

ROSTRUM

March 2009

Volume 83

Issue 7

2009 National Speech Tournament
Birmingham, AL
June 14th - 19th

where
stars will
SHINE

CDE DEBATE HANDBOOKS 2009-2010: POVERTY



POVERTY

Vol. 1
2009-10

CDE W. Bennett

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After school programs
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Building wealth
Capability Deprivation
Cars
Child care assistance
Child Care quality
Child credit
Counter-cyclical financing
Couples approach to Astnc.
Discouraged Workers
Economic self-sufficiency
Education/school resources
Elderly
Employee Free Choice
Employer subsidy
Employment
Ethnic Niching/Nitching
Ex-offenders programs
Financial Literacy
Financial Services
Food deserts
Funding volatility
Healthcare
Homes and housing
Housing vouchers
Illegal immigration
Immigrants
Incarceration & recidivism
Income tax credit
Infrastructure investments
Inner cities
Job opportunities in low-income communities

Medical debt
Mental illness
Micro-loans
Minimum wage/Living Wage
Native Americans
Natural disasters
Negative Income Tax
Neighborhood deprivation
Nonmarital childbearing
Out-of-wedlock childbearing
Outreach
People of Color/Racial composition
Reentry programs

Relocation assistance
Rural Poor
Service program accessibility
Single mothers, Teen mothers
Structural unemployment
Tax policy shifts
Training & retraining transportation
Unemployment
Unemployment insurance
Workforce Development
Working Poor
Work requirements
Youth Opportunity Grants



POVERTY

Vol. 2
2009-10

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DISADVANTAGES

Business confidence
Cost-Benefit/Expense
Federalism
Net Widening
Tipping point
Welfare dependence
Work requirements vs. the "dole"

COUNTERPLANS

Local/State
NGOs
Faith-based/Religious
Int'l Organizations
Interstate Compacts
States

HARMS

Childhood development
Crime and Delinquency
Domestic violence
Early childhood development
Earnings inequality
Environmental conditions
Hunger

Income and earnings inequalities

Lower productivity
Obesity
Relative poverty/Measuring Poverty
Sexual abuse
Significance & quantification
Substance abuse
Rich-poor gap
Trends
KRITIKS
Big Brother
Dependency
Objectivism
Statism
SOLVENCY & ATTACKS
Person power shortages
Bureaucracy, bureaucratic
Proceduralism
Economic mobility

Enforcement
Learning disabilities
Modeling
Multidimensional barriers
Policy lock vs poor voting
Participation
Spending habit failures
INHERENCY
Affirmative Action
Block Grants
Community Action Agencies
Culture/cycle of poverty
Disability payments
Earned Income Tax Credit
Flaws in defining and or measuring poverty

Food Stamps/Food Assistance
Funding levels
Incrementalism
In-kind benefits (Food stamps, Section 8 housing vouchers)
Means-tested programs
Medicaid
Job training programs
Preschool/Head Start
Safety net
TANF

Trade Adjustment Assistance
Tax Credits for Work
JUSTIFICATION

Federal Government
TOPICALITY ATTACKS

Effects
Increase
Poverty
Social services



POVERTY

2009-10
Vol. 3

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Just some of our projected coaches for 2009:

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Nate Gorelick *Harvard University (CX)*
Jairus Grove *Johns Hopkins University (CX)*
Sean Tiffie *University of Texas at Austin (CX)*
Blake Johnson *University of Oklahoma (CX)*
Teddy Albinia *University of Southern California (CX)*
Joel Rollins *University of Texas at Austin (CX)*
Nance Riffe *University of Alabama (EXT)*
Jessy Ohl *University of Alabama (EXT)*
Bryan Gray *University of Alabama (EXT)*
Bryan McCann *University of Texas at Austin (EXT)*
Vic Silva *Arizona State University (EXT)*
Merry Regan *University of Texas at Austin (EXT)*

Jason Warren *George Mason University (EXT)*
Jill Collum *Harvard Law School (EXT)*
Randy Cox *University of Texas at Austin (OO, INT, EXT)*
Kristyn Meyer *University of Texas at Austin (OO)*
Nicole Martin *Arizona State University (INT)*
Ben Robin *Western Kentucky University (INT)*
Katelyn Wood *University of Texas at Austin (INT)*
August Benassi *Moorpark College (INT)*
Casey Garcia *Mount San Antonio College (INT)*
Frank Rivera *Western Kentucky University (INT)*
Caetlin Mangan *University of Texas at Austin (INT)*
Mike Storr *Bradley University (INT)*
Stacy Thomas *The Hockaday School (Director of LD)*

UTNIF 2009 program dates:

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

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THE MOMENT

ELUSIVE? IT DOESN'T HAVE TO BE...

BY

Michael A. Malaney

Project Manager, Brand & Advertising



On January 22nd, 2006 Kobe Bryant and the Los Angeles Lakers welcomed the Toronto Raptors to their home court at the Staples Center. The two teams were scheduled to play a normal regular season NBA basketball game, but what transpired that night turned into something entirely different. After being down 63-49 at half time, Kobe Bryant scored 51 points in the second half, elevating the Lakers to a 122-104 victory. In total, Bryant scored 81 points in that game – the second highest single-game total in NBA history and arguably one of the most impressive athletic feats in the modern era of sports. What was particularly striking was the sheer ease with which he scored. It appeared as if Bryant could simply hoist a shot towards the basket from any spot on the court and it would go in. "That was something that just happened. It's tough to explain. It's just one of those things," said Kobe about his performance.

What happened was Kobe Bryant was in The Zone. 'On Fire', 'Locked In', 'On Point' – these all describe the elusive feeling that one can do no wrong. This *Moment* is so fleeting, yet it is so intoxicating – I'd argue that the pursuit of this moment is the reason so many athletes continue to play far past their prime, so many successful movie stars return to the stage, and why the Rolling Stones are still on tour well past the age of 60. Yet,

the thrill of being in The Moment seems so beyond our control. A trial lawyer can only *hope* that his/her closing argument is as successful as the preparation they put into it. A standup comedian never truly knows how a given audience will react. Artists and performers of all likes are constantly in search of the transcendent state that singer-songwriter Antony Hegarty describes in an interview with *Paste Magazine* as "...where you just feel like you've aligned with all the stars and the heavens, and everything is exactly as it should be." We've all been there. You're writing a paper and your hands can't possibly move fast enough to get down all the words coming out. You're in the marching band and you nail all of the music and the drill. You're at a party and for whatever reason you just seem to be the most interesting person there. But you can never really know when this will happen, and you just ride the wave if and when you catch one. Right?

I'd argue that this doesn't have to be the case. So I offer you my 5 tips for embracing *The Moment*, and staying in *The Zone*. These concepts can be applied to any aspect of life. Whether you're in a brainstorming session, giving an extemporaneous speech, an athlete, a musician, a writer, a parent lecturing your children, or whatever, these simple tools will equip you with the ability to thrive in your maximum

performance zone more often than not:

- Pay attention and use all the information around you. Improvisational actors are taught to be keen observers. A good improviser never has an awkward blank moment because they are constantly building their arsenal of possibilities by absorbing all of the information at their disposal in a given scene, and by using the technique of "Yes... And?" Think to yourself, "If this is true, then what ELSE must be true?" This is especially effective in brainstorming, or in extemporaneous speech. If you're in sales, think, "If this person has THIS objection, what OTHER objections might they have?"
- DO NOT 'think outside the box'. Paradoxically, expanding your thinking may actually limit your creative ability. Instead, build yourself a better box with a vivid picture on it. A clear vision is the best spark for the creative process. This stimulus will keep you focused and will give you something to build off of, and most importantly will help you to gain consensus. A jazz combo could improvise with no guidance and probably come up with something good, but if they improvise around a 12-bar blues structure in the

continued on page 12

National Forensic League

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From the Editor

J. Scott Wunn



Dear NFL:

In this issue, we are giving you the first major glimpse at the 2009 LFG/NFL "Stars Fell on Alabama" National Speech Tournament. The NFL is extremely excited to be heading to the Deep South District in Alabama for what is sure to be a great event.

The local schools in the Birmingham/Hoover area and the Sheraton-Birmingham will be incredible facilities for competition, and the Birmingham-Jefferson Civic Center (pictured on the cover) will be one of the finest venues in recent history to host the national final rounds.

Deep South District Chair Jay Rye and the local host committee have worked tirelessly over the past 3 years to provide a tremendous experience for our members. Birmingham is an extremely historic city with outstanding opportunities for those visiting it for the first time. I encourage you to go to the local host Web site at www.deepsouthdebate.com to see what this unique national tournament site has to offer.

We are in for a wonderful experience as the stars fall on Alabama this summer!

Sincerely,



J. Scott Wunn
NFL Executive Director

Rostrum

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

Topics

2008-09 Policy Debate Resolution:

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

March 2009 Public Forum Debate Resolution:

Resolved: That, on balance, the No Child Left Behind Act of 2001 has improved academic achievement in the United States.

March/April 2009 Lincoln Financial Group NFL L/D Debate Resolution:

Resolved: Vigilantism is justified when the government has failed to enforce the law.



NEW

2009-2010 Policy Debate Topic

POVERTY

Resolved: The United States federal government should substantially increase social services for persons living in poverty in the United States.

CALL FOR SUBMISSIONS

The NFL is always looking for new, fresh articles to publish in *Rostrum*. If you have innovative research, great ideas, or general tips that have helped you in your coaching career, please consider submitting an article. Submissions should be less than 3000 words long. Please note that NFL does not guarantee when or if submissions will be published.

For a complete list of writing guidelines, please visit <http://www.nflonline.org/Rostrum/Writing>.

Topic Release Information

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

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

L/D Topic Release Dates:

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

Public Forum Topic Release Dates:

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

Policy Debate Topic for New Year

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

ROSTRUM



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Whitman National Debate Institute



Policy, LD, Public Forum

July 19 - August 7, 2009 (3 week Policy or LD Session)

July 19 – July 31, 2009 (2 week Policy or LD Session)

July 31 – August 7, 2009 (1 week Public Forum Session)

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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. You'll leave with at least 2,500 pages of policy, 1,000 pages of LD, and 300 pages of Public Forum materials. Each debater receives chosen prints of files plus electronic versions of all files.

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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 (NFL National Champ), Matt Schissler (NDT Octas), Luke Sanford (CEDA Quarters), Meghan Hughes (CEDA Elims), Nate Cohn (CEDA Octas), Nicholas Thomas (4 time NFL LD), Joe Allen (TOC LD Quals).

6. Transportation to and from the airport

Whitman is easily accessed via plane or bus and there is 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, SEE OUR STAFF, AND MORE INFO AT:

www.whitman.edu/rhetoric/camp/

West Coast Publishing



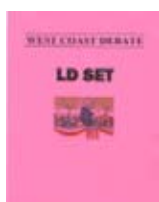
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- **Kritik Handbook** (Over 150 pages, Renewable Energy specific kritiks and answers to those kritiks)
- **September Supplement** (Over 150 pages, updates, answers and new Renewable Energy cases, DAs, CPs)
- **October-June Updates** (Six updates with 290 total pages on Renewable Energy, The 10th of Oct-Mar, and June)
- **PolicyFiles** (web page with above evidence plus key backfile evidence and all our theory blocks)

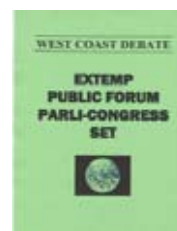


LD Evidence Set

- **NFL LDFiles** (50 to 60 pages with topic analysis, aff. and neg. evidence provided for each announced NFL LD topic)
- **UIL LDFiles** (50 to 60 pages with topic analysis, aff. and neg. evidence on each UIL LD topic)
- **PhilosopherFiles** (All of our West Coast Philosopher-Value Handbooks on a web page)
- **LDFiles** (includes over 110 previous West Coast LD Supplements on a web page)

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- **NewsViews** featuring articles with the pros and cons on current issues. You receive 20 page updates every two weeks (Sept, Oct, Nov, Jan, Feb, Mar, and one in June). Learn and cite key arguments on current events to do well in Extemp.
- **ParliCongressFiles** provides 20 pages each month with cases and opposition strategies on the latest and recurring arguments. Great for Student Congress and Parliamentary Debate.
- **PublicForumFiles** offers for each Public Forum debate topic 20 pages including a topic analysis, affirmative case and supporting evidence, negative arguments and evidence.



