CDE National Institute
July 15-31, 2008
University of New Mexico
Home of 26 National Champions

Enroll Today
CDE National Institute
Enrollment Form

PLEASE PRINT

Name________________________________________________________

Mailing Address_______________________________________________

Town, State, Zip_______________________________________________

E-Mail Address________________________________________________

Area Code and Phone #___________________________ Age_____ Sex_____

School You Attend:

Coach’s Name:

Grade You Will Enter Fall 2008:                # of Years You Have Competed:

I am enrolling in:
  o Lincoln Douglas                  ___Policy/Team Debate
  o Domestic (U.S.) Extemp     ___Coaches Workshop
  o Generic Extemp
  o International Extemp
  o Public Forum Debate
  o Interpretation

Give the name of and your record at your best 4 tournaments in the last 12 months:

___I have enclosed my $95 application fee (Or Visa or Mastercard information)

Send today to: CDE, P.O. Box 1890, Taos NM 87571,  or fax it to 575-751-9788,  or enroll on line at www.cdedebate.com
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. 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. 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. 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
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
**Announcements**

**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:**

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

**Public Forum Topic Release Dates:**

| August 15 | -- | September Topic |
| 1st of prior month | -- | October-April Topic |

**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
National Tournament Information  
Pgs. 48-58

Featured Topics

Council Election  
pgs. 8-12

The People Speak at Salina High School Central  
by Nicholas Owen  
p. 19

Fighting for the Heart and Soul of Lincoln Douglas  
by Steven Lachman  
pgs. 29-30

You Don’t Have to Win Nationals: Cognitive, Professional, and Interpersonal Benefits of Forensics to Student Participants  
by Jennifer Billman  
pgs. 35-37

In Every Issue

Letter from the Editor  
p. 3

Meet the District Chairs  
p. 23

Coach Profile: Joe Vaughan  
pgs. 26-27

Forensic Technology  
pgs. 63-64

NDCA Coaches Corner  
pgs. 67-68

Chris’ Curriculum Guide  
p. 71

Billman Book Club  
pgs. 75-76

Honor & Recognition

New State Members & Degrees  
p. 85

District Standings  
pgs. 86-87

Welcome New Affiliates  
p. 88
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 Kissinger (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/
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**
- **November 1, 2008**
- **January 1, 2008**
- **February 14, 2008 (UIL/Texas Only)**
- **March 1st, 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
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.

William Woods Tate, Jr.
Adam J. Jacob

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 natinal 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.
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!

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.
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.

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.
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.

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

<table>
<thead>
<tr>
<th>Name of Program (In order of Preference)</th>
<th>Dates</th>
<th>Would you accept a Partial Scholarship?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes ☐ No ☐</td>
</tr>
</tbody>
</table>

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
<table>
<thead>
<tr>
<th>Event Name</th>
<th>Dates</th>
<th>Location</th>
<th>Events offered</th>
<th>Website Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baylor Summer Debate Workshop</td>
<td>July 6-13</td>
<td>Waco, TX</td>
<td>Coaching, administering a squad, and tournament,</td>
<td><a href="http://www.baylordebate.com">www.baylordebate.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>argumentation and debate</td>
<td></td>
</tr>
<tr>
<td>Bradley University Summer Forensic Institute</td>
<td>July 13-26</td>
<td>Peoria, IL</td>
<td>Interp, Oratory, Extemp</td>
<td><a href="http://www.bradley.edu/continue/sfi/index.html">www.bradley.edu/continue/sfi/index.html</a></td>
</tr>
<tr>
<td>CDE National Institutes</td>
<td>July 15-31</td>
<td>Albuquerque, NM</td>
<td>Extemp, Lincoln-Douglas, Policy, Public Forum</td>
<td><a href="http://www.cdedebate.com">www.cdedebate.com</a></td>
</tr>
<tr>
<td>Florida Forensic National Coaches Institute</td>
<td>July 18-Aug 1</td>
<td>Davie, FL</td>
<td>Student Congress, Oratory, Public Forum, Interp,</td>
<td>www ffi4n6 com</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lincoln-Douglas</td>
<td></td>
</tr>
<tr>
<td>George Mason Institute of Forensics</td>
<td>July 26-30</td>
<td>Fairfax, VA</td>
<td>Interp, Oratory, Extemp</td>
<td><a href="http://www.gmuforensics.org/gmif">www.gmuforensics.org/gmif</a></td>
</tr>
<tr>
<td>IDEA Debate &amp; Citizen Journalism Institute</td>
<td>June 29-July 19</td>
<td>Dikili Town, Turkey</td>
<td>Advanced Argumentation and Rhetoric, Coaching,</td>
<td><a href="http://www.i">www.i</a> debate.org</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Debate, Worlds Debate, Lincoln-Douglas, Parli</td>
<td></td>
</tr>
<tr>
<td>Liberty Debate Institute</td>
<td>June 22-June 28</td>
<td>Lynchburg, VA</td>
<td>Lectures, small group discussion, and debate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>observation</td>
<td></td>
</tr>
<tr>
<td>Mean Green Workshops</td>
<td>June 22-July 5</td>
<td>Denton, TX</td>
<td>Lincoln-Douglas, Policy, Student Congress</td>
<td><a href="http://www.meangreenworkshops.com">www.meangreenworkshops.com</a></td>
</tr>
<tr>
<td>Spartan Debate Institute</td>
<td>July 6-11</td>
<td>East Lansing, MI</td>
<td>Lincoln-Douglas, Policy, Public Forum</td>
<td><a href="http://debate.msu.edu">http://debate.msu.edu</a></td>
</tr>
<tr>
<td>The Championship Debate Group</td>
<td>July 27-Aug 1</td>
<td>Austin, TX</td>
<td>Lincoln-Douglas, Policy</td>
<td><a href="http://www.thechampionshipgroup.com">www.thechampionshipgroup.com</a></td>
</tr>
<tr>
<td>Victory Briefs Institute</td>
<td>July 20-Aug 2</td>
<td>Los Angeles, CA</td>
<td>Lincoln-Douglas, Policy, Public Forum and all NFL</td>
<td><a href="http://www.victorybriefs.com/institute/">http://www.victorybriefs.com/institute/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Individual Events</td>
<td></td>
</tr>
<tr>
<td>University of Iowa National Summer Institute of Forensics</td>
<td>June 30 - July 6</td>
<td>Iowa City, IA</td>
<td>LD, Policy</td>
<td><a href="http://www.continuetolearn.uiowa.edu/debate/">http://www.continuetolearn.uiowa.edu/debate/</a></td>
</tr>
<tr>
<td>Western Kentucky University Summer Forensic Institute</td>
<td>July 13-18</td>
<td>Bowling Green, KY</td>
<td>Interp, Oratory, Extemp</td>
<td><a href="http://www.wku.edu/forensics/sfi/index.html">www.wku.edu/forensics/sfi/index.html</a></td>
</tr>
</tbody>
</table>
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.

IE 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.

IE — 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
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 Towsen, Jackson Miller, Kate Hamm, Ioana Cionea, Sharon Porter, Dalbir S. Sehmby, 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
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.
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 Foundation Youth Leadership Summit.
Important Dates:  
First Week: July 15 - July 20  
Second Week: July 22 - July 27  

Why should you choose 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  
♦ We're competitively priced  
♦ We offer full & partial scholarships  
♦ We accept all major credit cards  
♦ Dramatic Interpretation  
♦ Extemporaneous Speaking  
♦ Humorous Interpretation  
♦ Impromptu Speaking  
♦ 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  
mhough@ilstu.edu  
309-438-6447
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 Pittsburg 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.”
Teacher’s Institute

at

The National Summer Institute of Forensics

University of Iowa

Take your coaching to a new level!
Advanced instruction in teaching techniques and drills of IE, Policy, LD, and Public Forum!

