strategic debating relates to the recent increase in debates concerning the decisional framework.

Most of this argumentation concerns how the judge should view the debate and what should be the decision making process. Often these arguments include an element that asks the question: what is the best path or process to approach an issue? Should the judge assess the actual results of policymaking as the best option, or should the judge assess the discursive or rhetorical elements of the debate? Or perhaps the judge should imagine individual withdrawal or rejection of a particular approach. Should the judge prefer action by governments and institutions, or should the judge prefer individual action or the action of a social movement? Creating arguments for and against these approaches is the first step in this process. Put simply, if you are able to defend policy debate is good and individual activism is good you can engage most framework debates.

The sixth strategic element is to practice strategic situations and participate in virtual debates. This is probably the most important, but since I was a 2A back in the day I am putting my best argument in the middle. The more debaters practice real competitive situations and practice actual strategies, the easier it will be to execute those strategies in competition. A practical way to do this is to use “single-strategy practice debates” where you just practice one strategy and the time it would take in each speech. For example, a practice debate that focuses on impact work where you practice



winning one disadvantage outweighs the case. Another way to visualize a single strategy and how you approach it speech by speech is to walk through an entire debate and map out the arguments on the chalk board, marker board, smart board or your laptop flow. These are also good drills to practice flowing.

The seventh element is strategic block writing and organization. Write your blocks according to the speeches they will be used and think about how much time that you have in that speech to dedicate to that argument. Be sure that your blocks use a combination of analytical and evidenced arguments. Judges reward the use of your voice and your critical thinking skills in the arguments. If you are all evidence then your voice and skills are not put on display. It is important to be forward thinking in your argument construction. The most important block is the one that directly refutes an argument of your opponent. Probably the most important factor in strategic argument construction is to make your arguments as specific as possible. If your team is keeping a case

book of your opponents then adapt your strategies to those particular teams and schools. The team with the most specific case defense and offense and the most specific link narratives will sound the most persuasive. Make your arguments forward thinking to be used in each part of the debate. Know your files. The team that knows their evidence and files best will always sound more persuasive because they can easily emphasize the warrants in their evidence. The team that can put the quality of their evidence and the qualifications of their authors into their narratives will always sound more persuasive and usually dominate the speaker awards. Even filing can make a difference. The best filed teams will always convey a more relaxed and confident attitude.

My final strategic element concerns the time you spend at tournaments.

Debate tournaments are the arena to demonstrate and use your strategic insights. As you socialize and debate, be sure to be information seeking at all times. One of the most important elements of at tournament strategy is judge adaptation. Now with hundreds of judging philosophies available through organizations like the NDCA, it is easy to keep a judges notebook that includes philosophies and your specific experiences with a judge. With the judge in mind, it is also important to adapt your strategy to your opponent's strengths and weaknesses. Remember debate is a communication activity where usually the team with the best persuasive skills and most topic specific narrative and evidence wins. That means that speaker points may determine if you make the elimination rounds. Remember that most debates are won or lost in the rebuttals and usually the team that reads the most evidence in the rebuttals on key issues wins. Design your strategies backwards and think about where do you want to be in the last speech and how can you get there. But at the end of the day, the best suggestion I can give is let the debate come to you.

(Dan Lingel is Director of Debate at Jesuit College Prep School in Dallas, Texas. Dan served as past President of the NDCA.)

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2008 POLICY STAFF

JON SHARP: Assistant Dir. of Debate, Univ. of KY.; Champion debater, Emory Univ; Institute Instructor, Stanford, Bates & KY for over 10 yrs; PhD candidate, USC.

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

STEFAN BAUSCHARD: Director of Debate, Lakeland HS, NY; Assistant Debate Coach, Harvard; Wake Forest Institute Instructor 1998-2007.

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

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

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

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

MIKE WASCHER: Debate Coach, Celebration HS; KY. Institute

The 2007 Kentucky Policy Fellows

Learn with some of the best of the nation's debaters. The Kentucky Fellows pictured below have either won or been in the finals of most major national tournaments this year, including Greenhill, New Trier, Michigan, The Glenbrooks & MBA.



Pictured above are the **2007 Kentucky Fellows: Top Row (from left to right):** Basil Siddiqui, James Hamraie, Evans Foster, Chase Burton, Jason Wright, William Karlson, Matt Foretich & Katryna Cadle. **Bottom Row (from left to right):** Jordan Moliver, Ryan Beiermeister, Mike Carlotti, Jon Sharp, Matthew Zeitlin & Vanessa Bernick.