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- **Includes the NEW 2009 Dictionary of Forensics** with definitions, examples, and uses of terms from Policy, LD, Parli, Public Forum, Argumentation, Rhetoric, and Individual Events. A fantastic resource.
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- Join www.confab.nowdebatethis.com and *invite friends* to work with you
- Use history and research to learn about your community's energy use
- Create a solution to the energy issue your community faces
- Blog, communicate, and document your project
- Upload your video solution to the Now Debate This YouTube or SchoolTube channel

Winning entries will be showcased in the media, shared with energy officials and will be awarded special technology prizes for their school. Best of all, participants will have the opportunity to make a difference in their community and beyond!



www.nowdebatethis.com

11th Graders: Earn the Trip of a Lifetime!

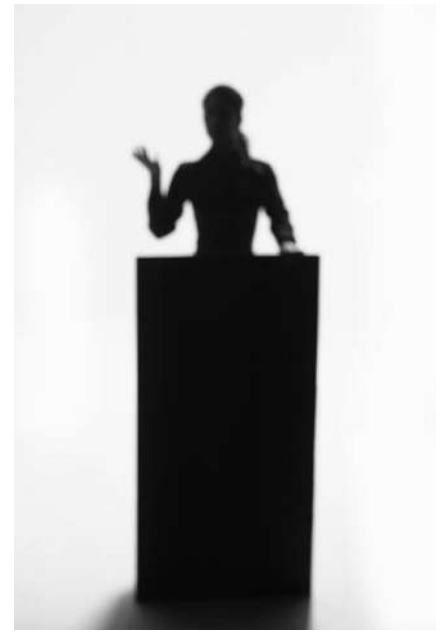


Write, produce and upload a video to the Now Debate This YouTube or SchoolTube channel **describing what energy Independence** would look like in your community. Sixteen juniors will be selected to participate in a cross-country immersion tour to experience the history of energy innovation and production, and will receive a laptop and video camera to document their trip, plus a \$2,000 scholarship. After a culminating debate, the grand prize winner will receive a **\$150,000 scholarship**

and the runner-up will receive a **\$50,000 scholarship!** That's not all! A chosen delegation from among the 16 finalists will present their strategies directly to members of Congress in Washington, D.C.!



www.nowdebatethis.com



Teens Recognized for Winning Essays on President Obama's Top Priorities

From Blagojevich and pollution to terrorism and the economy, high school students voice their opinions.

Now Debate This, America's only national online educational debate and \$250,000 high school scholarship contest, recently announced *five* winners of its 2009 Presidential Prep-Time Essay contest, in which high school students across the country answered the question, "Identify the greatest challenge that President Obama faces and describe what his administration should do about it." Teens joined the **Now Debate This** community at to blog and upload essays.

Winners of the Now Debate This Presidential Prep-Time Essay contest are:

**1st Place Winner Samuel Scott
Richardson, TX**

(Plano Senior High School junior, 17 years old):

"During the 2008 Olympics, China's horrible environmental policies were second only to calls for Tibet's independence. Indeed, much of the world looked at China, and renounced their atrocious record for pollution. While the United States is no China, nor an India, or another superproducing nation, going green and energy-efficient should be at the top of Obama's political agenda for the first 100 days. Whether you believe in Global Warming or not, there are too many advantages in going energy efficient for Obama to ignore them."

**2nd Place Winner Alexandria Proko
Downingtown, PA**

(Homeschooled junior, 17 years old):

"I believe that the suffering economy will be President-elect Barack Obama's greatest challenge and should be his top priority as he enters his presidency, much like it was for President Herbert Hoover. I believe that President-elect Obama should use President Hoover's Presidency as a guideline on what worked and what did not as far as restoring the country. Our nation literally cannot afford to live in this condition much longer and it is up to President-elect Obama to restore our country."

**3rd Place Winner Ali Mavrakis
Plano, TX**

(Plano West Senior High School junior, 17 years old):

“If Blagoyevich goes to jail, 4 out of the past 8 governors of Illinois will have found themselves in jail (50%). As Jon Stewart quips, considering that 48% of all murderers go to jail, you are more likely to go to jail for being the governor of Illinois than for killing someone. Illinois isn't the only place people are being frustrated by government. In fact, it's been taking place all over the U.S. with Bush's approval ratings hovering in the mid 20s. One crucial problem that Obama will face in office will be that of transparency: finding a way to tell the American people what is going on, while still making executive decisions not swayed by the popularity of that action.”

**4th Place Winner Luckmini Liyanage
Chestnut Hill, MA**

(Newton South High School junior, 16 years old):

“The War on Terror—albeit not the best name—is one of the most important issues that President-Elect Barack Obama will have to face. This is an issue that has been plaguing America since the September 11 attacks, yet it is an issue that currently isn't as important to the public compared with the economy and health care... Terrorism

is, however, an important national security issue that President-Elect Obama will have to deal with while simultaneously fixing the economy.”

**5th Place Winner Carrick Porter,
Hopewell, NJ**

(The Hun School of Princeton sophomore, 17 years old):

“Since the attacks against the World Trade Centers in 2001, a lot of people have been angered in the name of safety. This includes the world abroad and the world at home. The current administration has taken very drastic steps to ensure the safety of the American people, and in doing so has severely harmed the image of the United States. The biggest challenge President-elect Barack Obama will face is how to repair the American image, because without a good image presented to the world the country will become less secure.”

First place winner Samuel Scott, second place winner Alexandra Proko, and third place winner Ali Mavrakis will receive Apple MacBooks for their winning essays. Fourth place winner Luckmini Liyanage and fifth place winner Carrick Porter will receive \$1,000 college scholarships for their essays.



The Presidential Prep-Time Essay Contest is one of three contests **Now Debate This** is presenting in 2009, its second year of the program. On January 20, 2009 the Presidential Prep-Time Essay contest expired and high school students commenced participating in “The 100-Day Presidential Challenge.” This competition is asking all high school students from across America to research their communities’ biggest energy problems, and develop Energy Solution Proposals

they can implement at the local, community level. The winners will earn a \$5,000 clean technology prize for their school or organization, and an opportunity to share ideas with President Obama’s energy officials, Congress, and the energy industry. Entries will be judged on creativity, historical research and analysis, the written proposal and accompanying video, documentation and feasibility. Judging panels will be convened by **Now Debate This**, comprised of representatives from education, non-

profit, business, industry, technology and/or government sectors. Winners will be announced in May 2009.

Now Debate This, in partnership with the National Forensic League, presented the Presidential Prep-Time Essay contest, the 100-Day Presidential Challenge, and the **Now Debate This** Scholarship Program for high school juniors to compete for \$250,000 in college scholarship money as part of its 2009 program theme, “How can the U.S. achieve energy independence?”

The scholarship program will issue a call for video entry submissions to be posted to YouTube.com and SchoolTube.com in late February, 2009. The 16 semi-finalists are scheduled to be announced in May, with a summer travel study program beginning in late June, ending with the debate tournament in August.

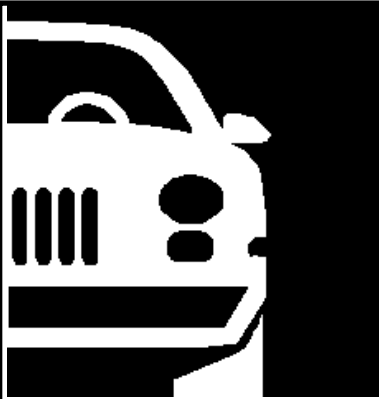
Judging for the Presidential Prep-Time Essay Contest was conducted by the following: Anthony Berryhill, PhD candidate in Political Science at Yale University, Grand Strategy Faculty Member at the Yale University Ivy Scholars Program; Bryce Adams, Legislative Assistant at Akin, Gum, Straus, Hauer and Feld (Austin, TX); Sonam Shah, Master of Public Policy

candidate at Brown University's Taubman Center for Public Policy and American Institutions; Natalie Pullen, Masters candidate at the Maxwell School at Syracuse University; Diane Lang, teacher at the Riverside Unified School District (CA); Cindy Pederson, Debate Coach at Karl G. Maeser Preparatory Academy (UT); Jennifer Blair, retired US Army Captain; Steve Brick, Environment Program manager, The Joyce Foundation; Allison Kerbel, Master of Public Policy candidate at Brown University's Taubman Center for Public Policy and American Institutions; Eli Zupnick, former Policy Analyst in the Rhode Island Lieutenant Governor's Office; Molly

Flanagan, Environment Program Officer, The Joyce Foundation; Chris Grubb, senior Coordinator, Great Lakes Restoration at National Wildlife Federation; Randi Oleson, Principal, Bridges at Mitchell Alternative School (Des Moines, IA).

Now Debate This is made possible through the generous support of the National Endowment for the Humanities, the National Forensic League, National History Day, the National Park Service and institutional and private partners including the United Nations Foundation.

For more information and student dialogue, please visit the **Now Debate This** Web site at www.nowdebatethis.com.



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key of B-Flat, I'd be willing to bet that they'll come up with something far more cohesive and enjoyable!

- K.I.S.S. This is so clichéd, but the "Keep It Simple, Stupid" acronym has reached cliché status for one reason... It's true! And it works. The reason Kobe Bryant was able to score 81 points in a game is because he had one objective – Score points.

- Another cliché... Just do it. The number one reason for slumps, minds going blank, or other types of inaction and underperformance is due to over-thinking – paralysis by analysis. Get out of your own way, and conquer your fear by just doing instead of thinking. Build deadlines that force yourself to act if you're the type of person who performs better under pressure.

- And most importantly... TRUST. Trust yourself and all the hours of preparation you've put in. Trust your teammates. Trust your instincts. Trust your

surroundings. Trust the fact that unless you're running for President or diffusing a bomb, usually a minor mistake will have minimal ramifications. Says Antony Hegarty, "If you create something and you're really ashamed and embarrassed by it, often times that's a good sign. You're taking a risk, but you're challenging yourself to be more vulnerable or to put yourself out there. In that vulnerability is great strength." Fear of Failure can be the most crippling of fears, but if you have trust, you'll find it easier to take the big risks that lead to big rewards.

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Stanford National Forensic Institute

Policy Debate 2009

July 24- August 13

August 13- August 20

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

Justin Mardjuki, 2007 SNFI Participant

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 or Sophomore Scholars labs, two special programs 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 Sophomore Scholars lab is an intense program emphasizing technique and research skills for rising sophomores.