Workshops on:
- Liability issues
- Classroom instructions
- Developing parent organizations
- Fundraising
- Administrative maneuvers
- Possibility to earn graduate credit hours!

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:

J. Scott Wunn, NFL Executive Director

Tyler Billman, Coordinator of Member Programs & Education, NFL

Jennifer Corum Billman, Coordinator of Public Relations & Marketing, NFL

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.
Building Remarkable Futures for Remarkable Value

2 Week Program (LD only)
June 23 - July 6, 2008
Tuition: $1,450.00

3 Week Program (LD & CX)
June 23 - July 13, 2008
Tuition: $2,000.00

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

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

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

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

www.iowadebate.com
Coach Profile

MEET

JOE VAUGHAN

by

Tyler Billman

NFL Staff

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 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) 1AR, 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
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.

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.

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.

Why do you continue to coach?
I love working with students and the relationships I have built with them. I have had the chance to coach in NFL for over 10 years and still find the sport to be exciting and rewarding.

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.

Coach Profile Interview
Joe Vaughn

“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.
Stanford National Forensic Institute

2008 Lincoln Douglas Program

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

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

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

- A precision-guided academic curriculum led by seasoned experts

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

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

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

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

SNFI. The way debate camp ought to be.
LD/IE Two-Week session: July 31 - August 13
LD Third Week Session: August 13 - August 20

Phone: 650-723-9086     Web: www.snfi.org     Email: info@snfi.org
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 a 400 word per minute roller coaster ride.

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

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

**Topic analysis** and background papers from public policy experts.

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

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

Debate Central Newsletter

Sign up for our newsletter at the bottom of www.debate-central.org to stay updated on the new materials we post each week.
We Make the National Speakers’ Forum an Easy Choice!

- Top faculty from around the country
- One and two week options available
- innovative multi-track curriculum with individualized attention
- Staff from across the nation, not just one program or region
- Students who attend from across the nation, not just a few programs or region (last year we had over 170 students from 19 states)
- Day trip to Disney and planned residential life activities
- Easy online application, with the ability to pay with check or credit card.

Join us at the National Speakers Forum and work with some of the top coaches in the country: Jenny Cook, David Kraft, Steve Schappaugh, Tim Sheaff, Dario Camara, Alex Sensor, Mike Vigars, Jason Kline, Greg Stevens, Andrew West, Michael Graupman, John Egan, Ashley Mack, Linda Winrow, Lydia Nelson, Rachel Urban, Patrick Toomey, Akshay Rao, Annie Kincaid, David Montgomery, Connor White, Katie Pengra, Chris Wilgos, Bryan Hagg, Jen Parker and many more to be confirmed in the next few weeks.

June 28th to July 12th, 2008 - Nova Southeastern University, Ft. Lauderdale, FL.

What’s New At InterProd

Introducing Stage 1

InterProd has added another lab called Stage 1. Run by David Montgomery Annie Kincaide and Bryan Hagg, Stage 1 is set up to work with beginning interp students. Using the same approach that the advanced lab (Stage 2) does with a curriculum that fuses theatre and interpretation theory together to help students create their own Interpretive Production! Stage 1 does not have an application process. The 16 slots in this small lab are given out on a first-come-first-serve basis. Space is limited and will fill quickly.

Stage 2 Advanced Lab

Stage 2 is run by David Kraft. While the curriculum has been updated, this is still the same lab it was when InterProd started 5 years ago. There are only 16 slots that students must submit an application as well as a DVD of their performance to be considered. Stage 2 has produced many excellent performers that have gone on to great success on the circuit. From National Finalists to State Champions in a multitude of states, Stage 2 is the premier interp lab.

July 19th to August 2nd, 2008
Emerson College, Boston , MA.

www.SummitDebate.com
The Lyceum is a two-week intensive institute, designed to provide passionate and remarkable High-School Original Oratory competitors with an expert Oratory lab that provides instruction in areas that are not explored in larger institute settings.


July 19th to August 2nd, 2008
Emerson College, Boston, MA.

Experimental Extemp is an innovative program for intermediate and advanced extempers. Designed along the same lines as the nationally recognized NDF LD program and the Interpretive Productions program in Interp, EE encourages new ideas and approaches in a small, intense setting.

Experimental Extemp is lead by Chris Palmer and Jonathan Chavez, who have developed many of the new, innovative and successful strategies for extemp taught in our program. In a combined fifteen years of coaching, they have coached students at various schools to over 20 appearances in NFL, CFL, and Harvard final rounds in extemp.

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.

Our 3:1 student/faculty ration, nationally acclaimed faculty, superior research facilities, and the opportunity to work in a small lab setting creates an environment where students at all levels can excel.

Public Forum at NDF: July 19th-August 2nd
Emerson College, Boston, MA.
Under the direction of Mike Vigars and Jonathan Peele, and assisted by Patrick Toomey and Rachel Urban

Lincoln-Douglas Debate at NDF: July 26th-August 9th
Emerson College, Boston, MA.
All levels of instruction with the following nationally recognized coaches: Stephanie Batik, Dario Camara, Stephanie Caravias, Tim Case, Andrew Cockroft, Wes Craven, Tom Evnen, Charlie Furman, Vivian Ho, Saqib Hossein, Ernie Rose, Matt Scarola, Steve Schappaugh, Tara Tedrow, Joe Vaughan, Andy Werner, Kris Wright, and Shadman Zaman.

www.SummitDebate.com
Snacks for that early morning bus ride- $5.00

Sole inserts to survive a long day of competition- $8.00

Pens, pencils, stopwatch, paper, binder, and breath mints- $15.00

An NFL membership…Priceless.

Support the NFL Bruno E. Jacob Youth Leadership Fund and help students do what they love again next weekend.

www.nflonline.org/Alumni/AlumniDonate
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 (McCrady, 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 & Louden, 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 appreciate 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.

**References**


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

Phone: 650-723-9086 • Web: www.snfi.org • Email: info@snfi.org
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!
UNIVERSITY OF KENTUCKY

“Where the Road to the TOC Begins and Ends”

2008 PUBLIC FORUM & LD INSTITUTES

Training High School Debaters at Continuous Institutes Since 1961

2008 PUBLIC FORUM INSTITUTES
Two-Week—June 27-July 13, 2008
Tuition: $580; Housing/Meals: $670; Total: $1,250
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

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

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.
For four years, you have invested in their future. There is just one thing left to do.

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.
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
The Samford University Debate Team presents

The 34th Annual Samford Debate Institute


Sunday, 29 June 2008 to Saturday, 12 July 2008

- Residents: $1000 + $50 deposit
- Commuters with meal plan: $825 + $50 dep.
- Commuters without meal plan: $600 + $50 dep.
- Teachers: $200 + $50 deposit (housing additional)

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

Two Week Policy Program
The classic two week debate program, including intensive research, lab skill work with accomplished coaches, and a practice tournament.
Residential - $1200, Commuter - $900

One Week Policy Program
A shortened program including intensive research and skill development.
Residential - $850, Commuter - $700

State-of-the-art facilities  Great competition
Small, collaborative lab groups  Skill-oriented training
Dedicated faculty  Research-intensive program

www.mudebateinstitute.com
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 Ohi (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!

www.utspeech.net

Main Session: June 25-July 9
Naeglin Tutorial Extension: July 10-13
UTNIF 2008

featuring:

The Marathon Program
The Experienced Seminar
The Summer Survivors Program

LIVE IN AUSTIN, TX! with special guests:

Blake Johnson
Jairus Grove
J.V. Reed
Ricky Garner
Nate Gorelick

session 1: june 22 - july 12
session 2: july 14 - aug. 3

super session: june 22 - aug. 3

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


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.