Chris'

Curriculum Guide



District tournaments seem to be happening almost every weekend now. I know many of you have either already competed at districts or are chalking up hours of practice time each day to prepare your students for the chance to qualify for the National Tournament. With all the time coaches spend coaching, I am continually amazed by the ability many of you possess to also teach a full day of class. I can imagine that it seems as if there is never enough time in a day to prepare lesson plans, teach, attend faculty meetings, make travel plans for the team, schedule practice, hold practice, spend time with your own biological children, attended to other family obligations, eat a nice healthy meal, and perhaps sleep for thirty minutes. So, just consider my curriculum guide as my gift of appreciation to each and everyone of you. I hope that my ideas are able to help at least a few of you save a little time in preparing lesson plans. This month I offer the character response essay assignment. Please use and enjoy!

Character Response Essay

Often young actors, or interpers for that matter, think that all they need to do in order to have a successful performance is to memorize a few lines and some blocking, but we know better. The key to a successful performance is the development of a stable and believable character. Professional actors often spend months researching and experiencing things for various points of view so that they might truly live as the character they are bringing to life on stage or on the big screen. Young performers are satisfied with making decisions about how to present their lines. Professionals are concerned with why a line is best presented a certain way and what motivates the character to say or do certain things. Young performers usually never think about the life of the character beyond the script. Professionals realize the importance of understanding the character's past experiences, present endeavors, and future aspirations. For the professional

a character is a whole person who has experienced more than what the script reveals and will continue to experience after the curtain falls. A script really is just a snapshot of a portion of a character's life.

The character response essay will challenge young performers to consider situations and issues not found in the script from the point of view of a particular character. How would this character feel about controversial issues of today? How would this character behave in a given situation, and more importantly why? These are the questions this activity seeks to answer.

Objectives:

- To assist students in the development of solid and stable characters.
- To compel students to think beyond the script.
- To challenge students to consider timely and sometimes controversial issues from another point of view.
- To offer teachers, coaches, or directors a means of assessing a student's true understanding of a character.

Preparation:

In order to complete this activity each student should work with a particular character in mind. This character may be a role that they have been assigned in a school play or a character found in a competition piece. If a student is not currently in a play or competing in interp events, he or she may utilize a character they have worked with in the past. If a student has never performed before, then the first task of the activity would be to locate a character.

Preparation for this activity simply requires the teacher, coach, or director to create a list of possible situations or issues to which the students will respond. I suggest that the list be comprised of at least a dozen situations and issues. This will allow the students some choice as they complete the assignment. The sorts of situations and issues placed on this list are limited only by your imagination.

You may wish for the students to address current hot button issues such as immigration, gun control, or war. You might have the students respond to situations such as the death of a family member, the ending of a long-term relationship, etc. The list of issues and situations should include a wide variety of things relevant to characters of all ages.

The Assignment:

- Each student should begin this assignment by selecting a character for which to complete the activity. Again, this can be a character the student is currently working with in a play or competition. It might also be a character with which the student has worked in the past. It is important that each student have access to the entire script from which the character has been drawn. This will make completing the activity easier.
- All students should be presented with the list of situations and issues.
- Essays should begin with a clear identification of the character and a brief character description including the character's gender, age, socioeconomic status, level of education, and other relevant demographic information.
- Students should be instructed to determine how the character would feel about the issues on the list and how the character would react in the provided situations.
- I suggest that the assignment require students to respond to at least six different situations or issues, but this is an arbitrary number and can be increased or decreased to your liking.
- Each response should be at least half a page in length and should be grounded in the script. Students should be instructed to cite lines or sections of the script as support for their conclusions about how the character will respond to the given situation.

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

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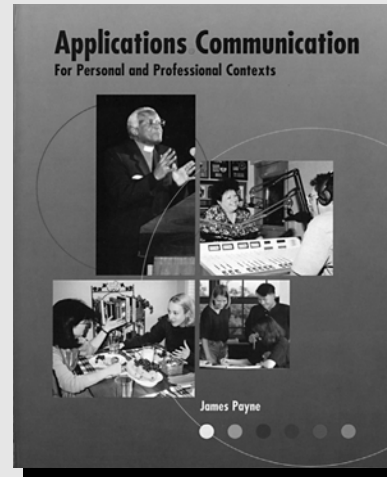
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March's
Book of the Month:

The 7 Powers of Questions
by Dorothy Leeds



Reviewed by Tyler &
Jennifer Billman

Vince Lombardi used to begin every season by holding up a pigskin and telling his players, “this is a football.” It seemed unnecessary to remind his team, which had reached the upper echelons of professional football (they played for the Packers, after all), of what a football looked like. Still, Lombardi –ESPN’s Coach of the Century and arguably the most successful coach in NFL history – wanted to take his team back to the basics each season.