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 2009 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, GA

JR Maycock - Highland HS. UT

Doug Dennis - St. Francis HS, CA

Brian Manuel - Chattahoochee HS, GA

Erin Dunbar Berry (Admin) - UT, San Antonio

Shanara Reid - U. of Pittsburgh

Sara Sanchez - Lexington HS, MA

Rachel Schy - Redlands University, CA

Matthew Fraser - Stanford Debate / HRS

Jenny H Creek - formerly Stanford Debate

*Dates and prices are tentative and subject to change

Three Week Program

Accelerated Program

July 24 - August 13*

Resident: \$3285

Commuter: \$2565

Core Program

July 24 - August 13*

Resident: \$2535

Commuter: \$1885

Extended Week

August 13 - August 20*

Resident: \$1375

Commuter: \$1100



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Policy Debate Special Programs at the 2009 Stanford National Forensic Institute

The SNFI now offers two exclusive labs for the summer of 2009! 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. **New changes** to the swing lab curriculum for 2009 include: An extended round-robin conducted through the course, a judge proctor program where swing students will judge debates with instructors to gain a new perspective from the other side of the ballot, and a new emphasis on evidence production balancing augmenting existing arguments with creating/innovating new ones.

The Sophomore Scholars Lab July 24 - August 13*

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

*Dates and prices are tentative and subject to change



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www.nflonline.org/CoachingResources/ProfessionalDevelopment

How are YOU Giving Youth a Voice?

by NFL Director of Development, Bethany Rusch

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

Carol Gilmore has found success in forensics in two seemingly disparate areas: promoting arguments and forming partnerships. As the speech and debate coach at High Point Central High School in High Point, North Carolina, Carol works long and hard to ensure her students excel in the art of argument. Carol first became involved in forensics coaching the highly successful North Mecklenburg High School speech and debate team in Huntersville, North Carolina. While in her novice year of coaching, another area NFL coach, Steven Davis, became Carol's mentor. Steven took Carol under his wing, introducing her to coaching, judging, and running a tournament. Carol would travel to Vance High School in Charlotte, N.C. where Davis taught, several times a week to master the mysterious world of forensics. Three years later, in 2003, when Carol interviewed with High Point Central High School, it was her forensics background that enabled her to secure the position. High Point Central is an urban high school with a diverse population and a forensics program dating back to 1952, making it one of the oldest NFL programs in the nation. However, a lack of student participation and the transition of coaches had stalled the once successful program. Re-building the team and regaining chapter status proved a huge challenge for Carol.



Carol committed herself to the task, cognizant of the well-documented ability of forensics to transcend socioeconomic boundaries and close achievement gaps. The principal of High Point Central, Revonda Johnson, shares this philosophy and puts her trust in Carol to run an effective speech and debate program that benefits students from all walks of life. This year, the school even began offering two sections of speech and debate as an elective course. When Carol feels overwhelmed by the demands of running her nearly thirty-member speech and debate team, she simply reminds herself of the impact she knows participation brings to her students.

In addition to hard work and focused practice, Carol has found it essential to form partnerships to move her team forward. A key collaborator of Carol's is Scott Bennett from Northwest Guilford High School in Greensboro, N.C. The two schools work together to coordinate travel and tournament schedules as a way to reduce costs for their respective teams. Scott and Carol share buses, coaching materials, and even research with each other to make the best use of their teams' financial resources. Carol feels that the most noteworthy benefit of the partnership between High Point Central and Northwest Guilford is that the students broaden their horizons by being exposed to young people with different backgrounds and experiences. Scott and Carol formed the Triad Speech and Debate Coaches' Consortium to further facilitate forensics at the local level.

Carol garnered attention within her community when she was awarded a nearly \$10,000 grant in 2007 for her team from the High Point Community Foundation. In part because of this award, Carol's team at High Point Central has tripled in size! Her success was further validated when, in June of 2008, Carol received a \$1,000 award from the Guilford County Enrichment Fund for Guilford County Schools, the funds of which were directed to her team. Carol was also able to bring on a speech coach – her forte is debate – who happens to be stand-out NFL alumnus Austin McWilliams from Trinity Preparatory School in FL, now attending Wake Forest University. Under Austin's tutelage, two students qualified to compete at the Emory Tournament in Duo Interpretation.

Carol's advice to other coaches is to be confident in their ability to write for grants and present them to local funding sources, as you are essentially using research to form an argument on the benefits of speech and debate.* Her belief in the power of forensics and commitment to collaboration are two skills that have clearly served Carol Gilmore well as she strives to give youth a voice.

* Visit www.nflonline.org/AboutNFL/Advocate for more resources to help you advocate for your forensics program.

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PAST PRESENTING THE FUTURE: EXPLORING THE QUESTION OF LAPTOPS IN THE EXTEMP PREP ROOM

Part Two: The Philosophical Considerations of Laptop Usage in Extemp Prep

by
Rev. B. A. Gregg

In turning to my 1950 copy of *Popular Mechanics*, I see that we should about have hurricanes whipped by now: "It [will be] easy enough to spot a budding hurricane in the doldrums off the coast of Africa. Before it has a chance to gather much strength and speed as it travels westward toward Florida, oil is spread over the sea and ignited. There is an updraft. Air from the surrounding region, which includes the developing hurricane, rushes in to fill the void. The rising air condenses so that some of the water in the whirling mass falls as rain." Well, they got it half-right. It is easy enough to spot possible hurricanes; but, in terms of the solution to this knowledge, apparently the futurists did not take into account environmental impacts into their solution.

As a result of the recent Catholic Forensics League vote to allow laptops usage in the Extemp prep room, we are presented with the opportunity to examine in detail the question of laptop usage in the NFL. However, unlike the 1950 editors of *Popular Mechanics*, we want to make sure that our solution to the issue of laptops does not have a greater impact than their lack.

Laptop usage has been accepted by the NFL for Policy Debate since November 2006. As Rich Edwards points out in his December 2006



Rostrum article, "Why Computers Won't Destroy CX Debate," the reasons for the adoption of laptops two years ago are much the same issues that have entered into the debate today on laptops in the Extemp prep room – easing restrictions on travel, making access for larger teams more affordable. Yet the NFL committee, about the same time it looked at the question of laptops in Extemp, decided, based primarily on the question of sheer power consumption and availability, to table the discussion.

I don't believe that we should suddenly open the doors to laptops, just on the strength of the CFL vote and the demand of our members. Nor do I believe that we should simply say that the problem offers too many impediments to rule on it

and we should stand pat. Rather, I think we owe it to our students, our programs, and the future of the NFL to consider carefully the issue of laptops in Extemp prep along the lines of the philosophic considerations of how laptops will alter the event, its preparation, and its accessibility to programs and students.

The Axis of Equity

As argued in the previous article, Extemp offers the great leveler between students more than any other speech and debate event – there exists a Golden Rule that the more a student works, the better a student becomes in fairly much a straight-line progression. But this equality between students is oftentimes where the Axis of Equity ends. When we examine the cost, in terms of cost and effort, of Extemp between programs, the Axis of Equity becomes as skewed as a side-road in West Virginia. Ever since the 1950's and implicit in the American education model, every curricular decision must be made in terms of how equal is this action.

Yet, when we examine the costs of Extemp, we see a massive cost found for every program – with its scale only varying by the depth and breadth of the program. Just subscriptions to major periodicals can cost up to \$300/ year – more than many speech and debate budgets in my state. More, with many squads

printing their files from the Internet, the cost for laser printer toner and paper becomes significant. In the last 10 years, our extemp squad has gone through about 3.5 toner cartridges a year – nearly \$1,000 spent every year just for toner – never mind the off-book cost of the paper lifted via Black-Ops missions to the teachers' lounge. I can't even speculate on how many file boxes we've gone through, how many new tires for the extemp cart we've patched up. But the cost has been a significant portion of our budget.

But the cost of running an Extemp squad is more than the cost of toner and paper – it also addresses issues of equity between schools in

line up and have every file inspected before being loaded on the conveyor belt to perhaps be loaded in the same plane going the same direction and to hopefully be delivered to the right airport at the right time.... all for a very generous extra fee of \$50-\$100/bin. I have always been terrified of transporting extemp files on an airplane and deeply respect those coaches who do. An Interper loses a script? You print up another copy and make a last-minute run to Staples. An Extempers' files are not at baggage pick-up? There is no way to buy a copy, no way to recoup the missing information. For this reason, I have always driven to every tournament – all the way from Virginia to Utah or

Extemp takes hundreds of dollars each year for only the materials. Therefore, in terms of leveling the playing field between the funding of programs, laptop usage in Extemp Prep meets the criterion of equity.

Yet, in returning to the Axis of Equity, there are greater concerns for equity in Extemp than just the funding of a program. Extemp is an incredibly labor-intensive event. And there is a huge numbers gap that currently exists in programs that can field large Extemp squads and smaller programs of only one or two Extempers. Of course, there are notable exceptions – the 2008 NFL National Champion in USX came last year from a program of only a few students. Yet, taking

...“we owe it to our students, our programs, and the future of the NFL to carefully consider the issue of laptops in Extemp prep along the lines of the philosophic considerations of how laptops will alter the event, its preparation, and its accessibility to programs and students.”

terms of supporting technology. Ever since our first donated laser printer died years ago and we convinced our school's administration that we needed a new one through routing all our Extemp printing to the Dean's Office laser printer, we have gone through a new laser printer every two years. Hooked up to this laser printer are anywhere between three dedicated networked computers in the squad room and ten available networked computers in the lab across the hall. We have been blessed by a supportive administration at our school; yet so many Extemp Squads don't have this type of unfiltered access to technology as does our team. Many schools may have access for less than an hour each day to a computer in the library and print pages at five cents a copy.

And how do we transport that information, those reams of paper? Tubs and tubs, rolled like the riches of dung beetles through airports – to

Las Vegas. Now, granted, I saved the money on airfare charges, and did get to see the beauty that is the American interstate system; but the sheer cost of moving Extemp files creates a lack of equity between schools that cannot be ignored.

As Bill Gates argues in *Business at the Speed of Thought*, “The great thing about a computer notebook is that no matter how much you stuff into it, it doesn't get bigger or heavier.” Not only can, and should, laptops be carried on an airplane, but the cost of one or two laptops per year can equal the cost of materials used by many squads. To be able to field a national champion in Interp can be done as cheaply as \$10 – half for the binder, half for the script. Of course, given the cost of camps and videotape and consultant coaches, we know that the cost can be much larger. But, ideally, the model can exist. Yet, to be able to field a national champion in

this remarkable exception and her coaches out of the equation, there generally exists a huge disparity between smaller and larger programs.

Though a small active team, every year we make sure that we have 8-10 Extempers – more than half the active travel team. By having a debate class in the regular class schedule, we can task 10 students to print and file for a half-hour each day. About a ream of paper each day gets filed. However, most Extemp squads are not that large and, as a result, there is a disproportion in equity currently between large and small Extemp squads. A laptop with a program to crawl the news and store the articles would level the playing field and encourage more small programs to either begin extemp squads or continue existing ones.

Finally, in terms of equity for small programs, we have to note that most smaller programs do not have

the bodies to charter a bus or pay for a bus driver. These programs rely on school- or parent vans to move students. For every two file boxes that these programs shove in the back seat of a van, a new freshman could take that seat. A new freshman means longevity for a program, as well as opportunities currently denied when boxes and paper must take the place for that squarely freshman in the back of the van.

Purpose of Extemp... filing or speaking?

In looking at laptop usage in Extemp Prep, we need to look at two poles of usage: Light Usage, which would be similar to today's filing, but

time with the coach, more feedback and videotaping of Extemp speeches, and work on the skills necessary to communicate. More, Extempers could actually spend the time reading articles, more than scanning articles enough to figure out where to file them in their Myrmidon pathways of bearing files back and forth from the printer to the file boxes.