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.

***for tickets and more info visit utdebatecamp.com***
Harvard Experience at a Texas Price
Our policy debate program boasts five faculty members connected to the Harvard debate program, eight participants/coaches in the prestigious National Debate Tournament, & three Cross-Examination Debate Association national champions -- all brought to you at a very competitive price!

No Other Camp Offers this Balance of Policy Debate & Critical Innovation
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 though 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.

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

Take the UTNIF Home in Your Pocket
Our debaters have the opportunity to take home 6,000 PAGES of top-quality, tournament-winning evidence produced from both sessions of the camp in a digital format that costs less than checking a tub!

Choose From Our Custom Tailored Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marathon Program</td>
<td>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, &amp; the program culminates in a full-scale tournament -- all by the close of the first week!</td>
</tr>
<tr>
<td>$1,599</td>
<td></td>
</tr>
<tr>
<td>Experienced Seminar</td>
<td>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 &amp; strategic positions, giving them an edge over the competition.</td>
</tr>
<tr>
<td>$2,499</td>
<td></td>
</tr>
<tr>
<td>Summer Survivors Program</td>
<td>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 &amp; 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, &amp; former director of the Chicago Debate Commission), participants will be treated as a competitive squad, dividing case &amp; research assignments, completing opposition research &amp; tournament preparation, &amp; learning the methods of collegiate NDT and CEDA style debating.</td>
</tr>
</tbody>
</table>
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

Tournament Sites

Hank and Barbara Greenspun Middle School

Bob Miller Middle School

Foothill High School

Jack and Terry Mannion Middle School

Green Valley High School
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
B- UNLV
C- Bob Miller Middle School
D- Greenspun Middle School
E- Green Valley High School
F- Mannion Middle School
G- Foothill High 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
<table>
<thead>
<tr>
<th>Hotel Name</th>
<th>Rate</th>
<th>Phone</th>
<th>Address</th>
<th>Amenities</th>
<th>Book Online at Host Website</th>
<th>Book by Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiesta Hotel &amp; Casino</td>
<td>$76</td>
<td>1-800-634-3101</td>
<td>777 W. Lake Mead Dr. Henderson, NV 89015</td>
<td>OP, R, M, FC</td>
<td><a href="http://www.desertlights.org">www.desertlights.org</a></td>
<td></td>
</tr>
<tr>
<td>Homewood Suites - Airport</td>
<td>$111-$161</td>
<td>800-call-home</td>
<td>230 Hidden Well Road, Las Vegas, NV 89119</td>
<td>OP &amp; Spa, S, CB, F, L</td>
<td><a href="http://www.desertlights.org">www.desertlights.org</a></td>
<td>800-call-home</td>
</tr>
</tbody>
</table>
**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.

---

<table>
<thead>
<tr>
<th>Hotel Name</th>
<th>Rate</th>
<th>Phone</th>
<th>Address</th>
<th>Amenities</th>
<th>Book Online at Host Website</th>
<th>Book by Phone</th>
</tr>
</thead>
</table>

**Amenities Key:**
- OP = Outdoor Pool
- IP = Indoor Pool
- F = Fitness Facility
- FC = Food Court
- S = Airport Shuttle
- CB = Complimentary Breakfast
- L = Laundry Facilities
- R = Restaurant
- W = Complimentary Internet
- H = Whirlpool
- M = Movie Theatre
- CL = Complimentary Light Lunch
- B = Bowling

*Go to the host website, [www.desertlights.org](http://www.desertlights.org), for additional information about each hotel property*
Airline discounts for travel to each National Forensic League Tournament. Call (866)341-7672 to book your flights with us!

Meeting, Incentive & Group Travel
Large or small, from Board meetings to Sales meetings, we can service your needs worldwide!

Leisure Travel
Personal travel near or far...from a weekend away to an extensive international trip, we have the experience to plan and execute your trip flawlessly.

Corporate Travel
Meeting the travel needs of all organizations with locations worldwide and flexible travel management programs, we can provide a full range of services to you and your company.

FCm Bannockburn Travel Solutions
2101 Waukegan Road
Bannockburn, IL 60015
(800) 227-1908
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
**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 M oat show

Ethel M Chocolate
- Factory tour and samples
- Cactus Gardens

Flamingo Hotel
- Wildlife Habitat

Fremont 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 Tussaud 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

Visit our Web site at desertlights.org
SHOW THEM HOW

START PACKING
FOR NEVADA NOW!

Dale offers the following events in DVD:

Original Oratory
International Extemp
United States Extemp
Awards Ceremony
Policy Debate
Lincoln-Douglas Debate
Public Forum Debate
Student Congress
Public Speaking Supplementary Events

A variety of ordering options available:
Order on-line with credit card
Fax your PO
Mail your personal check
Prices for all budgets!

Check out our web-specials this month!

WWW.DALEPUBLISHING.US
Only Dale Delivers the Winners!

Start packing for Nevada now!
PlanetDebate.com
2008-9 Energy Topic!
Start Downloading 80 Files TODAY!
180 More By 9/1/2008!
$10/file, $795—All PD Files & Resources

*Affirmatives

Cellulosic Ethanol
Nuclear Power
Precautionary Principle Good
Renewable Incentives
Tradeable Permits

*Advantage Files

Climate Impacts, Climate Science
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
2007-8 Planet Debate Order Form

All subscriptions are active from the time of purchase until June of 2009.

**Gold Subscription**

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.

- $319.00 Single User
- $369.00 Five simultaneous Users
- $419.00 Ten simultaneous Users
- $469.00 Fifteen simultaneous Users
- $569.00 Thirty simultaneous Users

**Platinum Subscription**

Platinum Subscribers are entitled to all of the services that Gold Subscribers are, plus the LD resources and tutorials, and some additional audio lectures.

- $459.00 Single User
- $499.00 Five simultaneous Users
- $539.00 Ten simultaneous Users
- $589.00 Fifteen simultaneous Users
- $629.00 Thirty simultaneous Users

**"Capitol Hill Update" Politics Service**

- $179.00

**Public Forum**

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.

- $119.00 Single User
- $129.00 Five simultaneous Users

**Lincoln-Douglas**

- $99.00 Single User

In addition to a bi-monthly release, Lincoln-Douglas subscribers will receive access to an extensive directory to web links on the new LD topic weeks before it is debated and an extensive collection of instructional resources.

**Master subscription**

Receive access to all materials on Planet Debate -- The Evidence Database, Research Links, Teacher Resources, CX Guide, Politics Club, Affirmative & Negative Clubs, Institute Lectures, Lincoln-Douglas and ANY release that is deliverable in .pdf or .doc form (not print books, more than 1,000 downloadable files!). It includes access for 30 simultaneous users.

- $795.00 Thirty simultaneous Users

- **Total**

---

Your Name ________________________________ Your address __________________

Your email ________________________________

Harvard Debate
490 Adams Mail Center
Cambridge, MA 02138-7520 Phone: 1-781-775-0433
Fax: 1-617-588-0283

Please fax orders to 1-617-588-0283 for immediate service.

Please make checks payable to Harvard Debate, Inc.

61
The Championship Debate Group
On the Campus of Northwestern University
July 13 through August 9, 2008

The Championship Debate Experience:

- Championship Caliber Instruction
  More NDT, NFL, and TOC Champion Instructors than Any Other Institute
  A Diverse Faculty with Experience in Every Argument Category
  Learn From Those Who Have Consistently Won Major Championships!!!