Similarly, we in forensics need to return to the basics from time to time. Forensics, at its most basic level, involves questioning; in fact, the etymology of the word “forensics” involves the process of searching for truth. Questions are a basic aspect of forensics. In some cases, questions are an integral part of the round. In spite of this, or perhaps because of it, we tend to neglect the art of asking questions or assume that we have already mastered it.

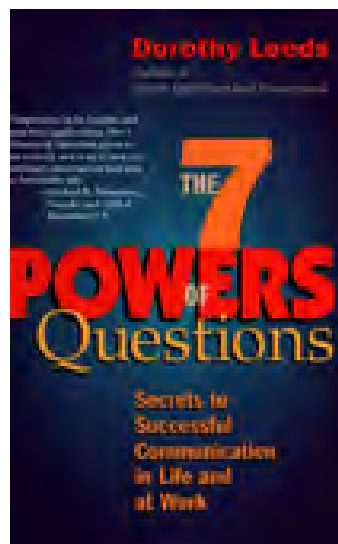
Dorothy Leeds offers us the opportunity to return to the basics and improve our ability to ask questions in her book, *The 7 Powers of Questions*. She methodically explains why we don’t ask enough questions, reasons why we should utilize questions more frequently, and ways to implement questions more effectively. To be sure, she offers an incredibly in-depth explanation of what some would erroneously consider an elementary subject. However, as Leeds explains, “Asking questions can change your life. In fact, it is that act of questioning that causes us to go

deep inside and examine our emotional selves, and questioning that causes us to take actions that turn our lives around” (p.1). For this reason, questions merit our rhetorical venture “back to basics.”

Initially, Leeds discusses how questions can be used as a tool to gain information. By eschewing the presumption that we know everything about a certain topic (just as Lombardi used to do), we can learn about different aspects of the topic or, equally importantly, the way that others think

that individual. It can also help him or her to gain a sense of control over the situation. Effective questioning may also touch off other new ideas to try or, better yet, another round of questions. Even though in American society, “thinking is not viewed as productive” (p. 54), the process of asking questions and thinking through the answers can be tremendously beneficial.

A second aspect of Leeds’ discussion involves the impact of questions on relationships. Just as important as gaining information, questions can make people feel valued and respected. “Most people love to talk,” Leeds explains “And most of all, they like to talk about themselves” (p. 113). By thoughtfully questioning people and genuinely caring about their answers, a communicator can build his or her relationships exponentially. For this reason, Leeds discusses the nexus between questions and relationships rather extensively. One entire chapter deals with the role of relationships in selling (i.e. – forming relationships with clients makes selling easier) and explains how those relationships can be augmented by questions. A separate chapter involves the way that questions can impact a family. Especially in dealing with children, parents would be wise to incorporate questions into their daily routines. In an increasingly technological world, relationships grow in importance (p. 5). For this reason, questions take on new importance as they function to cement and expand our relationships.



*The 7 Powers of Questions
is available through NFL's
Publications Clearinghouse.*

and feel about it. This process of gaining information accomplishes a number of things. It can make a communicator more effective in his or her position by increasing the knowledge base of

A number of Leeds' suggestions stand out in the text. These suggestions are not the eponymous 7 powers, but they do provide insight for a vast range of communicators. Additionally, they may be especially helpful for a forensics coach, who is already immersed in a culture of questioning but feels inspired to return to the basics.

1. Be specific. Leeds explains that insufficient question generate insufficient answers. A communicator must word questions deliberately, mindful of a cogent purpose and a desired response. In other words, plan your question from the answer backwards. Think about the exact information you want to obtain, and phrase the question accordingly.

2. Listen to answers. This recommendation sounds intuitive, but Leeds warns that communicators often listen with less interest or caution than they ought. To avoid this trap, pay careful attention to the way a person responds to your questions. Try to hear everything they say, and also observe paralinguistic and body language for other cues to meaning and intent. Quality listening is difficult, but worth the effort, as Leeds explains: "If you are truly interested in getting information and solving problems, you will ask questions, stop talking, and listen" (p. 133).