Currently, I know of one coach who taught at Johns Hopkins who developed a web-crawler and news archiver a few years ago to run on a Mac Powerbook. But, in working with a programmer in Serbia, a new version of a program, called Rooster, has been developed that would allow the Heavy Usage

stage and there will be many bugs and glitches along the way with whatever program is developed and adopted by coaches. Just think how many bugs and fixes were necessary for the first generation of any complex device, from the iPhone to the Xbox. Programs currently exist to crawl the internet and store information; but they are about as exact as the computer-based dating networks of the old punch-cards featured in 1960's sitcoms. To quote the not-so old adage, "In a few minutes a computer can make a mistake so great that it would have taken many men many months to equal it." The Heavy Usage model for Extemp filing allows a certain amount of freedom in

"By presenting Extempers with a plethora of sources, as a laptop can provide, we may actually be providing students with too many choices that will inhibit access to the material, as well as control of the material."

saving the articles on a hard drive, rather than filing printed copies; and Heavy Usage – relying on a program to crawl the news and store it on the hard drive. The human part of the equation is in inverse proportion to the usage of the laptop – Light Usage requires lots of decisions on what article merits saving and the time necessary to do so, Heavy Usage requires very little to no decision-making and is about as automated as the breakfast-making machine in *Chitty-Chitty Bang Bang*. And, it must be added, about as likely to go off the tracks.

Printing and filing takes up an incredible amount of time... time that could be spent giving speeches and getting feedback. Could a program be developed to crawl the internet, pull the information into a storage device, and access that information in an effective manner, the hours spent each week could actually allow more face-

model in Extemp filing to run on an inexpensive Windows-based platform. By subscribing to RSS (Really Simple Subscription) feeds of various news sites, a coach can elect to pull the entire contents of the National or Economics or other pages from sites, such as the *New York Times* or *Washington Post* or *Economist*, and have the program store the culled news sites in separate text files on a portable hard drive, as well as a network drive. Using a search program, such as Google Desktop, the files can be searched for relevant keywords and pulled up in a simple and quick display in the prep room. The benefits of the Heavy Usage model are that searching and archiving can continue to be done over weekends, during breaks, and even over vacation.

However, please note, in the realization of this goal of Heavy Usage, we are still in the development

theory. However, in practice, laptop usage to crawl the news and store it – removing the human element from the filing equation – can create huge nightmares for teams. Just think of your TiVo, noticing that you watched a Western last night, starting to record every nature special, every children's show, every sporting event that had horses. Computer programs are nothing but literal and consistent. The Heavy Usage model has the potential of saving time for Extemp squads – but at the cost of sucking into your hard drive every news story with little to no discrimination.

The result of this information overload means that students in Extemp prep, when researching a question, can be presented with too many sources. As Alvin Toffler noted in *Future Shock*, the more choices we are presented with, the less likely we are to make choices, or make good ones. The same really holds true for

...“we are in the midst of a generation shift in terms of people’s comfort with reading computer screens over reading hard copy.”

Extempers. By presenting Extempers with a plethora of sources, as a laptop can provide, we may actually be providing students with too many choices that will inhibit access to the material, as well as control of the material.

I always like, in theory, the concept of students mining knowledge themselves and fear when that mining gets taken over by a program. However, these fears of Heavy Usage can, in time, be overcome and are not at this time essential to the use of laptops in the Extemp prep room. They offer philosophic issues for the future, but don’t hinder the adoption in the present.

Green is Good – Right?

It has been suggested that moving from paper files to laptop-based files will be good for the environment. These arguments about solving massive environmental issues with the introduction of technology always rings hollow in application. Printing files uses lots of renewable resources (called trees); but I really think the craft of the lumberjack is something that we never want to lose in this country. After all, who

will understand about Babe the Blue Ox, once paper is lost? But, in a more serious tone, the paperless debate team will not exist as much as the paperless office has never existed. The flourishing of email has not only brought back the chain into cyberspace, as well as brought us more and more pictures of cute kittens, e-mail has been documented to actually produce more paper than before.

After all, the environmental footprint of creating a laptop outweighs boxes and boxes of paper, as well as the charging of the laptop off a power grid that still uses coal-burning electric power plants, makes this argument spurious at best. More, until all state leagues would follow the lead of the CFL and, hopefully, the NFL, paper will still be generated by extemp squads competing in the local or state levels – at least for a few years.

However, it should be noted that we are in the midst of a generation shift in terms of people’s comfort with reading computer screens over reading hard copy. Though predicted in 1975 that electronic communication would create a paperless office, paper

usage in offices more than doubled from 1980 to 2000, according to Malcolm Gladwell’s 2002 *New Yorker* article. Yet, following 2000, due to a growing generation shift, people are more likely to read information from a screen than needing to have it printed out. As more and more students are becoming used to researching from the internet, downloading eBooks to their mp3 players, and texting on their cell phones, the demand for paper copy will be less and less.

Therefore, in the examination of the philosophical issues of equity, of the art of filing, and of the Green issue, we can see no philosophical deal-breakers to laptop usage in Extemp Prep. There are issues to examine; but no issue that creates such an impediment, philosophically, to laptop usage in Extemp Prep that we cannot examine the issue in greater detail.

(Rev. B.A. Gregg is the District Chair for Virginia -- the nation’s largest NFL District -- and the Director of Forensics at Randolph-Macon Academy. He has received his 10th NFL Service Plaque and was the Best New Chair in 2006.)

Director of Forensics Positions Open

The San Dieguito Unified High School District (Calif.) is seeking Directors of Forensics to lead programs at several high schools in the district beginning in the Fall of 2009. We offer:

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Curriculum Corner: The Teacher's Toolbox

Building Blocks for Interpretation: Physical Analysis

by Adam J. Jacobi

So far this year, my “Curriculum Corner” columns have focused on traditional content-driven speech communication. For this issue, we “march” into my other teaching discipline: theatre. I will grant that stage performance theatre – particularly that of realism – is different from the more stylized and decidedly affected performance in forensic interpretation. Without the aid of costumes and other supporting production elements, interpretative performance emphasizes characterization.

Generative Topics

Great characters are found in quality literature, but of course, the word “quality” is a subjective value, and we could very well hold a Lincoln-Douglas debate among interpretation coaches to weigh what constitutes “quality.” For purposes of definition hereto, I’ll borrow from rules that nurtured me in this activity both in high school and as a coach. Founded in 1895 as the oldest interscholastic forensic league in the country, the Wisconsin High School Forensic Association provides a clear guideline for quality material as “characterized by insights into human values, motivations, relationships, problems, and understandings and is not characterized by sentimentality, violence for its own sake, unmotivated endings, or stereotyped characterizations.”

I made that the starting-point in working with students to find selections to perform, even for humorous pieces, which at face value have less depth than serious piece, but should still have an anchor character or two who are more round than flat.

As a prelude to understanding characterization that works for both forensic performers and beginning acting students, I adapted a

colleague’s lesson, entitled “Physical Analysis,” in which students study the physical, outward mannerisms of a person they encounter, and then replicate them in performance for the class.

Understanding Goals & Backward Design

While mimicry may form the foundation for acting, it is merely a beginning and not an end unto itself. One of the most respected authorities in modern acting technique, Konstantin Stanislavski, in *An Actor Prepares* (quoted in *An Actor’s Handbook*) states that characterization is drawn from “your own impressions, feelings and experiences. You also acquire material from life around you, real and imaginary, from reminiscences... and above all, communication with other human beings” (Stanislavski 95).

Of course, Stanislavski’s System of Acting is rooted in a much deeper philosophy. He states “in each physical act there is an inner psychological motive which impels physical action, as in every psychological inner action there is also physical action, which expresses its psychic nature” (Stanislavski 159). To help students understand that inner motives drive outer actions,

they conduct character studies for the selections they perform, that draw from both the expository material in the literature, as well as extrapolating other aspects of the characters’ backgrounds, based on what information is available in the literature.

The Physical Analysis – a benchmark lesson toward linking the physical with the psychological – requires students to analyze the physical traits of their subject of performance with perceptive attention to detail, answering 22 questions in complete, descriptive sentences. This forms the foundation for their performance, which they rehearse and workshop with a partner who ensures they are true to their written analysis.

Performances of Understanding & Ongoing Assessment

Just as Stanislavski developed a science to the art of acting, so too did Harvard University’s Project Zero apply a science of “Teaching for Understanding” to the art of curriculum development (the framework used in describing this lesson, which I introduced in the October 2008 *Rostrum*). In fact, Teaching for Understanding was inspired directly by Stanislavski’s

work! So, it is quite fitting that measuring understanding is done through assessment of performance.

When I introduce this lesson to students, I immediately share the rubric for grading both their written analysis as well as their performance. This forms a great model for the rest of the semester – and any performances they act in the future – that starts with thinking before performing. To reinforce this, they must hand me their written work before performing.

To add a degree of peer excitement and evaluation to the performance process, after each individual performance, I ask the rest of the class to share objective observations of precisely what they saw (much as the performer had to do when studying her/his subject), followed by inferences as to the identity (general or specific) of the subject. To model this at the beginning of my explanation of the

lesson, I presented a well-known member of the faculty (who was a close friend of mine, and okay with me performing him). The students could select as their subject someone they knew at school, someone from their personal lives outside of school, or a stranger they might have observed in a public place.

The day after a student performs, s/he must submit a journal entry reflecting on what it felt like to perform, and if the student met, exceeded, or fell short of her/his goals for performance, based on audience observations.

The beauty of this benchmark lesson is it forms the model for how future acting performances in my class are structured. Students conduct a full physical and psychological character assessment, peer evaluation extends from interactive full-class discussion to specific, written and constructive critiques, and students write reflective journal entries during

the journey of rehearsal and character development, as well as debriefing their actual performance. In forensics, this reflective process extends to each time a student reviews her/his evaluations from judges, and incorporates certain criticisms into improving her/his presentation.

Author's Note: Having studied acting with some Russian directors, I have adopted the spelling "Konstantin Stanislavski," even though some (such as the publisher of the book I cite below) start his first name with a "C," or end his last name with a "Y."

(**Adam J. Jacobi** is the NFL's Coordinator of Member Programs and Coach Education. He has taught International Baccalaureate theatre as well as courses in speech communication, and served on the board of directors for the professional theatre company, Milwaukee Shakespeare).

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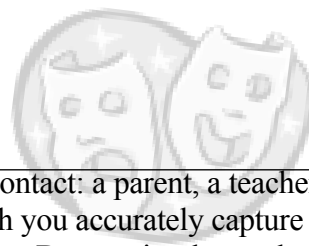
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Acting - Physical Analysis

by Adam J. Jacobi



Directions: Choose a person that you know fairly well and with whom you have frequent contact: a parent, a teacher, etc. Analyze the person's physical behavior and create a **15-20-second** presentation in which you accurately capture (1) the way that this person enters a room, (2) walks across it, and (3) interacts with an object. Do not simply mock or make fun of your subject; your job is to accurately and completely portray her/him. To start building your presentation, **answer the analytical questions below**, with well-structured sentences and paragraphs on a separate sheet of paper (typed or neatly printed on loose-leaf paper. The more specific your answers, the better your acting will be and the more points you will receive. You may not be able to determine the answers from your analysis, make your best guess based on what you observe.

General:

1. Who is the subject, and how do you know this person?
2. Would you categorize this person as young, middle-aged, or older? Estimate her/his age. How does this person's age reflect itself in her/his physical appearance?
3. Is this person heavier or lighter than you? Does the person's weight affect how s/he moves or stands?