- State of the Art Classroom Facilities
  Fully Outfitted and Air Conditioned Smart Classrooms
  Wireless and Hardwire Internet Connections in Every Room

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

- World Class Research Facilities
  Special Collections on Major Topics Not Available on the Internet
  Brand New State of the Art Library Computer Labs

  - Learn in the Heart of America’s Most Cosmopolitan City!!!
    Chicago’s World Famous Museums
    Lake Michigan Recreation, Comedy, Sports, Entertainment and More!!!

The Championship Debate Group
540 North Lake Shore Drive, Suite #316, Chicago, IL 60611
www.championshipdebategroup.org
E-Mail: scott@championshipdebategroup.org
Phone: (312)-342-6737
The Championship Debate Group
On the Campus of Northwestern University
July 13 through August 9, 2008

Our World Class 2008 Senior Staff Includes:

- Scott Deatherage, Director of Debate, Northwestern University

- Kevin Hamrick, Associate Director of Debate, Northwestern University
  Championship Debate Group Curriculum Director and NDT, NFL and TOC Championship Coach

- Michael Antonucci, Director of Debate, Lexington High School
  Senior Research Assistant, Northwestern University

- Josh Branson, Senior Debater, Northwestern University
  2005 NDT Champion and Copeland Award Winner and 2006 NDT Top Speaker and All Time Point Leader

- Caitlin Bruce, Senior Varsity Debater, Northwestern University

- Chris Lundberg, Assistant Director of Debate, Northwestern University
  Assistant Coach of Three National Debate Tournament Championship Teams

- Tristan Morales, Senior Research Assistant, Northwestern University
  2005 and 2003 NDT Champion and Copeland Award Winner
  All Time Record: 34-2 Lifetime NDT Win-Loss

- Jonathan Paul, Associate Director of Debate, Greenhill School
  National Debate Tournament Champion, 2002

- Tripp Rebрович, Senior Varsity Debater, Harvard University
  2005 NFL National Champion and TOC Top Speaker

- John Warden, Senior Varsity Debater, Northwestern University
  2007 NDT Quarter-Finalist and 2005 TOC Runner-Up

Welcome to Our New Faculty Additions for 2008!!!

- Greg Achten, Director of Debate, University of California at Berkeley
  Coach of 2005 NDT Runner-Up and 2006 Copeland Award Runner-Up

- Dan Fitzmier, Associate Director of Debate, University of California
  Assistant Coach of Four National Debate Tournament Championship Teams

Becky Opsada, Director of Student Residential Life
Northwestern University Debate Institutes
GMIF 2008
George Mason Institute of Forensics

July 13- July 27, 2008
http://www.gmuforensics.org/gmif

Extemp
- Extempers will be directed by Jason Warren in conjunction with Michael Chen and Adam Johnson
- Be an extemp scholar– join us for an advanced extemp lab experience with in-depth theory and content discussions.
- 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
Each month, this column will be used to provide the forensics community with technology insights that students, coaches, and other members of the community may find helpful in improving productivity as well as making life just a little bit easier.

Do you have a technology question or suggestion for the forensics community? Email your thoughts to: cheriangkosh@gmail.com.

yourspace.com

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

FORENSIC TECHNOLOGY

News and advice on using technology to assist the forensics community

by

Cherian Kpsy

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.”)
Admit that GoDaddy.com's risqué advertising for reviews of hosting services. I have to and a hosting service. CNet is a great resource up to the challenge, you're going to need a remodel or a website. If you feel like you are to do-it-yourself, whether it is a bathroom dispute is that it's often more rewarding two channels. One thing that's difficult to fare and I Want That, I've lost track of the Giada De Laurentiis cook up her Italian consider having at home. Between watching DIY Websites add pictures and video to your site. and other media sites making it very easy to with other services such as flickr, YouTube, particularly nice job of integrating its service to use option, Vox (www.vox.com) does a build your own weblog. Blogger has the can also surf over to www.blogger.com to fund raisers, etc. Not only can you reach involved in whether they be competitions, up-to-date on the events your team is great way to keep past and present students blog or weblog is akin to an online journal hint right?) involves the use of Blogger. A within the Google family (you're getting the your webpage exciting. Another option, still a whole bunch of other fun toys to make that include the weather, a calendar, and can also add gadgets to your Google Page any advanced web design knowledge. You have even a modicum of HTML knowledge, simply point-and-click your way through a Name-Here.googlepages.com) and you can The domain here is a bit nicer (http://Your- an incredibly user-friendly user interface.

Building Content

What do you have to say?

All in all, the web can be an overwhelming communication and information. pages to accomplish their goals of district use Wordpress but rather uses static web Virginia NFL District (http://vanfl.org/) is also highly adapted to meet their needs. The built on a Wordpress framework but it's Wordpress user community is also very even easier. For the advanced user, there can find any number of applications that will savvy to rely on pre-packaged themes and of quality, as well as a myriad of difficulty levels. For some users, Microsoft FrontPage, which is often bundled with Office suites, is

Rostrum

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

can be an incredibly useful and rewarding steps, building your own web presencea myriad of other fun things to do on your sites and play around with embedding get great ideas by visiting other forensics leadership role as a publicity chair or some is regularly visited. This would be a great opportunity for a student to take a site constantly updated so that your site your main goals should be to keep the under the Press tab. In any case, one of sample press releases on the NFL website web-based sources know about what's improving understanding of forensics only authorized users can access private tools for a bathroom remodel, you can go for coaches and students but privacy is also a concern. Within many of these models, you may want to have contact information other events, links to state or NFL rules and a great way to celebrate your team's tournaments or other events would be minutes to create a press release after outside the community. Taking a few

improving understanding of forensics

idea to begin with content that will be useful to your audience. As such, if you're 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 this case, read your website. It's a smart

The One For Everyone™

©2007 Schwan's Consumer Brands North America, Inc.
Why YOU should be in Denton for the Mean Green Workshops

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

Policy Debate

Director: Dr. Brian Lain, University of North Texas

2008: Dan Lingel, Dr. Tracy McFarland, Calum Matheson, Sherry Hall, Michael Antonucci, Ernie Querido, Nicole Richter, John Hines, Kuntal Cholera, Jason Murray, Toby Whisenhunt, Julian Gagnon, Chris Agee

<table>
<thead>
<tr>
<th>Scholars Sessions:</th>
<th>June 22-July 12, $2500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kritik Lab:</td>
<td>June 22-July 12, $2300</td>
</tr>
<tr>
<td>Two Week Session:</td>
<td>June 22-July 5, $1500</td>
</tr>
<tr>
<td>Skills Session*:</td>
<td>July 12-July 19, $900</td>
</tr>
<tr>
<td></td>
<td>*1 on 1 coaching; 18 rounds in ’07. For all levels!</td>
</tr>
</tbody>
</table>

Lincoln-Douglas Debate

Director: Aaron Timmons, Greenhill School


<table>
<thead>
<tr>
<th>Three Week Session:</th>
<th>June 22-July 12, $2300</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Week Session:</td>
<td>June 22-July 5, $1500</td>
</tr>
</tbody>
</table>

Student Congress

Director: Cheryl Potts, Plano Senior High School

| Two Week Session:       | June 22-July 5, $1400   |

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

www.meangreenworkshops.com

For more information write Institute Director Jason Sykes at: director@meangreenworkshops.com

Dates, staff, and fees are tentative and subject to change. Watch the website for updates!
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. Debate develops 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 afformatives 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. 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.)
The Liberty Debate Institute is a summer workshop open to high school students of all experience levels in both policy and Lincoln-Douglas Debate. It is sponsored by Liberty University and the Liberty University Debate Team. It is designed for beginning students who want to learn how to debate in the classroom or in competition, as well as for intermediate and advanced (junior varsity and varsity) debaters who want to sharpen their debating skills and knowledge while getting a head start on preparing for the competitive debate season.