3. Foster a culture of questioning. Questions may initially seem draining, but they are necessary for growth. Leeds admonishes leaders to answer questions patiently. Moreover, leaders should ensure that members of the team feel comfortable asking questions. Reciprocally, they should ask questions to our team and demonstrate that their responses matter.

4. Question yourself. We should all ask ourselves questions periodically to ensure we are still happy with our



decisions. Ask yourself, "Am I doing what I want to be doing?" Or, "What could I change to make my life better?" In some cases, the answer will be "yes!" In other cases, a change might be in order. Either way, questioning keeps us on track.

5. Refuse to settle. Asking questions prevents us from becoming complacent. What if George Washington Carver had never questioned the utility of the peanut? What if Vince Lombardi never questioned his players? True innovation often starts with a question. Make this your goal.

Part philosophical discussion of questions and part guidebook for questioning (with an unusually high proportion of Star Trek quotations), this text is passionately written in concise but thorough language. If the preface seems nebulous, hang in there -- subsequent chapters make Leeds' manifesto a worthwhile and inspiring read. The appendix of "50 smartest

questions you can ask" is also helpful, as are the numerous anecdotes and quotations included to augment the chapters. In the end, *The 7 Powers of Questions* effectively challenges a casual understanding of questions. By shedding light on the power of questions to elicit information, develop relationships, and achieve a host of other benefits, Leeds inspires readers to make questioning, in its myriad form, a permanent fixture in their daily routine. ♦

Reference

Leeds, D. *The 7 Powers of Questions*. New York: Penguin.

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

Note: This feature is intended to discuss professional literature for the benefit of NFL members. 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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TRIBUTE TO CONNIE J. LINK

On Sunday, February 3rd over 200 people gathered in the Heyworth High School Gymnasium to celebrate the life of our dear friend, Connie Link. The room was filled with family, friends, colleagues and students, so many students, all who had been touched by this remarkable woman. There were tributes, readings and music that brought those assembled together in celebration and though the occasion was solemn, in true Connie fashion there were just as many laughs as there were tears. The cafeteria had a running slide show of Connie's life with pictures of travels and play productions and tournaments and of course friends. Many of your faces were with us in the photographs that Connie had collected over our many Junes together. How she loved her National Forensic League family! And her tongue in cheek words of encouragement, "Good Luck, Don't Suck!" hung on the walls of cafeteria, brought giggles and remembrance of her wonderful sense of humor.

Connie was a 1964 graduate of Farmington High School where she began her long love for speech as the sole member of the Farmington High School speech team. Fun Fact-Her coach was a young John Hires who at the time had precious little knowledge of the rules and didn't realize that Connie had qualified for the State Tournament. Over the years that followed, they both learned the ropes and are no doubt together now still laughing about John dropping by Connie's home in the small town to make sure she was really practicing.

Connie began her teaching career in 1969 at Tuscola High School before moving to Heyworth High School in 1971 where she taught, served as English Department Chair, directed theater and coached the speech team for 35 years. In 2004, she received the Marcella E. Oberle Award for Outstanding Teaching in Grades K-12 from the National Communication Association. In 2005, she was the Illinois recipient of the National Federation of High School's Outstanding Speech/Theatre/Debate Educator Award.

In November 2005, Heyworth High School dedicated its new theater in her honor.

During her tenure, she maintained a highly successful speech program that produced numerous individual state champions and a third place team award at the Illinois High School Association State Speech Championships in 1995. While Heyworth High School had only about 200 students, Connie's speech and theatre programs were home to almost half of the student body. Connie was so proud of the high level of participation of her students and thrilled in providing them with opportunities to compete, perform and become leaders in the school and community. She served as the IHSA State Chair for Individual Events and for her long service to the association and the profession, Connie was honored with one of the inaugural Distinguished Service Awards in 2007.

Connie coached 80 students to the National Forensic League Tournament and had a national champion in Expository Speaking in 1990. In the National Forensic League, Connie was a three diamond coach, served as the Chairperson of Supplemental Events and organized an NFL workshop in Illinois for new coaches. She was proud of her work with the Care Team and her opportunity to be an advocate for speech coaches from rural and small school programs. She served for many years as the District Chair for the Greater Illinois District, and in 1996 was the recipient of the Ralph E. Carey award for distinguished career service.