Stance/Seated

4. How does this person stand? Does s/he stand with her/ his legs shoulder width apart or narrower? Does s/he stand tall or slouch? Does s/he keep her/his weight evenly distributed or does s/he shift from foot to foot?
5. When this person sits, does s/he cross her/his legs, fidget or slouch? How comfortable is s/he?

Gait

6. How does this person walk? Is there a part of their body that leads (chest, head, nose, etc?)

7. Does this person walk at a regular speed or does s/he alter her/his speed a lot?
8. Does the person swing her/his arms when walking, or are her/his arms somewhere else?
9. When this person walks, what is her/his head doing? Is it looking around or does it stay focused ahead?
10. Does this person walk with a purpose or tend to wander?

Hands/Dealing with Objects

11. Is this person left or right handed? Does s/he write with one hand and do other tasks the other?
12. Does this person gesture with her/his hands when speaking or are the hands somewhere else?
13. How does this person hold a pen/ pencil? How does s/he hold a beverage?
14. How fast do the hands move when doing physical tasks like typing, moving, opening and closing objects?

Emotional/Physical State

15. Does this person have an expressive or inexpressive face? Are certain expressions more prevalent?
16. How does her/his face change

- with emotional states? Do certain habits indicate certain emotions?
17. How does her/his walk or stance change with changes in emotions?
 18. Is this person in pain? Is there a bothersome or limiting injury you can detect from her/his movement? If you were to make a guess as to where this person stores tension, where does s/he appear the most tense?
 19. Age and weight make certain parts of the body easier/harder to move; are age and/or weight affecting this person? How and where do you see these things affecting her/him?

Persona/Habits

20. Does this person bite her/his fingernails or have any gestures that s/he does fairly often?
21. Does this person move in a pattern or have any habits in the speed that s/he moves?
22. Imagine that you are in Times Square in New York City, years from now. As you look across the crowd, you see your subject. Even if you didn't remember her/his name, are there a physical gestures or ways of walking that you will always associate with that person?

Evaluation Rubric	18-20 (D)	21-23 (C)	24-26 (B)	27-30 (A)
Intention	<input type="checkbox"/> Mockery	<input type="checkbox"/> Attempted substantive performance	<input type="checkbox"/> Mostly earnest	<input type="checkbox"/> Did not mock subject or play scene for laughs
Endowment/Presence	<input type="checkbox"/> Did not capture subject as described in analysis	<input type="checkbox"/> Attempted to portray subject as described in analysis	<input type="checkbox"/> Above average attempt to capture subject as described in analysis	<input type="checkbox"/> Actor captured subtle details of their subject in a sensitive & meaningful manner. (2 pts.)
Written Work	<input type="checkbox"/> Incomplete with little thought	<input type="checkbox"/> Mostly complete, a few details, some thought and insight	<input type="checkbox"/> Complete, some specificity, thoughtful, some insight	<input type="checkbox"/> Complete, specific, sensitive, insightful

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June 27th - July 11th

Session Two

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July 18th - August 1st



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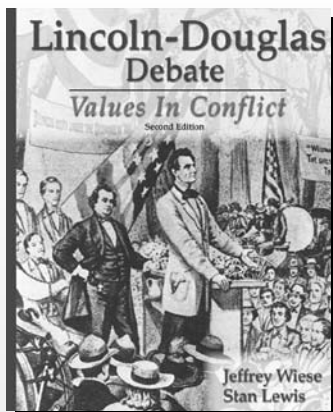
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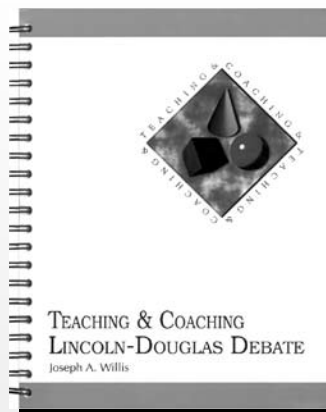
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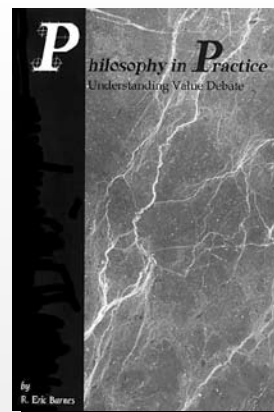
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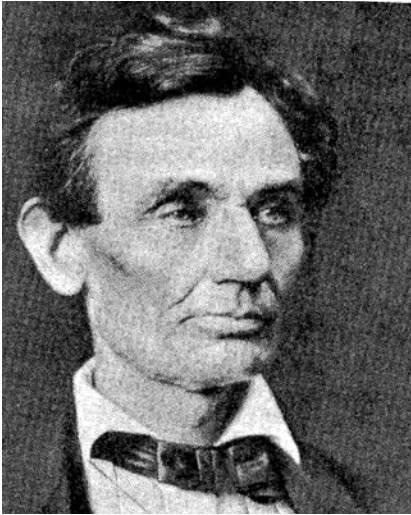
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Oh Mr. Lincoln and Mr. Douglas!

Look What Has Become of You:

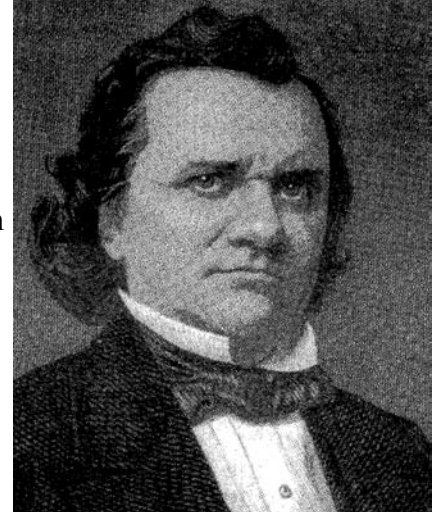
A Call to L/D Debate Action

by
Joseph Martin III



I. Introduction

In the movie *Dead Poets Society* (1989) there is a scene early on where Robin Williams' character, John Keating has the students read in their book an essay on how to understand and judge poetry by a Mr. J. Evans Pritchard. The analytic essay (and yes, there really is indeed an essay much like it in existence.) removes all emotion, passion, tragedy, and triumph from poetry and instead turns understanding into a cerebral exercise. He then says of the essay:



"Excrement! That's what I think of Mr. J. Evans Pritchard! We're not laying pipe! We're talking about poetry. How can you describe poetry like American Bandstand? 'I like Byron, I give him a 42 but I can't dance to it!' Now I want you to rip out that page. Go on, rip out the entire page. You heard me, rip it out. Rip it out! ... Gentlemen, tell you what, don't just tear out that page, tear out the entire introduction. I want it gone, history. Leave nothing of it. Rip it out. Rip! Begone J. Evans Pritchard, Ph.D. Rip, shred, tear. Rip it out. I want to hear nothing but ripping of Mr. Pritchard. It's not the Bible, you're not going to go to Hell for this. Go on, make a clean tear, I want nothing left of it."

My feelings regarding the difference between talking about debate and debating are strikingly similar. And as I have continued through the years to judge Lincoln/Douglas Debate in Texas since finishing my own L/D debate career at Plano East Senior High in 1986, the rift between the debate I remember and the debate I see now grows wider. I make no apologies for being an old funny-dud of the L/D world, which I apparently am, as witnessed earlier in the year when younger L/D judges still in college scoffed at my talk of persuasiveness over speed, and my nostalgic visions of a time when L/D debaters worked at both style and substance. Debaters, coaches, and

judges seem far more knowledgeable now in the esoteric realm of debate theory, debate analysis, and meta-debate (debate about debate itself). But is this really the point of L/D debate? And are current trends in the L/D world productive in terms of both L/D's historical context and its educational purposes? If L/D, as Baldwin (2003) so eloquently wrote, has "degenerated into an inarticulate jumble of bad thinking, bad speaking, and bad manners," (p.25) then what are we to do to fix it? And I think the time is especially relevant for revisiting this topic, as August through October, 2008 marked the 150th anniversary of the seven original Lincoln-Douglas debates.

My possibly surprising thesis

is that it is not the **substance and theory** of L/D which is the sinking foundation, for there has been an explosion of commentary in this area since my own days in the "Stone Age" of debate. Rather, it is in fact the **style** of L/D that has become corrupted. And in L/D debate, unlike other speaking events, the style of debate is not superfluous to the form of the debate. I would contend that the "style of L/D" is the essential core of what makes it L/D debate. Additionally, that very style places firm limits upon the quality of argumentation. Furthermore, but still in a related vein, the continued intellectualization of L/D through an obsession with theory only further removes debaters from L/D's

context and purpose, along with jeopardizing the future relevance of L/D to anything in American society outside the rather incestuous world of forensics.

To draw my conclusions I will examine some relevant Rostrum literature on the subject to analyze the current issues in L/D, the approaches and possible solutions so far taken up by other commentators, and to then offer my conclusions as to what is wrong with the heart and soul of L/D. Finally I will suggest possible solutions, and the responsibility of L/D judges, coaches, and the NFL itself to ensure Lincoln/Douglas Debate's meaning and future relevance. Unlike Baldwin's critique, however, I will cite authors I both agree and disagree with by name, and as such follow the style of academic papers. And I will hope that any individuals named will take any disagreement in the same way that academics disagree with each other by name. As my first philosophy instructor said the first day of class: "we can disagree without being disagreeable."

My approach here will at times be broad and encompassing of many issues, and at times will divert from the main road to visit some important side streets relevant to the discussion. Many of these issues could in fact be the subject of lengthy individual articles, and that may well occur in the future. If I achieve my desired aim, it will be to both support the authors who have gone before me and looked at L/D with the same sense of alarm, along with hopefully adding some new perspectives to both the problems and the solutions.

II. Review of the Literature and Issues

An online topic search of *Rostrum* for L/D articles reveals approximately 61 articles on

L/D written between 1994 and 2008. I consider this to be a fairly representative sample of L/D articles, though it is not exhaustive, as some L/D articles do appear in the *Rostrum* archives that the topic search does not reveal. Of the articles pulled up in the topic search, the majority concern debate theory and applied debate theory. A sample of these articles includes Nelson (2008), Ritter (2006), Doss (2005a & 2005b), Baldwin (2004a, 2004b, 2004c, 2004d), Galoob (2004), and Pellicociotta (2002) on overall theory and applied theory. Rodriguez and Woodhouse (2005), Baldwin (2006), and Bennett's (2007) writing concerning the pros and cons of kritiks (a word I find to be a wonderful example of debate jargon that originates from the German word for "critic" and should probably be called what it really is: *Deconstruction/Discourse Analysis/Postmodern Criticism as Debate Theory*). Two articles, Hanes & Ritter (2006) and Friedman-Pizzo (2005), refer to L/D *paradigms* (a word brought to fame by the philosopher Thomas Kuhn (1962/1996) and at times stripped of its full meaning and used ad nauseum by the rest of the world ...how many debaters have ever read *The Structure of Scientific Revolutions?*). Bennett (2007) wrote about policy issues in L/D. Value premises and criterion are the topics of Carle (2002) and Robertson (2002). In addition to these articles are multiple articles on past and current debate resolutions, general advice on techniques, and researching debate topics.

Digressing slightly for the moment, many of these articles bring to mind an issue I first became aware of during my debate career: namely, L/D's sometimes misguided love affair with philosophy. Holding a B.A. with a minor in philosophy,

I do not claim to be a philosopher or an authority on all matters philosophical. I do, however, have an appreciation now for the complexity, depth, and nature of philosophical inquiry. Debaters (and I was most certainly guilty of the offense I am about to charge) often make use of the world of philosophy to give the appearance of authority, intelligence, and *gravitas* to cases, but often do so with diminished understanding and an inability or unwillingness to clearly communicate philosophical issues. Recently, I judged a round where the word "deontological" was used probably thirty times. I do not recall hearing the word spoken that many times throughout the entirety of my undergraduate career. And I have serious doubt that there are any coaches out there that can show me a public debate by candidates for office, or a trial where lawyers used the word "deontological." They may have spoken of the concept, but did so in ordinary language.