If you are looking for a place to dramatically improve your argumentation and speaking skills, your knowledge of this year’s national topic, and your understanding of debate theory, then the Liberty Debate Institute should be your choice for a summer debate workshop.

Workshop Features

- Affirmative case and topic-specific negative research and strategy
- Instruction on effective and persuasive speaking skills
- Debate theory instruction, discussion, and analysis
- Professional administration and dorm supervision
- Extensive practice debating and camp tournament
- Extremely low faculty/student ratio
- All one week labs focus exclusively on skills.

Elite Performance Lab

A three week policy lab tailored exclusively for the championship debater and headed by a top level college coach.

Dates and Prices

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Week Policy Labs &amp; Coaches’ Workshop</td>
<td>June 22-June 28</td>
<td>$545</td>
</tr>
<tr>
<td>One Week Lincoln-Douglas Labs</td>
<td>June 22-June 28</td>
<td>$545</td>
</tr>
<tr>
<td>Two Week Policy Labs</td>
<td>June 22-July 05</td>
<td>$895</td>
</tr>
<tr>
<td>Three Week Elite Performance Policy Lab</td>
<td>June 22-July 12</td>
<td>$1395</td>
</tr>
<tr>
<td>Two Week Home School Labs</td>
<td>June 29-July 12</td>
<td>$895</td>
</tr>
</tbody>
</table>

For a brochure or more information, contact:
Michael Hall, Institute Director
Liberty University
1971 University Boulevard
Lynchburg, VA 24502
(434) 582-2080 • mphall@liberty.edu • www.liberty.edu/debate
2008 POLICY INSTITUTES

3-Week—June 20—July 13, 2008
Tuition: $665; Housing/Meals: $885; Total: $1,550

2-Week—June 20—July 6, 2008
Tuition: $580; Housing/Meals: $670; Total: $1,250

1-Week—June 20—June 29, 2008
Tuition: $460; Housing/Meals: $390; Total: $850

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

*For Institute information and application, contact:
J. W. Patterson
Director of Debate
225 Funkhouser Building
University of Kentucky
Lexington, Kentucky 40506-0054
jwpatt00@uky.edu

2008 POLICY STAFF

JON SHARP: Assistant Dir. of Debate, Unv. of KY.; Champion debater, Emory Unv; Institute Instructor, Stanford, Bates & KY for over 10 yrs; PhD candidate, USC.
ROGER SOLT: Assistant Dir. of Debate & Debate Coach, Unv. of KY. since 1981; has coached numerous champion college debaters; has served as Institute Instructor at numerous Institutes including Wake Forest & Michigan.
ANDREW JENNINGS: Champion debater, Silver Lake HS, Wichita SE; currently champion debater, Unv. of Kansas; 3rd place speaker & runner-up champion, Harvard 2007; Institute Instructor, Unv. of Kansas 2004-07.
BRIAN MANUAL: Debate Coach at Catheral 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 charter 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
Introduce and Extend Communication Skills!

38 Basic Speech Experiences
The best-selling classic public speaking text!

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

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

- a beginning unit with the basics of speaking
- projects cover the most common types of public speaking experiences
  - informative
  - persuasive
  - demonstration
  - entertainment
  - impromptu
  - business
  - special occasions
  - contest
  — and others!
- lesson structure based on the Preparing, Organizing, Presenting, and Evaluating principle
- “Talking Points” that focus on special elements of public speaking—stage fright, visual aids, listening, and others
- dynamic new design and updated images

A Teacher Resource Binder features chapter notes, quizzes and answer keys, reproducible activities, and more.

Applications Communication
For Personal and Professional Contexts
Interpersonal, professional, and group communication skills for lifelong use

This comprehensive text uses a decision-based approach to help students learn about effective and ethical communication. A SPAM framework helps students plan communication based on Situation, Purpose, Audience, and Method.

The 25 chapters are organized into four units

- communication basics
- interpersonal communication
- group communication
- public communication

Each chapter begins with student objectives, vocabulary, and a short workplace scenario. Chapters conclude with a summary and four levels of activities—remembering, reflecting, reaching, and real-life. The text also addresses communicating through e-mail, voice mail, and the Internet.

A Teacher Guide saves hours of preparation time with teaching suggestions for each chapter, grading forms, and quizzes with answer keys.

Perfection Learning®
Perfect for your Classroom

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

Phone: (800) 831-4190 • Fax: (800) 543-2745 • Web: perfectionlearning.com
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.
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 paralanguage 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

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.
Florida Forensic Institute
and
National Coaches Institute

July 21 - August 1, 2008
Extension: August 1 - 4, 2008

Work with the Most Successful Coaching Staff in the Nation

Bob Marks, Curriculum Director
Tommie Lindsey - Chris McDonald - Lisa Miller - Ben Lohman
Randall McCutcheon - Lydia Esslinger - Jonathan Peele
Adam Jacobi - Kathy Lingo - Willie Warren - Lanna Joffrey - Reah Johnson
Jeff Hannan - Travis Kiger - Kevin Troy - Josh Rovenger - Shane Zeigler
A.J. Moorehead - Natalie Sintek - Camille Norman
Evan Medina - Rachel Urban - Ganer Newman - Jared Sonnenklar
Tabisa Walwema - Samantha Shaw - Lloyd Dillon - Justin McGeary

America’s #1 Producer of Local, State and National Champions...and the Proof is Our Record of Success!

www.ffi4n6.com
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. Sandford 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 Heitzen
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, 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.

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@pvsd.org for further information. Resumes may be sent to:

John Romanoski
Principal
Perkiomen Valley HS
529 Gravel Pike
Graterford, PA 19426
APPLICATION
NATIONAL FORENSIC LEAGUE
ACADEMIC ALL-AMERICAN AWARD

Name ______________________________________________________________________
School _____________________________________________________________________
School Address ____________________________________________________________
NFL District _____________________________________________________________________

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

_____ NFL Degree of Superior Distinction on record (750 points)
_____ GPA of 3.7 on a 4.0 scale (or its equivalent)
_____ ACT score of 27 or higher or SAT score of 2000 or higher
_____ Completed at least 5 semesters of high school
_____ Character reference from both the student's coach and principal
_____ School Transcripts included

NFL Chapter may present Award to any NFL member who meets the above criteria

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

NFL Sponsor (coach) ________________________________________________________________________
Principal ________________________________________________________________________
Student ________________________________________________________________________

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

ACADEMIC ALL-AMERICAN PIN

I have enclosed money for the following:

Quantity

#____ $10 Application Fee
(includes a Certificate of Achievement)

#____ $10 Academic All-American Pin

Total Enclosed $____________

Pins are available for previous AAA students through the NFL Online Store at www.nflonline.org

Elegant Gold Plated Pin with Alternating Blue and Gold Stripes

COMPLIMENT your Academic All-American Certificate of Achievement!
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.
Special Programs in Policy Debate at the 2008 Stanford National Forensic Institute

The SNFI now offers two exclusive labs for the summer of 2008! These programs are designed to improve on specific skill sets for debaters serious about dramatically improving understanding of debate technique as well as argument production and development. For the same price as our accelerated program, students can work closely with our most experienced staff to fine tune their debate skills.