Connie taught as an adjunct at Illinois State University for five years, worked in their summer speech institute for over 25 years, and helped coach numerous ISU "speechbirds" to state and national success.

Dedicated to the teaching profession, she mentored many students and new teachers. After retiring in 2005 from Heyworth High School, she continued to supervise student teachers for the Communication Education program at Illinois State University.

As a champion of speech and theater educators at the secondary, community college and university level, she was a lifetime member of the Illinois Speech and Theater Association, serving as President in 1990. She also held a variety of executive offices in ISTA including Executive Vice-President, Secretary, Membership

Chairperson, Newsletter Editor, and Speech Education Chairperson. As a convention planner for the organization, Connie was instrumental in establishing the Great Ideas for Teaching Speech (G.I.F.T.S.) roundtable panels which are among the most popular programs for members. She also served as the Special Commission on Tournament Individual Events (S.C.O.T.I.E.) Chairperson. She was proud to receive the organization's highest honors, the Edith Harrod Outstanding Teacher Award and the W.P. Sanford Presidential Award for excellence in speech, theater and education.

An advocate of the arts, Connie was a creative force behind the Normal Parks and Recreation Summer Theater Program for 32 years, teaching creative dramatics to children and serving in multiple capacities including Business Manager, Director, and Producer. She worked to involve multitudes of students from Central Illinois in the program, directing numerous shows including Grease, Godspell, Working and Will Rogers Follies. In the summer of 2005, she was honored with the award from Normal Parks and Recreation for 30 years of service. In conjunction with the award, The Town of Normal honored her with a Connie Link Appreciation Day in July of that year. Her accolades also include a Women of Distinction Award nomination for McLean County in 1993.

Connie was a voracious reader and loved to do crossword puzzles. A true Disneyphile, she made yearly sojourns for sun, fun, the beach and Mickey. Her true passion was people. She could speak to anyone; each and every person with whom she came in contact became her friend. Those at her Memorial Service spoke of her "gift of gab", her theme parties and her quick wit. Mostly, the words were those of praise for a mentor, a teacher, a coach, a friend, a woman so exceptional that it is impossible to say goodbye.

Submitted by Jan Heiteen

Employment Opportunity

Garces Memorial High School, CA

Garces Memorial High School, a Diocesan co-educational Catholic High School in Bakersfield, CA, is accepting applications for the position of Director of Forensics.

The Forensics Director should have experience in teaching and coaching the various speech events, Policy and L.D. debate. Applicant must be a practicing Catholic and be flexible in teaching other courses as they become available.

**For an application and/or more information, please contact:
V. Robert Garcia, Principal, at 661-327-2578 ext. 101**

DURHAM ACADEMY

Employment Opportunity

FT Math or French Teacher and Debate Coach

Durham Academy, a private, independent K-12 school in Durham, North Carolina, is seeking a full-time Upper School math or French teacher to serve as head speech and debate coach. Durham Academy offers small class sizes; a diverse, motivated, and successful student body; and competitive compensation. Forensics is currently an extracurricular activity. The speech and debate team has grown to 20 to 25 members over the past three years and has produced multiple national qualifiers in public forum and extemporaneous speaking. The team is financially and administratively supported by the school, and experienced assistant coaches are available to assist the head coach. Interested candidates should send cover letters and resumes to xandy.jones@da.org. EOE.

Employment Opportunity

The Perkiomen Valley School District near Philadelphia, PA is seeking a head coach for their forensics team. Candidates should have previous experience in speech or debate, preferably both. The team competes in numerous local contests and travels regionally to several major invitationals a year including NFL and CFL nationals. Great opportunity exists for the team to grow and diversify. Please contact Garreth Heidt at gheidt@pvdsd.org for further information. Resumes may be sent to:

John Romanoski
Principal
Perkiomen Valley HS
529 Gravel Pike
Graterford, PA 19426



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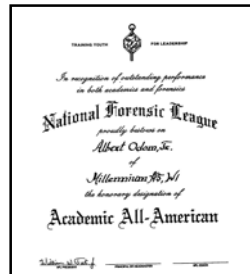
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ACADEMIC ALL AMERICANS

(September 1st, 2007 through January 31st, 2008)