A debate involving philosophical issues (as in an L/D debate) is not the same as a philosophical debate (as in a debate or discussion at a philosophy conference). I think this is a fundamental but common misunderstanding of L/D as a "philosophical" or "theoretical" debate. In a philosophical debate, both the participants and the audience are well-versed in the history of the question, the solutions posed by previous authors, the inadequacies of those solutions, and the criteria upon which new solutions are to be judged. In short, it is a debate by and for philosophers and academics. It is not meant to be used for general consumption without considerable explanation. An ethicist, for example, making a presentation on the ethics of euthanasia, would not use the exact same speaking style

and language when speaking before a group of hospital administrators that he/she would use if speaking before a meeting of other ethicists. As intellectually romantic as it may be for high school debaters to use the technical terms of philosophy, they are neither philosophers nor academics, and we should not encourage them to sound as such. To many of the world, even including college-educated individuals who may have taken a semester of Introduction to Philosophy, the language of philosophy is as much incomprehensible jargon as is the jargon of debate theory.

A second aspect in which the world of philosophy is incompletely appreciated by debaters is the apparently widespread idea that philosophical, value, or theoretical debates do not involve evidence or real-world examples. This point of view seems to imagine that philosophers receive their ideas as gifts from the heavens or the muses of philosophy, and that to offer a concrete example or “evidence” to support an argument sullies the lofty intellectual battlefield. From the very beginning, philosophy has been an attempt to understand ourselves and the world we inhabit, from metaphysics to epistemology, from ethics to politics, from the Rationalists to the Empiricists. Its scope is everything under the sun, and then some. And as such, philosophers look to worlds both internal and external, and both real and imaginary for evidence.

From Empedocles to Wittgenstein, philosophers have used not just logic but also offered evidence and examples to support or refute arguments. As pointed out by Palmer (1988/1994) Schopenhauer used the example of a species of moth that is born with no mouth as part of his evidence for the existence

of what he called The Will (pp. 222-223); and Kierkegaard used the Biblical example of Abraham to identify his “Knight of Faith,” the embodiment of the Kierkegaardian hero (pp. 239-240) that lives in an existential state of “fear and trembling”; the modern American philosopher Goodman (1955) created the now-famous imaginary color “grue” to illustrate a new problem in inductive logic; and then there is Frankfurt’s (1986/2005) wonderful display of analytic philosophy using a single, simple, and commonly used word (those interested in what the word is should look to the works cited at the end of this paper). These are just a few examples. And to embrace rather than to deny this aspect of philosophy is to give a greater appreciation for philosophical arguments along with giving inspiration to debaters to go forth and find their own examples to support their cases.

Returning to the literature review, of the 61 or so articles pulled up in the online search, only seven or so of the articles specifically address the state of L/D debate, and all find something wrong. Now, some of the theoretical articles mentioned earlier indirectly criticize L/D, looking at problems with debaters’ argumentation skills, or finding, like Nelson (2008) that L/D is “broken” due to a lack of a coherent, consistent, and binding theoretical framework for the debate (p. 27). Several other articles like Luong’s (1995) thorough treatment of the subject, call for a burden of proof to be made explicit in L/D; or like Maxwell (2006) point the growing encroachment of Policy into L/D. But what is most interesting is that only four of the seven articles critical of the current state of L/D make specific mention of deficiencies in debaters’ speaking

and communicative skill (Baldwin, 1994; Baldwin, 2003; Lachman, 2008; Woodhouse, 2006). And of all the articles in the *Rostrum* reviewed for this paper, **only** Woodhouse devoted an entire article to the subject. Even the NFL’s own online textbook of L/D, as pointed out by Lachman (2008), contains virtually no information on style and delivery in L/D.

These few articles, broadly summarized, reach similar conclusions regarding the state of L/D debaters’ speaking skills:

- 1) L/D debaters as a whole speak too fast, and sound more and more like Policy debaters.
- 2) They no longer take the time to adequately explain their arguments, especially complex ones.
- 3) The skills of persuasion and effective communication have fallen by the wayside.

My own experiences are in agreement with these authors. When I entered L/D in 1982, one of my greatest role models was my own sister, three years older, who debated at Plano Senior High under the great Carl Adkins. I saw her, and the other debaters of her time, as part orator, part extemporaneous speaker, part impromptu speaker, all combined with the cross-examining skills and analytic abilities of what I thought a lawyer would be like. And often it was done with a touch of the humor of a comedian. Their constructive speeches were either memorized or presented from note cards. They rarely broke eye contact with judges and the audience. They explained, they communicated, and they attempted to persuade. They were eloquent yet passionate in support or denial of resolutions. They did not attempt to take the intellectual equivalent of lead pipes and beat their audiences into submission.

What I find most odd, in all of the discussions of debate theory and delivery, is that the fields of Psychology, Business, and Speech Communication are full of books, papers, and research studies regarding techniques of persuasion and effective communication. Yet, for some unknown reason, some who are supposed to be in the role of educators teaching students skills to carry forth into life, would appear to prefer driving down the highway of theoretical frameworks and paradigms while leaving good basic speaking skills in a ditch by the side of the road.

Of the articles critical of L/D debate, one of these (Timmons, 1994) reached conclusions somewhat different than the other articles. I'll now take a moment to look at a couple of points raised in Timmon's article.

III. A Refutation of the Illusion of the L/D-Policy Distinction and "Expert" Judges

Timmons also found problems in L/D, but on two significant points, I diverge from his point of view. First, he wrote of the distinction between Policy and L/D being more artificial than real, and that, in his opinion, both groups were debaters who shared more commonalities than differences and that, for a lack of a better term, greater camaraderie should be developed between the two groups.

I cannot agree, either theoretically or practically, with the assertion that the distinctions between Policy and L/D are illusory. Rivalries have existed since the creation of L/D debate, just as we should expect that they would. The rivalry I always observed was friendly between my Policy brothers and sisters but at the same time we (mostly) understood that we competed in

different disciplines with different requirements, skills, and emphases. If there ever was any truly damaging "looking down" upon L/D, I would instead look to a level higher than that of the debaters. It is interesting to note that other authors have still noted the perception of a persistent debate hierarchy with Public Forum at the bottom, L/D the middle, and Policy at the top (Lachman, 2008).

At a conceptual level, I would argue that the same rivalries and distinctions exist elsewhere in the everyday world. In sports there has always been a friendly rivalry between American Football and Rugby, although both are somewhat similar sports. And nowhere have I read or heard suggestions that American Football and Rugby (either Union or League, if you are familiar with the sport) are damaged by such a rivalry. The analogy is even more appropriate considering that successful crossing of players from one discipline to the other is quite rare. The same is true if one looks to motor sports, where very few NASCAR or Indy drivers ever succeed in Formula One. The reverse is also true, although to a slightly lesser extent.

In another realm, I would also point out, for example, that although cardio-thoracic surgeons and cranio-facial reconstructive surgeons are both surgeons and share great commonality in skills, knowledge, and abilities, neither would ever attempt to do the other's work, unless it was an emergency. And neither would you, had you a choice, elect to have your reconstructive facial surgery performed by the heart surgeon, or to have your heart surgery performed by the cranio-facial surgeon. But why not? They are both surgeons. For although they share commonalities, there are sufficient significant differences

in techniques, procedures, and expectations that they are different disciplines and that the very criteria upon which their outcomes are judged are different.

I would contend L/D and any other debate form that might one day be created, is meant to be, and always should be a separate debate discipline from any other form of debate. If not, then why create different types in the first place, if there *is distinction without a difference?* In the real-world examples I noted above, they hold true because the disciplines have clearly defined rules and expectations that force anyone wishing to cross disciplines to adhere and adapt to the rules or fail. The rules are not adapted to conform to the needs of those wishing to cross disciplines. Unfortunately, L/D's rules and expectations have never been as clearly defined and developed as those of Policy, and instead been left to the determination of debaters, coaches, judges, and "evolution." And as more and more Policy and collegiate trained debaters, coaches, and judges entered the world of L/D, more and more muddled has the world of L/D become.

And in this respect, I come to my second disagreement with Timmons' analysis and recommendations, which is that L/D rounds should be judged by academic and debate "experts" in order to prevent randomness of decisions. This seems a reflection of a deep myth that debates concern the establishment of truth and falsity of resolutions, and that in any round there must be a clear-cut winner and loser that can be objectively decided and repeated every time. It is a myth that has no basis in the real world of argumentation and debate. As an example, in law, truth or falsity applies to facts. The set of facts

supported by evidence as applied to the law becomes the case that is presented to a judge or jury for a verdict based upon a burden of proof. But the verdict itself is not a statement of truth or falsity, but rather a decision of proof, though we may hope there is a close relationship between the decision and the truth. Even in logic, once an argument is declared to be valid, the truth of the argument still depends upon the premises being true. And there's the rub: it still comes down to a decision as to whether one believes that the truth of the premises has been proven.

Whether philosophy, law, politics, sales, or everyday life, there is always uncertainty as to the decision the person deciding the debate will

make, whether they are a debate judge, a voter, a consumer, or a Supreme Court Justice. This is not to say we cannot improve the judging of debate rounds, and I will come to this area in my suggestions at the end of the paper. But perhaps we should also be teaching debaters, who are at an important age for learning such things, that sometimes you will win your debate, sometimes you will lose. And there will be times you will lose when you should have probably won. But there will also be times you will win that you should have probably lost. But no matter what, you keep striving to improve, instead of blaming your judges or your opponent. That is not just debate. That is life.

As I have now declared my love

for L/D as a unique and distinct debate discipline, the question that now arises is: what exactly is that discipline, and what is its relevance in today's world? That topic, my overall conclusions, and recommendations shall be covered in Part II of this paper.

(Joseph Martin III is an NFL Double Ruby and competed in L/D, Extemporaneous Speaking, and Student Congress 1982-1986. He qualified for the 1986 NFL National Tournament in Student Congress. He holds a BA in Psychology with a Philosophy minor. He currently works in Real Estate and judges at tournaments in the North Texas area in his spare time. He can be contacted at jmartinii1968@att.net.

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A black and white photograph of a woman with short blonde hair, wearing a light-colored ribbed sweater. She is pointing her right index finger towards the camera. In the background, a chalkboard is visible with some faint, illegible writing on it.

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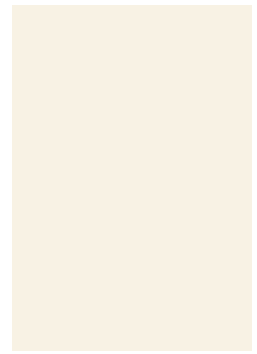
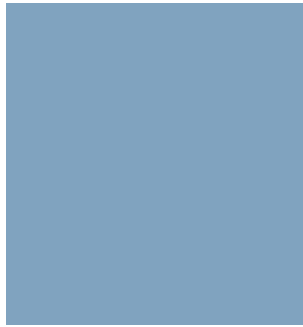
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A BRIEF OVERVIEW OF THE TOURNAMENT LOGISTICS

Birmingham will be an excellent location for the 2009 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 and Opening Ceremony)

This year, the tournament registration and NFL vending EXPO will take place on Sunday, June 14th from 8am to 3pm in the ballrooms of the Sheraton-Birmingham. In addition to the normal registration events, the local host committee has planned an incredible opening ceremony at Samford University at 6pm on Sunday.