The Swing Lab  July 24 - August 13
The Swing Lab is a “second camp only” option taught by one of the community’s most talented instructors, jon sharp, of the University of Kentucky. The Swing Lab features in-depth practice for mastering in-round technique and argument development with a master teacher of debate. All students will work one-on-one with jon sharp as well as Jacob Polin of UC Berkeley.

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, former of Emory University. This lab provides extended heavily critiqued practice debates and step by step instruction of the evidence production process.

Phone: 650-723-9086   Web: www.snfi.org   Email: info@snfi.org
Public Forum Debate:
Written by Michelle Schmit – 2006 Public Forum National Champion

- **Evidence & Strategy Packets**
  Winning Pro & Con Strategic Analysis
  Over 80 pages of Pro & Con Abbreviated Articles
  NO CARDS = Greater Understanding!
  **Often Imitated, Never Duplicated – The Best PF Research!**
  *Monthly packets emailed to you within 10 days after topic release*
  *Packets also available for immediate download at FinalistFiles.com*

- **Public Forum How To Guide**
  Guide on how to prepare for and win Public Forum Debate

- **How To Instructional Video**
  Featuring tutorial Public Forum round and winning tips

- **Additional Features:**
  Case Reviews and Feedback to Subscribers from Michelle
  Practice Rounds before NFL National Tournament

Extemporaneous Speaking:
Written by David Kumbroch – 2007 Foreign Extemp National Champion

- **Extemporaneous Speaking How To Guide**
  Guide on how to prepare and execute a winning Extemp speech

- **How To Instructional Video**
  Featuring Extemp speeches utilizing multiple techniques and styles

- **International Extemp Book**
  Profiles of over 75 countries and analysis of world affairs

- **International Extemp Advanced Briefs**
  Monthly releases of advanced analysis on topics and countries of interest

Visit FinalistFiles.com
For more information, past releases, and new features.
Join ‘Public Forum Debate’ & ‘Extemporaneous Speaking’ on Facebook.com!
IDEA, NJFL, and Western Kentucky University would like to invite you to attend the 2007-2008 National Middle School Speech and Debate Tournament on the beautiful campus of WKU in Bowling Green, Kentucky.

June 26th - 29th

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

Come experience some southern hospitality!
### Report of NEW NFL Members & Degrees by State