CALIFORNIA

Gabrielino HS
Rosa Lisa Chiu
Julia Duong
Felix Ha
Mark Keppel HS
Clark L Xue
Mountain View HS
Daniel Lubarov

FLORIDA

Jupiter HS
Brian Tummon
Niceville HS
Mark Steven Penner
Trinity Preparatory School
Erin Tye

ILLINOIS

Glenbrook South HS
David Hn
Winston Luo
Rosie Yang

INDIANA

Carmel HS
James Peng
Maconaquah HS
Julie Ann Bickel

Penn HS

Pascal Naples
Plymouth HS
Nancy Elizabeth Tyree

IOWA

Spirit Lake HS
Alyssa Geinitz

KANSAS

Topeka West HS
Stefan Serrano

KOREA

Cheong Shim Int'l Acad
Hye Won Chun
Cheong Ah Kim

MASSACHUSETTS

Newton South
Julia S Caine
Antonia Lassar

MINNESOTA

Eastview HS
Akshar Rambachan
Walker HS
Sarah Johnson

MISSISSIPPI

Oak Grove HS
Catherine Crutcher

MISSOURI

Independence Truman HS
Lauren Knoth
Seneca HS
Candace Coleman
Cassie Rakes

NEBRASKA

Omaha Brownell Talbot
College Prep
Madison Lyn Grinnell
Kearney HS
Marissa R Benavides
Norfolk HS

NEVADA

Green Valley HS
Ashley Artmann
Palo Verde HS
Andrew Hosea
Michael Jones

NEW JERSEY

Randolph HS
Matthew Wilson

OHIO

Sylvania Southview HS
Andrew Array

OKLAHOMA

American Christian School
Jonathan Casselberry
Lone Grove HS
Jacklyn Marie Chaney

TEXAS

Big Spring HS
Malle Carrasco
Clear Lake HS
Michael Berger
William McDowell
Duncanville HS
Kevin Eaton
Lamar Consolidate HS
Olive Hsiao
Plano Sr HS
James Nordlund
Seminole HS
Collin Troy Phillips

UTAH

Skyline HS
Jasdeep Gill
Christine Lee

VIRGINIA

Charlottesville HS
Tyler Teisberg
Layton Christian Academy
Stefanie M Roberson

WASHINGTON

Kingston HS
Frank Murdock

WISCONSIN

Marquette University HS
Mark Thomas Kettler
Milwaukee HS of the Arts
Kirsten Wisniewski

WYOMING

Evanston HS
Devin Gerrard

Featured Cartoon of the Month



JUST ANOTHER DAY OF DISTRICTS —

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

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The Sophomore Scholars Lab July 24 - August 13

The Sophomore Scholars Lab offers exclusive education in debate skills for rising sophomores led by veteran instructor Judy Butler, formerly of Emory University. This lab provides extended heavily critiqued practice debates and step by step instruction of the evidence production process.



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Come experience some southern hospitality!

Report of NEW NFL Members & Degrees by State

December 1 - December 31, 2007

	Degree of Merit	Degree of Honor	Degree of Excellence	Degree of Distinction	Degree of Special Distinction	Degree of Superior Distinction	Degree of Outstanding Distinction
Alabama	33	25	9	10	2	2	
Alaska	3	5	2		1		
Arizona	25	29	10	5	6	2	3
Arkansas	4	10	3	1			
California	211	240	134	67	40	18	10
Colorado	169	143	100	60	31	14	5
Connecticut							
Delaware							
District Of Columbia	5	1		3			
Florida	102	53	32	30	16	14	1
Georgia	19	37	22	9	5	4	2
Guam	2		1				
Hawaii	3	2	2				
Idaho	103	109	68	63	26	14	4
Illinois	143	145	92	71	47	18	
Indiana	193	138	101	64	23	6	7
Iowa	102	71	56	35	13	10	1
Kansas	15	47	85	29	22	16	5
Kentucky	32	27	32	16	9	3	
Louisiana	16	21	13	19	5	4	3
Maine	20	28	27	12	1		
Maryland	12	10	5	4	3	1	1
Massachusetts	30	34	15	16	7	8	1
Michigan			1	3			
Minnesota	56	75	53	45	20	16	6
Mississippi	2	2	5	2	2		1
Missouri	304	184	166	134	71	33	27
Montana	35	81	64	48	25	9	
Nebraska	136	139	88	63	33	24	6
Nevada	23	36	19	14	3	2	2
New Hampshire	3	0	0	0	0	1	
New Jersey	65	31	16	12	7	3	2
New Mexico							
New York	9	17	9	8	3		
North Carolina	35	26	13	7	7	2	4
North Dakota	13	14	15	2	6	4	3
Ohio	189	200	160	109	42	11	4
Oklahoma	85	53	33	17	7	1	2
Oregon	51	32	21	11	4	3	
Pennsylvania	116	97	43	25	15	7	2
Rhode Island							
Saipan	3						
South Carolina	28	25	15	3	3	3	
South Dakota	62	48	54	41	23	17	9
Tennessee	32	15	12	4	3	3	
Texas	375	298	231	176	76	38	20
Utah	111	88	59	51	18	4	5
Vermont		1		2			
Virginia	62	39	25	17	5	1	
Washington	75	95	56	32	11	11	5
West Virginia	7	7	9				
Wisconsin	10	7	9	13	6	3	
Wyoming	55	63	41	33	26	16	5