Monday and Tuesday (Preliminary Rounds/Early Elims/Host Party)

There will be five venue areas used for the preliminary competition. The Sheraton-Birmingham and Birmingham Convention Center will host the National Student Congress. The Oak Mountain High School/Oak Mountain Intermediate School complex will host Policy Debate and both United States and International Extemporaneous Speaking. The Spain Park High School/Berry Middle School complex will host Lincoln Douglas, Public Forum, and Duo and Dramatic Interpretation. Humorous Interpretation will be hosted by Our Lady of the Valley Catholic School, and Briarwood Christian School will host the preliminary competition of Original Oratory.

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

The local host party will take place in downtown Birmingham in the evening on Tuesday. Students eliminated from main event competition on Tuesday will re-register for the Wednesday supplemental events at the local host event.

Wednesday (Elimination Rounds/Supplemental Events)

There will be three venues used on Wednesday, June 17th. Students who qualify for elimination Round 9 of all main event speech and debate events (Policy, LD, PFD, Interps, OO, and Extemp) will compete at Spain Park High School on Wednesday. The National Student Congress semifinals will be held at the Sheraton/BJCC complex. Those students re-registered for supplemental events (Expository, Commentary, Prose, and Poetry) will compete at Oak Mountain High School on Wednesday. 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 Spain Park High School complex. The National Student Congress will hold its final round sessions at the Birmingham Convention Center. All supplemental and consolation events will occur at Oak Mountain High School.

On Thursday evening, attendees will enjoy the national final rounds of Humorous Interp., Dramatic Interp., and Duo Interp., as well as the Coaches' Diamond Ceremony at the Birmingham Convention Center Concert Hall.

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 Birmingham Convention Center Complex.

On Friday evening, the National Awards Assembly will be held in the Birmingham Convention Center's Concert Hall.

Coaches who have any major questions about the logistics of the 2009 Stars Fell on Alabama Nationals should feel free to contact the National Office at 920-748-6206 or at nfl@nflonline.org.

**IMPORTANT!! CONSIDERATIONS WHEN SELECTING AND
RESERVING HOTELS AT THE
STARS FELL ON ALABAMA NATIONALS 2009
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 OUTSIDE THE BLOCK. Morning and afternoon traffic jams could add substantial time to your commute if you are located outside the block.
2. When calling hotels, all coaches must mention the NFL Stars Fell on Alabama 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 within the block are subject to an automatic two-night non-refundable deposit per room to avoid double-booking.**
3. 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 will have downloadable maps from every hotel to the Sheraton/Birmingham-Jefferson Civic Center, the Birmingham Airport, and the competition sites. You can print all needed maps before ever leaving home.
4. The **Tournament/Congress Hotel** is the Sheraton-Birmingham. This hotel is an excellent choice in both price and features. All National Student Congress events and opening day registration will be held at the Sheraton and the adjoining convention center. The Thursday and Friday final rounds will be held at the Birmingham-Jefferson Civic Center which is adjacent to the Sheraton.
5. **Student Congress Logistics-** It is highly recommended that if a school has both Student Congress competitors and speech or debate competitors that your school stay at the Sheraton or at the Doubletree to avoid morning and evening rush hour traffic which will add substantial time to the morning competition commute.
6. It is recommended that coaches go to the local host Web site at www.deepsouthdebate.com or to the individual Web sites of the hotels to determine which property 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:
Sheraton and Doubletree to Schools (20 min.)
Sheraton and Doubletree to Student Congress and finals (Less than 5 min. or walking distance)
All other Hotels to Schools (Less than 10 min)
All other Hotels to Student Congress and finals (15 minutes)
Any School to Any School (2 to 10 minutes)(Less than 5 miles)
8. **PLEASE LOOK AT A MAP!** Before reserving rooms, all coaches should look at a road atlas and an enlargement of the Birmingham/Hoover area to get a better perspective on the logistics of travel. Also look at downloadable maps on the host Web site. 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.deepsouthdebate.com

2009 Stars Fell on Alabama Hotel List

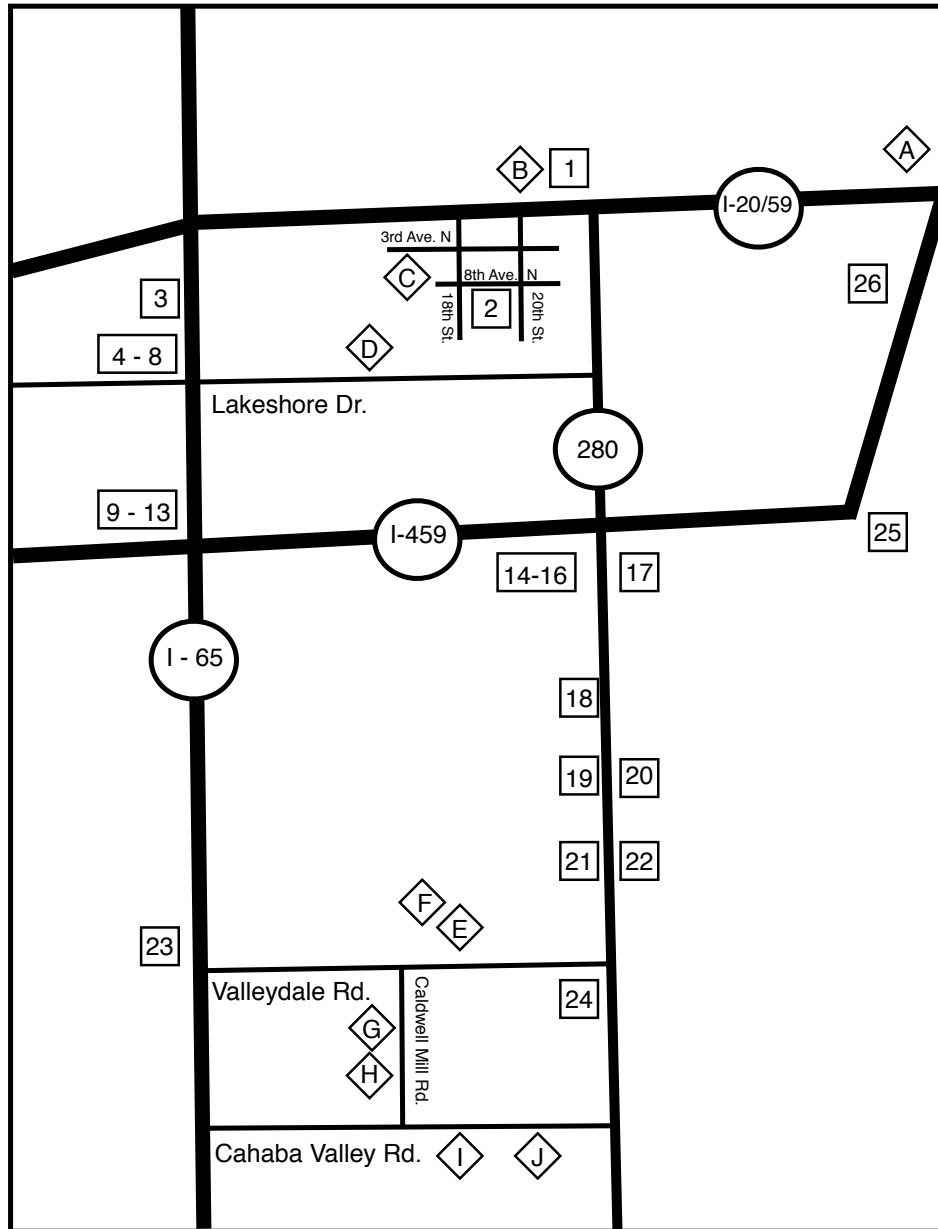
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Hilton Perimeter Park	\$119	205-967-2700		8 Perimeter Park South	L, F, P, R	hilton.com
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Residence Inn Hoover	\$109	205-733-1655		2725 John Hawkins Pkwy, Hoover	CB, L, OP, F, CI	mariotti.com
Residence Inn Inverness	\$99	205-991-8686		#3 Greenhill Pkwy	CB, L, F, OP, CI	mariotti.com
Hyatt Place-Inverness	\$99	205-995-9242		4684 Highway 280 East	CB, F, OP, CI	birminghaminverness.place.hyatt.com
SpringHill Suites	\$99	205-969-8099		3950 Colonnade Drive	L, CB, F, CI	springhillbirmingham.com
Drury Inn and Suites Southeast	\$99	205-967-2450		3510 Grandview Parkway	CB, L, IP, OP, W	druryhotels.com
Drury Inn and Suites Southwest	\$99	314-587-3069		160 State Farm Parkway	CB, F, L, IP, OP, W	druryhotels.com
Holiday Inn Lakeshore	\$99	205-942-6070		492 Wildwood Circle N., Homewood	R, OP, F, W, CI	holidayinn.com
Hyatt Place-Hoover	\$99	205-988-8444		2980 John Hawkins Parkway	CB, P, CI	birminghamhoover.place.hyatt.com
Colonnade Courtyard Marriott	\$95	205-967-4466		4300 Colonnade Parkway	CI, L, F	mariotti.com
Hoover Courtyard	\$95	205-988-5000		1824 Montgomery Hwy, Hoover	L, OP, W, F, CI	mariotti.com
Best Western Carlton Suites	\$94	205-940-9990		140 State Farm Parkway	CB, L, F, IP, CI	carltonsuiteshotel.com
Comfort Inn	\$92	205-916-0464		226 Summit Parkway	OP, F, CB, L, CI	comfortinn.com
Hampton Inn Lakeshore	\$89	205-313-2060		30 State Farm Parkway	CB, L, F, P, CI	hamptoninn.com
Hilton Garden Lakeshore	\$89	205-314-0274		520 Wildwood Circle Dr N	L, F, P, W, CI	hiltongardeninn.hilton.com
Hilton Garden Liberty Park	\$89	205-503-5220		2090 Urban Center Parkway	L, F, P, W, R, CI	hiltongardeninn.hilton.com
Holiday Inn Exp Hwy 280	\$89	888-400-9714		156 Resource Center Parkway	F, W, L, IP, CB, R	hiexpress.com
Holiday Inn Irondale	\$85	205-957-0555		811 Old Grants Mill Rd	F, OP, L, CB, S, CI	holidayinn.com
Best Western -Mtn. Brook	\$85	205-991-9977		4627 Highway 280 S	OP, CB, F, CI, L	bestwestern.com
Comfort Suites Pelham	\$82	205-982-1999		2235 Pelham Parkway, Pelham	CB, IP, F	comfortsuites.com
Wingate Inn	\$80	205-995-8586		800 Corporate Ridge Rd	CB, F, OP, W, CI	wingatehotels.com
Comfort Inn & Suites	\$78	205-968-3700		4400 Colonnade Parkway	CB, OP, CI	comfortinn.com
Riverchase Inn	\$71	205-985-7500		1800 Riverchase Drive	OP, CB, L, F, CI	davisinn.com

Advanced Booking

Reminder: When you book, it is NFL policy that you immediately send a two night **non refundable (check/money order)** deposit to hold each room/suite. 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 (you will see charges on your credit card statement prior to nationals). NFL wishes to eliminate “Speculative” booking (“reserving rooms now in case we qualify”); and double booking (“booking two places and when I arrive, I choose the one I like”). 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.