**December 1 - December 31, 2007**

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

(As of February 1, 2008)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Change</th>
<th>District</th>
<th>Average No. Degrees</th>
<th>Leading Chapter</th>
<th>No. of Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Three Trails (KS)</td>
<td>227</td>
<td>Blue Valley North</td>
<td>509</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Calif. Coast (CA)</td>
<td>168</td>
<td>Leland HS</td>
<td>696</td>
</tr>
<tr>
<td>2 +3</td>
<td></td>
<td>San Fran Bay (CA)</td>
<td>168</td>
<td>James Logan HS</td>
<td>670</td>
</tr>
<tr>
<td>4</td>
<td>-4</td>
<td>Florida Manatee</td>
<td>167</td>
<td>Nova HS</td>
<td>520</td>
</tr>
<tr>
<td>4 -1</td>
<td></td>
<td>East Kansas</td>
<td>167</td>
<td>Shawnee Mission East HS</td>
<td>438</td>
</tr>
<tr>
<td>6</td>
<td>-2</td>
<td>Kansas Flint-Hills</td>
<td>162</td>
<td>Washburn Rural HS</td>
<td>358</td>
</tr>
<tr>
<td>7 +6</td>
<td></td>
<td>Ozark (MO)</td>
<td>161</td>
<td>Central HS - Springfield</td>
<td>579</td>
</tr>
<tr>
<td>8 -2</td>
<td></td>
<td>Northern South Dakota</td>
<td>159</td>
<td>Watertown HS</td>
<td>368</td>
</tr>
<tr>
<td>8 -1</td>
<td></td>
<td>East Los Angeles (CA)</td>
<td>159</td>
<td>Gabrielson HS</td>
<td>650</td>
</tr>
<tr>
<td>10</td>
<td>+2</td>
<td>Show Me (MO)</td>
<td>157</td>
<td>Belton HS</td>
<td>417</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>New York City</td>
<td>153</td>
<td>Bronx High School of Science</td>
<td>580</td>
</tr>
<tr>
<td>12 -3</td>
<td></td>
<td>Nebraska</td>
<td>151</td>
<td>Millard North HS</td>
<td>394</td>
</tr>
<tr>
<td>13 -3</td>
<td></td>
<td>Sunflower (KS)</td>
<td>148</td>
<td>Wichita East HS</td>
<td>276</td>
</tr>
<tr>
<td>14 -2</td>
<td></td>
<td>Central Minnesota</td>
<td>144</td>
<td>Eastview HS</td>
<td>516</td>
</tr>
<tr>
<td>15 -1</td>
<td></td>
<td>Illini (IL)</td>
<td>143</td>
<td>Downers Grove South HS</td>
<td>360</td>
</tr>
<tr>
<td>16 +1</td>
<td></td>
<td>Heart Of America (MO)</td>
<td>142</td>
<td>Liberty Sr HS</td>
<td>604</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>Southern Minnesota</td>
<td>142</td>
<td>Eagan HS</td>
<td>465</td>
</tr>
<tr>
<td>18 +1</td>
<td></td>
<td>Rushmore (SD)</td>
<td>138</td>
<td>Sioux Falls Lincoln HS</td>
<td>376</td>
</tr>
<tr>
<td>18 +3</td>
<td></td>
<td>Northern Ohio</td>
<td>138</td>
<td>Boardman HS</td>
<td>277</td>
</tr>
<tr>
<td>20</td>
<td>--</td>
<td>Northwest Indiana</td>
<td>133</td>
<td>Munster HS</td>
<td>494</td>
</tr>
<tr>
<td>21 +1</td>
<td></td>
<td>Eastern Ohio</td>
<td>131</td>
<td>Perry HS</td>
<td>355</td>
</tr>
<tr>
<td>22 +3</td>
<td></td>
<td>Sierra (CA)</td>
<td>125</td>
<td>Sanger HS</td>
<td>535</td>
</tr>
<tr>
<td>23 -5</td>
<td></td>
<td>West Kansas</td>
<td>123</td>
<td>Buhler HS</td>
<td>256</td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>South Texas</td>
<td>123</td>
<td>Bellaire HS</td>
<td>762</td>
</tr>
<tr>
<td>25 -1</td>
<td></td>
<td>Carver-Truman (MO)</td>
<td>122</td>
<td>Neosho HS</td>
<td>399</td>
</tr>
<tr>
<td>26</td>
<td></td>
<td>Inland Empire (WA)</td>
<td>118</td>
<td>Gonzaga Prep HS</td>
<td>181</td>
</tr>
<tr>
<td>27 +4</td>
<td></td>
<td>Northern Illinois</td>
<td>114</td>
<td>Glenbrook South HS</td>
<td>369</td>
</tr>
<tr>
<td>27 +3</td>
<td></td>
<td>Utah-Wasatch</td>
<td>114</td>
<td>Sky View HS</td>
<td>295</td>
</tr>
<tr>
<td>29 -3</td>
<td></td>
<td>Rocky Mountain-South (CO)</td>
<td>113</td>
<td>George Washington HS</td>
<td>198</td>
</tr>
<tr>
<td>30 -1</td>
<td></td>
<td>Florida Panther</td>
<td>112</td>
<td>Trinity Preparatory School</td>
<td>302</td>
</tr>
<tr>
<td>31</td>
<td></td>
<td>New England (MA &amp; NH)</td>
<td>111</td>
<td>Manchester Essex Regional HS</td>
<td>321</td>
</tr>
<tr>
<td>32 +6</td>
<td></td>
<td>Montana</td>
<td>110</td>
<td>Flathead HS</td>
<td>244</td>
</tr>
<tr>
<td>32 +3</td>
<td></td>
<td>Golden Desert (NV)</td>
<td>110</td>
<td>Green Valley HS</td>
<td>333</td>
</tr>
<tr>
<td>34 +3</td>
<td></td>
<td>Idaho Mountain River</td>
<td>109</td>
<td>Hillcrest HS</td>
<td>328</td>
</tr>
<tr>
<td>35 -4</td>
<td></td>
<td>Great Salt Lake (UT)</td>
<td>105</td>
<td>Skyline HS</td>
<td>223</td>
</tr>
<tr>
<td>36 -2</td>
<td></td>
<td>Nebraska South</td>
<td>103</td>
<td>Lincoln East HS</td>
<td>342</td>
</tr>
<tr>
<td>37 -2</td>
<td></td>
<td>South Kansas</td>
<td>98</td>
<td>Fort Scott HS</td>
<td>251</td>
</tr>
<tr>
<td>37 +2</td>
<td></td>
<td>Arizona</td>
<td>98</td>
<td>Desert Vista HS</td>
<td>421</td>
</tr>
<tr>
<td>37 +12</td>
<td></td>
<td>Sundance (UT)</td>
<td>98</td>
<td>Bingham HS</td>
<td>277</td>
</tr>
<tr>
<td>37 +7</td>
<td></td>
<td>New Jersey</td>
<td>98</td>
<td>Ridge HS</td>
<td>248</td>
</tr>
<tr>
<td>41 -13</td>
<td></td>
<td>Tarheel East (NC)</td>
<td>97</td>
<td>Pinecrest HS</td>
<td>260</td>
</tr>
<tr>
<td>42 +8</td>
<td></td>
<td>Chesapeake (MD)</td>
<td>96</td>
<td>Walt Whitman HS</td>
<td>194</td>
</tr>
<tr>
<td>42 +6</td>
<td></td>
<td>Idaho Gem of the Mountain</td>
<td>96</td>
<td>Eagle HS</td>
<td>256</td>
</tr>
<tr>
<td>42</td>
<td>--</td>
<td>North East Indiana</td>
<td>96</td>
<td>Chesteron HS</td>
<td>501</td>
</tr>
<tr>
<td>45 -4</td>
<td></td>
<td>Pittsburgh (PA)</td>
<td>95</td>
<td>North Allegheny Sr HS</td>
<td>264</td>
</tr>
<tr>
<td>46 -1</td>
<td></td>
<td>West Los Angeles (CA)</td>
<td>94</td>
<td>Fullerton Joint Union HS</td>
<td>270</td>
</tr>
<tr>
<td>46 -4</td>
<td></td>
<td>Hole In The Wall (WY)</td>
<td>94</td>
<td>Cheyenne East HS</td>
<td>231</td>
</tr>
<tr>
<td>48 -8</td>
<td></td>
<td>Michigan</td>
<td>92</td>
<td>Portage Northern HS</td>
<td>190</td>
</tr>
<tr>
<td>49 -3</td>
<td></td>
<td>Eastern Missouri</td>
<td>91</td>
<td>Pattonville HS</td>
<td>209</td>
</tr>
<tr>
<td>49 -3</td>
<td></td>
<td>Deep South (AL)</td>
<td>91</td>
<td>The Montgomery Academy</td>
<td>285</td>
</tr>
<tr>
<td>49 +2</td>
<td></td>
<td>Colorado</td>
<td>91</td>
<td>Cherry Creek HS</td>
<td>406</td>
</tr>
<tr>
<td>52 +9</td>
<td></td>
<td>Central Texas</td>
<td>89</td>
<td>Sandra Day O'Connor HS</td>
<td>262</td>
</tr>
<tr>
<td>Rank</td>
<td>Change</td>
<td>District</td>
<td>Average No. Degrees</td>
<td>Leading Chapter</td>
<td>No. of Degrees</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>---------------------------</td>
<td>---------------------</td>
<td>----------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>53</td>
<td>+3</td>
<td>Wind River (WY)</td>
<td>88</td>
<td>Green River HS</td>
<td>223</td>
</tr>
<tr>
<td>53</td>
<td>+13</td>
<td>West Iowa</td>
<td>88</td>
<td>Dowling Catholic HS</td>
<td>219</td>
</tr>
<tr>
<td>55</td>
<td>+1</td>
<td>Rocky Mountain-North (CO)</td>
<td>86</td>
<td>Rocky Mountain HS</td>
<td>158</td>
</tr>
<tr>
<td>56</td>
<td>-1</td>
<td>Carolina West (NC)</td>
<td>83</td>
<td>Myers Park HS</td>
<td>349</td>
</tr>
<tr>
<td>57</td>
<td>-1</td>
<td>Hoosier Heartland (IN)</td>
<td>82</td>
<td>Ben Davis HS</td>
<td>207</td>
</tr>
<tr>
<td>57</td>
<td>+5</td>
<td>Hoosier Crossroads (IN)</td>
<td>82</td>
<td>Kokomo HS</td>
<td>177</td>
</tr>
<tr>
<td>57</td>
<td>-5</td>
<td>Northern Lights (MN)</td>
<td>82</td>
<td>St Francis HS</td>
<td>169</td>
</tr>
<tr>
<td>60</td>
<td>-4</td>
<td>Southern Wisconsin</td>
<td>81</td>
<td>Marquette Univ HS</td>
<td>181</td>
</tr>
<tr>
<td>62</td>
<td>+12</td>
<td>East Texas</td>
<td>80</td>
<td>William P. Clements HS</td>
<td>195</td>
</tr>
<tr>
<td>62</td>
<td>+28</td>
<td>South Carolina</td>
<td>79</td>
<td>Mauldin HS</td>
<td>218</td>
</tr>
<tr>
<td>63</td>
<td>+5</td>
<td>North Texas Longhorns</td>
<td>78</td>
<td>Colleyville Heritage HS</td>
<td>203</td>
</tr>
<tr>
<td>63</td>
<td>-10</td>
<td>North Oregon</td>
<td>78</td>
<td>Westview HS</td>
<td>136</td>
</tr>
<tr>
<td>63</td>
<td>+15</td>
<td>Louisiana</td>
<td>78</td>
<td>Lafayette HS</td>
<td>184</td>
</tr>
<tr>
<td>63</td>
<td>+27</td>
<td>Greater Illinois</td>
<td>78</td>
<td>Belleville West HS</td>
<td>175</td>
</tr>
<tr>
<td>67</td>
<td>-3</td>
<td>Western Ohio</td>
<td>77</td>
<td>Notre Dame Academy</td>
<td>125</td>
</tr>
<tr>
<td>67</td>
<td>-14</td>
<td>Lone Star (TX)</td>
<td>77</td>
<td>Grapevine HS</td>
<td>282</td>
</tr>
<tr>
<td>69</td>
<td>+1</td>
<td>North Coast (OH)</td>
<td>76</td>
<td>Gilmour Academy</td>
<td>235</td>
</tr>
<tr>
<td>69</td>
<td>-13</td>
<td>North Dakota Roughrider</td>
<td>76</td>
<td>Fargo South HS</td>
<td>165</td>
</tr>
<tr>
<td>71</td>
<td>-9</td>
<td>Southern California</td>
<td>75</td>
<td>Claremont HS</td>
<td>328</td>
</tr>
<tr>
<td>72</td>
<td>-4</td>
<td>Colorado Grande</td>
<td>74</td>
<td>Canon City HS</td>
<td>180</td>
</tr>
<tr>
<td>72</td>
<td>+8</td>
<td>West Virginia</td>
<td>74</td>
<td>Wheeling Park HS</td>
<td>110</td>
</tr>
<tr>
<td>72</td>
<td>-2</td>
<td>Florida Sunshine</td>
<td>74</td>
<td>Niceville HS</td>
<td>166</td>
</tr>
<tr>
<td>75</td>
<td>-2</td>
<td>Heart Of Texas</td>
<td>73</td>
<td>Del Valle HS</td>
<td>207</td>
</tr>
<tr>
<td>76</td>
<td>+6</td>
<td>Georgia Southern Peach</td>
<td>69</td>
<td>Fayette County HS</td>
<td>181</td>
</tr>
<tr>
<td>76</td>
<td>+1</td>
<td>Space City (TX)</td>
<td>69</td>
<td>Alief Elsik HS</td>
<td>152</td>
</tr>
<tr>
<td>78</td>
<td>+6</td>
<td>UIL (TX)</td>
<td>68</td>
<td>Lindale HS</td>
<td>179</td>
</tr>
<tr>
<td>78</td>
<td>+4</td>
<td>West Oklahoma</td>
<td>68</td>
<td>Norman North HS</td>
<td>223</td>
</tr>
<tr>
<td>78</td>
<td>-14</td>
<td>Tennessee</td>
<td>68</td>
<td>Montgomery Bell Academy</td>
<td>153</td>
</tr>
<tr>
<td>81</td>
<td>-9</td>
<td>New York State</td>
<td>67</td>
<td>Scarsdale HS</td>
<td>194</td>
</tr>
<tr>
<td>81</td>
<td>-3</td>
<td>Valley Forge (PA)</td>
<td>67</td>
<td>Truman HS</td>
<td>150</td>
</tr>
<tr>
<td>83</td>
<td>-17</td>
<td>Northern Wisconsin</td>
<td>66</td>
<td>Appleton East HS</td>
<td>282</td>
</tr>
<tr>
<td>83</td>
<td>+4</td>
<td>Kentucky</td>
<td>66</td>
<td>Rowan County Sr HS</td>
<td>186</td>
</tr>
<tr>
<td>85</td>
<td>-12</td>
<td>Georgia Northern Mountain</td>
<td>66</td>
<td>Henry W Grady HS</td>
<td>176</td>
</tr>
<tr>
<td>86</td>
<td>--</td>
<td>Tall Cotton (TX)</td>
<td>64</td>
<td>Seminole HS</td>
<td>120</td>
</tr>
<tr>
<td>87</td>
<td>+2</td>
<td>East Iowa</td>
<td>63</td>
<td>West HS - Iowa City</td>
<td>185</td>
</tr>
<tr>
<td>87</td>
<td>+10</td>
<td>LBJ</td>
<td>63</td>
<td>Princeton HS</td>
<td>193</td>
</tr>
<tr>
<td>87</td>
<td>-7</td>
<td>Mississippi</td>
<td>63</td>
<td>Oak Grove HS</td>
<td>163</td>
</tr>
<tr>
<td>90</td>
<td>-3</td>
<td>Western Washington</td>
<td>62</td>
<td>Gig Harbor HS</td>
<td>289</td>
</tr>
<tr>
<td>91</td>
<td>-18</td>
<td>Big Valley (CA)</td>
<td>61</td>
<td>Lodi HS</td>
<td>155</td>
</tr>
<tr>
<td>92</td>
<td>-2</td>
<td>New Mexico</td>
<td>59</td>
<td>Albuquerque Academy</td>
<td>173</td>
</tr>
<tr>
<td>92</td>
<td>+2</td>
<td>Puget Sound (WA)</td>
<td>59</td>
<td>Snohomish HS</td>
<td>169</td>
</tr>
<tr>
<td>94</td>
<td>-4</td>
<td>Gulf Coast (TX)</td>
<td>57</td>
<td>Gregory Portland HS</td>
<td>233</td>
</tr>
<tr>
<td>95</td>
<td>+4</td>
<td>East Oklahoma</td>
<td>56</td>
<td>J enks HS</td>
<td>188</td>
</tr>
<tr>
<td>95</td>
<td>-1</td>
<td>Pacific Islands</td>
<td>56</td>
<td>Harvest Christian Academy</td>
<td>56</td>
</tr>
<tr>
<td>97</td>
<td>+3</td>
<td>Virginia</td>
<td>54</td>
<td>Randolph Macon Academy</td>
<td>220</td>
</tr>
<tr>
<td>97</td>
<td>-13</td>
<td>South Florida</td>
<td>54</td>
<td>Belen Jesuit Prep School</td>
<td>129</td>
</tr>
<tr>
<td>99</td>
<td>+2</td>
<td>Pennsylvania</td>
<td>53</td>
<td>Bellwood-Antis HS</td>
<td>124</td>
</tr>
<tr>
<td>99</td>
<td>-2</td>
<td>South Oregon</td>
<td>53</td>
<td>Ashland HS</td>
<td>113</td>
</tr>
<tr>
<td>101</td>
<td>-7</td>
<td>West Texas</td>
<td>50</td>
<td>El Paso Coranado HS</td>
<td>99</td>
</tr>
<tr>
<td>101</td>
<td>+4</td>
<td>Maine</td>
<td>50</td>
<td>Bangor HS</td>
<td>97</td>
</tr>
<tr>
<td>103</td>
<td>--</td>
<td>Iroquois (NY)</td>
<td>48</td>
<td>The Family Foundation School</td>
<td>126</td>
</tr>
<tr>
<td>104</td>
<td>-2</td>
<td>Sagebrush (NV)</td>
<td>46</td>
<td>Reno HS</td>
<td>152</td>
</tr>
<tr>
<td>105</td>
<td>-1</td>
<td>Capitol Valley (CA)</td>
<td>45</td>
<td>Granite Bay HS</td>
<td>107</td>
</tr>
<tr>
<td>106</td>
<td>--</td>
<td>Hawaii</td>
<td>36</td>
<td>Kamehameha Schools</td>
<td>113</td>
</tr>
</tbody>
</table>
AFFILIATES - WELCOME!