NFL DISTRICT STANDINGS

(as of February 1, 2008)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	227	Blue Valley North	509
2	--	Calif. Coast (CA)	168	Leland HS	696
2	+3	San Fran Bay (CA)	168	James Logan HS	670
4	-4	Florida Manatee	167	Nova HS	520
4	-1	East Kansas	167	Shawnee Mission East HS	438
6	-2	Kansas Flint-Hills	162	Washburn Rural HS	358
7	+6	Ozark (MO)	161	Central HS - Springfield	579
8	-2	Northern South Dakota	159	Watertown HS	368
8	-1	East Los Angeles (CA)	159	Gabrielino HS	650
10	+2	Show Me (MO)	157	Belton HS	417
11	--	New York City	153	Bronx High School of Science	580
12	-3	Nebraska	151	Millard North HS	394
13	-3	Sunflower (KS)	148	Wichita East HS	276
14	-2	Central Minnesota	144	Eastview HS	516
15	-1	Illini (IL)	143	Downers Grove South HS	360
16	+1	Heart Of America (MO)	142	Liberty Sr HS	604
16	--	Southern Minnesota	142	Eagan HS	465
18	+1	Rushmore (SD)	138	Sioux Falls Lincoln HS	376
18	+3	Northern Ohio	138	Boardman HS	277
20	--	Northwest Indiana	133	Munster HS	494
21	+1	Eastern Ohio	131	Perry HS	355
22	+3	Sierra (CA)	125	Sanger HS	535
23	-5	West Kansas	123	Buhler HS	256
23	--	South Texas	123	Bellaire HS	762
25	-1	Carver-Truman (MO)	122	Neosho HS	399
26	--	Inland Empire (WA)	118	Gonzaga Prep HS	181
27	+4	Northern Illinois	114	Glenbrook South HS	369
27	+3	Utah-Wasatch	114	Sky View HS	295
29	-3	Rocky Mountain-South (CO)	113	George Washington HS	198
30	-1	Florida Panther	112	Trinity Preparatory School	302
31	--	New England (MA & NH)	111	Manchester Essex Regional HS	321
32	+6	Montana	110	Flathead HS	244
32	+3	Golden Desert (NV)	110	Green Valley HS	333
34	+3	Idaho Mountain River	109	Hillcrest HS	328
35	-4	Great Salt Lake (UT)	105	Skyline HS	223
36	-2	Nebraska South	103	Lincoln East HS	342
37	-2	South Kansas	98	Fort Scott HS	251
37	+2	Arizona	98	Desert Vista HS	421
37	+12	Sundance (UT)	98	Bingham HS	277
37	+7	New Jersey	98	Ridge HS	248
41	-13	Tarheel East (NC)	97	Pinecrest HS	260
42	+8	Chesapeake (MD)	96	Walt Whitman HS	194
42	+6	Idaho Gem of the Mountain	96	Eagle HS	256
42	--	North East Indiana	96	Chesterton HS	501
45	-4	Pittsburgh (PA)	95	North Allegheny Sr HS	264
46	-1	West Los Angeles (CA)	94	Fullerton Joint Union HS	270
46	-4	Hole In The Wall (WY)	94	Cheyenne East HS	231
48	-8	Michigan	92	Portage Northern HS	190
49	-3	Eastern Missouri	91	Pattonville HS	209
49	-3	Deep South (AL)	91	The Montgomery Academy	285
49	+2	Colorado	91	Cherry Creek HS	406
52	+9	Central Texas	89	Sandra Day O'Connor HS	262