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

California
St Ignatius College Preparatory
St Margarets Episcopal School

Colorado
Frederick High School

Georgia
Piedmont Academy
Statesboro High School

Hawaii
Parker School

Illinois
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
Foy H Moody High School
Killeen High School
Magnolia West High School
Stafford High School

Vermont
South Burlington High School

Washington
The Enrichment Cooperative

West Virginia
Lincoln County High School
The WKU SFI is an excellent choice, both for students who are only beginning their forensics careers and others who have already performed in national final rounds. This program is for both junior high and high school students. At the WKUSFI, we take a hands-on approach to camp by combining structure with a relaxed, comfortable atmosphere that strikes a balance between educational and competitive interests while allowing students to learn at their own pace.
20 YEARS FROM NOW,
YOU’LL ARGUE THIS IS WHERE YOU
EMERGED AS A GREAT LEADER.
AND NO ONE WILL DARE REBUT YOU.

WHERE WILL THE NFL TAKE YOUR FUTURE?

 MEDIA MOGUL
 TOP JOURNALIST
 SUPREME COURT JUSTICE
 PRESIDENT OF THE UNITED STATES

Many National Forensic League members go on to do great things. Perhaps, including you. Lincoln Financial Group. Proud sponsor of the NFL. Visit lincolnfinancial.com/nfl to learn more about our sponsorship.

Lincoln Financial Group is the marketing name for Lincoln National Corporation and its affiliates. ©2007 Lincoln National Corporation. LCN200712-2019949