NFL DISTRICT STANDINGS

(as of February 1, 2008)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
53	+3	Wind River (WY)	88	Green River HS	223
53	+13	West Iowa	88	Dowling Catholic HS	219
55	+1	Rocky Mountain-North (CO)	86	Rocky Mountain HS	158
56	-1	Carolina West (NC)	83	Myers Park HS	349
57	-1	Hoosier Heartland (IN)	82	Ben Davis HS	207
57	+5	Hoosier Crossroads (IN)	82	Kokomo HS	177
57	-5	Northern Lights (MN)	82	St Francis HS	169
60	-4	Southern Wisconsin	81	Marquette Univ HS	181
61	+12	East Texas	80	William P Clements HS	195
62	+28	South Carolina	79	Mauldin HS	218
63	+5	North Texas Longhorns	78	Colleyville Heritage HS	203
63	-10	North Oregon	78	Westview HS	136
63	+15	Louisiana	78	Lafayette HS	184
63	+27	Greater Illinois	78	Belleville West HS	175
67	-3	Western Ohio	77	Notre Dame Academy	125
67	-14	Lone Star (TX)	77	Grapevine HS	282
69	+1	North Coast (OH)	76	Gilmour Academy	235
69	-13	North Dakota Roughrider	76	Fargo South HS	165
71	-9	Southern California	75	Claremont HS	328
72	-4	Colorado Grande	74	Canon City HS	180
72	+8	West Virginia	74	Wheeling Park HS	110
72	-2	Florida Sunshine	74	Niceville HS	166
75	-2	Heart Of Texas	73	Del Valle HS	207
76	+6	Georgia Southern Peach	69	Fayette County HS	181
76	+1	Space City (TX)	69	Alief Elsik HS	152
78	+6	UIL (TX)	68	Lindale HS	179
78	+4	West Oklahoma	68	Norman North HS	223
78	-14	Tennessee	68	Montgomery Bell Academy	153
81	-9	New York State	67	Scarsdale HS	194
81	-3	Valley Forge (PA)	67	Truman HS	150
83	-17	Northern Wisconsin	66	Appleton East HS	282
83	+4	Kentucky	66	Rowan County Sr HS	186
85	-12	Georgia Northern Mountain	66	Henry W Grady HS	176
86	--	Tall Cotton (TX)	64	Seminole HS	120
87	+2	East Iowa	63	West HS - Iowa City	185
87	+10	LBJ	63	Princeton HS	193
87	-7	Mississippi	63	Oak Grove HS	163
90	-3	Western Washington	62	Gig Harbor HS	289
91	-18	Big Valley (CA)	61	Lodi HS	155
92	-2	New Mexico	59	Albuquerque Academy	173
92	+2	Puget Sound (WA)	59	Snohomish HS	169
94	-4	Gulf Coast (TX)	57	Gregory Portland HS	233
95	+4	East Oklahoma	56	Jenks HS	188
95	-1	Pacific Islands	56	Harvest Christian Academy	56
97	+3	Virginia	54	Randolph Macon Academy	220
97	-13	South Florida	54	Belen Jesuit Prep School	129
99	+2	Pennsylvania	53	Bellwood-Antis HS	124
99	-2	South Oregon	53	Ashland HS	113
101	-7	West Texas	50	El Paso Coronado HS	99
101	+4	Maine	50	Bangor HS	97
103	--	Iroquois (NY)	48	The Family Foundation School	126
104	-2	Sagebrush (NV)	46	Reno HS	152
105	-1	Capitol Valley (CA)	45	Granite Bay HS	107
106	--	Hawaii	36	Kamehameha Schools	113

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Statesboro High School

Hawaii

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Freeport High School
Lake Forest Academy

Indiana

Taylor High School

Kansas

Andale High School

Maryland

Centennial High School
Thomas Stone High School
Winters Mill High School

Maine

Casco Bay High School

Michigan

Chelsea High School

Missouri

Southwest R-V High School

Mississippi

Gulfport High School

North Carolina

West Charlotte High School

Nevada

Sierra Vista High School

New York

Collegiate School

Oklahoma

Nathan Hale High School

Oregon

Lakeridge High School

Pennsylvania

JP McCaskey East High School

Tennessee

Father Ryan High School

Texas

Cedar Park High School
Decatur High School
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