Tournament Hotels & Venues

(map is not to scale)



- A - B'ham Int. Airport**
- B - B'ham- Jefferson Civic Center**
- C - McWane Center & Alabama Theatre**
- D - Samford University**
- E - Spain Park HS**
- F - Berry MS**
- G - Oak Mtn HS**
- H - Oak Mtn Intermediate**
- I - Our Lady of the Valley Catholic**
- J - Briarwood Christian School**

- | | | | |
|---------------------------------|-----------------------------------|--------------------------------|-------------------------------------|
| 1 - Sheraton Hotel | 8 - Hilton Garden Inn - Lakeshore | 15 - Courtyard Colonnade | 22 - Residence Inn - Inverness |
| 2 - Double Tree | 9 - The Wynfrey Hotel | 16 - Springhill Suites | 23 - Comfort Inn & Suites |
| 3 - Alta Vista | 10 - Residence Inn - Hoover | 17 - Drury Inn - SE | 24 - Wingate Inn |
| 4 - Drury Inn - SW | 11- Hyatt Place - Hoover | 18 - Hilton - Perimeter Park | 25 - Hilton Garden Inn - Liberty Pk |
| 5 - Holiday Inn Lakeshore | 12 - Courtyard - Hoover | 19 - Holiday Inn | 26 - Holiday Inn - Inverness |
| 6 - Best Western Carlton Suites | 13 - Riverchase Inn | 20 - Best Western - Mtn. Brook | |
| 7 - Hampton Inn - Lakeshore | 14 - Comfort Inn & Suites | 21 - Hyatt Place - Inverness | |



Saint Mary's Hall

International Debate Education Association • National Junior Forensic League

Middle School National Tournament

June 26-28, 2009

St. Mary's Hall, San Antonio, Texas

www.smhall.org

Airport

San Antonio International Airport (SAT) - www.sanantonio.gov/aviation/

Hotels

Ask for the “**National Speech and Debate Tournament 2009**” rate of \$89/night , plus 16.75% tax.
Visit each hotel’s Web site for more information on features and amenities.

Hotel	Address	Phone	Web Site	Miles to St. Mary's Hall
Marriott Courtyard San Antonio Airport	8615 Broadway St San Antonio, TX 78217	210-828-7200 800-706-0241	marriott.com/SATCA	2.4
	NOTE:	Special rate cutoff date is May 25, 2009.		
Crowne Plaza San Antonio Airport	1111 NE Loop 410 San Antonio, TX 78209	210-828-9031 800-972-3480	ichotelsgroup.com/ h/d/cp/1/en/hotel/ SATTD	2.0

Tentative Schedule

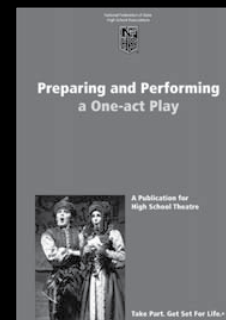
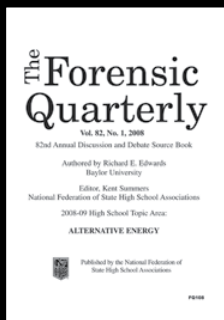
Reception (registration) of coaches and events will start Friday morning, June 26. Awards will happen in the early evening on Sunday, June 28.

Registering Online

The International Debate Education Association (IDEA) will again handle registration. You can watch the NJFL Web site, www.nflonline.org/AboutNFL/NJFL for more details, or see the “Events” section of the IDEA Web site, www.idebate.org.



NFHS Speech and Debate Publications



For 83 years, **The Forensic Quarterly** has remained one of the most credible and valuable resources for policy debaters and coaches across the country. Four issues are published each year at \$6.75 per issue. FQ1 is an overview of the topic; FQ2 is a bibliography of possible research materials; FQ3 includes potential affirmative cases; and FQ4 includes possible negative cases.

The **NFHS Coach's Manual for Speech and Debate** is designed specifically for novice coaches. The manual contains information on a number of elements of coaching, including contest descriptions, finances, travel, judging, attending tournaments and building and developing a squad. The loose-leaf notebook format makes it easy to add information specific to your state. Cost is \$20.20 plus shipping and handling.

Thirty-one low-cost speech and debate booklets are available. Titles of some of those booklets are: An Introduction to Debate; Lincoln Douglas Debate: The Basics of Value Argumentation; Oral Interpretation: Preparing and Performing Literature; Parliamentary Debate; Rebuttals and Extensions in

Debate; Understanding the Counterplan; Public Forum Debate: An Introduction; Topicality: Theory and Practice; The Value of Speech, Debate and Theatre Activities: Making the Case for Forensics; and Preparing and Performing a One-act Play. Each booklet is \$3.25.

DVDs and Videos are available on a variety of topics. A video on Public Forum Debate is available in VHS format. A DVD is available on both Original Oration and Lincoln Douglas Debate, and a DVD on the Poverty CX debate resolution will be available in July 2009.

More information on all publications is available online at www.nfhs.org

To order any of these materials, call NFHS customer service toll free at

1-800-776-3462

or

order online at [<www.NFHS.com>](http://www.NFHS.com).



The Many Faces Of GMIF



Why do hundreds of forensics students from across the country flock to the DC area every summer? Maybe it's because GMIF is more than just a camp...

Curriculum Across Forensics: A Learning Experience Like No Other!

Interp: Script selection/cutting, character development, intros, emotional recall, and more in Humor, Drama, Duo, Poetry, Prose, and Storytelling

Public Address: Outlining, research, topic selection, writing, using humor, and other fundamental skills in Oratory, Expository, and Declamation.

Limited Preparation: Current events discussion and lectures, over 20 practice rounds, research and writing skills in Extemporaneous Speaking and Congress!

Minor Program: Develop a second event in interp, public address, extemp, congress, and **new for 2009: public forum debate!**



An Outstanding and Unparalleled Faculty

Peter Pober, Meg Howell, Tony Figliola, Deb Simon, Brandon Cosby, Jason Warren, Alex Sencer, Jeff Moscaritolo, Adam Johnson, Mickey Cox, Paul Davis, Ryan Hubbell, Stacy Endman, Michelle Hill, Kyle Schultz, Katelyn Wood, Dom Pody, Matt Ketai, Jessica Watkins, Duval Bodden, Aaron Boudreaux, Sam Hopkins, Stephanie Pallai, Nick Bateman, James McGraw, Claire Fontenot, Billy Strong, Colston Reid, and many many more!

Learn at the Nation's Capital!

Take advantage of the opportunities DC has to offer with a tour of the city and live shows from the **second largest theatre community in America!**



George Mason Institute of Forensics

Not Just a Camp: This is Learning for Life!

July 12-26, 2009

Extension: July 26-29, 2009

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

Liberty ★ Debate Institute

<http://www.liberty.edu/debate>

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

One Week Policy Labs & Coaches' Workshop	June 21-June 27	\$545
One Week Lincoln-Douglas Labs	June 21-June 27	\$545
Two Week Policy Labs	June 21-July 04	\$895
Three Week Elite Performance Policy Lab	June 21-July 11	\$1395
Two Week Home School Labs	June 28-July 11	\$895



For a brochure or more information, contact:

Bessie Grayson

Liberty University

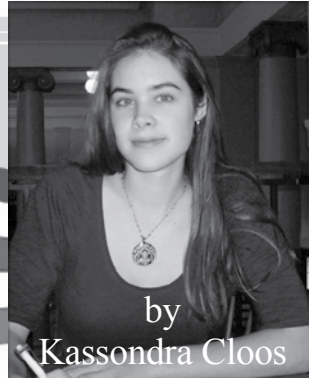
1971 University Boulevard

Lynchburg, VA 24502

(434) 582-2080 • ludebate@liberty.edu • www.liberty.edu/debate



HIGH SCHOOL STUDENTS ASKED TO SOLVE THE ENERGY CRISIS



by
Kassondra Cloos

Philadelphia, PA-- *Now Debate This*, the national debate forum and scholarship competition for high school students, is challenging young people across the nation to find answers to energy problems in their own communities. *Now Debate This* is offering two opportunities, one for groups and the other for high school juniors, both based on the question: "How can the U.S. achieve energy independence?"

The 100-Day Presidential Challenge, coinciding with President-elect Barack Hussein Obama's first 100 days in office, is inviting high school students to form groups—in school classes and community organizations. The groups will study the history of energy in their own communities, and then develop viable solution proposals for solving the problem. Energy solution proposals are due by April 30, 2009. The winning group, which will be announced in May 2009, will have the opportunity to present their proposals to government officials and industry leaders. The winning group will also receive a clean technology prize for their school or non-profit organization.

"Now Debate This' 2009

contests challenge America's youth to apply the best of their talents to an immediate issue of our time: energy independence," said Sarah Gildea, one of the *Now Debate This* Education Directors. "The contests will... expand the possibilities for energy innovation in the future."

The *Now Debate This* scholarship program, exclusively for high school juniors, asks students to envision energy independence in their communities. Contestants will be chosen to compete with one another for a \$150,000 grand prize college scholarship, and will meet in July 2009 for an immersion study tour across the United States. They will focus on the historical roots of the energy industry in order to devise their own plans for energy efficiency and independence. "Similar to my experience, I think many contestants will come away with that history ingrained within them," says "Charter Alumni" student Wendong (David) Zhang, one of the contestants in the first competition. "My hope, then, is that they will synthesize their own lessons on alternative energy options in the U.S., and not only feel the need for change but grow to be pioneers in those areas."

The *Now Debate This* contestants will keep their peers informed through "Confab," an online learning community and social network. They will emphasize the importance of historical and political awareness through blogs and videos that they will create. At the end of their journey, they will work together to create energy solutions, which will be presented in Washington, D.C. in early August of 2009. Application videos are due March 30, 2009, and winners will be announced in May of 2009.

This year, *Now Debate This* has partnered with the National Forensic League debate and speech honor society (NFL), and has found the partnership thus far to be extremely rewarding. "The NFL has 83 years of history as an organization committed to giving youth a voice and training them to be our future leaders," said Adam Jacobi, Coordinator of NFL Programs and Coach Education. "We can offer *Now Debate This* participants and their teachers our myriad resources, while our existing students gain an additional, real-world opportunity outside debate competition to express their perspectives on issues that are important to their future."

GET AHEAD OF THE COMPETITION.....



Sign up for the Colleges and Universities of Excellence Program!

www.nflonline.org/Partners/CollegesUniversities

Generations of NFL Memories



NFL was, I can say without hesitation, the most useful curricular or co-curricular activity I did in high school. It prepared me for college and life beyond college better than any course, sport or club. It has overall played an enormous role in my life. My wife, Chris, and I met at North Kansas City High School's NFL tournament in October 1979 and started dating the next month. I had already met her brother, who sat in front of me in novice debate class. I was the best man in his wedding in 1988. Chris was a very talented interper who placed in a number of invitational tournaments. Given our NFL background, it was somehow appropriate that we celebrated our 20th wedding anniversary in Las Vegas on June 18, 2008—on the day we learned our daughter Katie, an NFL orator, would be in the national final!

I was so pleased when our daughter Katie, announced that she wanted to participate in the NFL! I enjoyed some success in Oratory as a high school student, winning the Missouri state tournament and taking 3rd at NFL nationals in 1982, but I certainly didn't want to put pressure on her to duplicate that. Still, I was pleased when she decided to do "my" event this past year as a freshman.

Once she decided she wanted to do Oratory, I introduced her to the Monroe Motivated Sequence and some other techniques for writing an effective oration. We enjoyed listening to the recordings of the last six or so years of national finalists on the way to and from school and deconstructing those orations. In due course, she wrote her speech. She enjoyed considerable competitive success in oratory this year, taking first in six of the ten tournaments she entered, and taking first at the Missouri state tournament—26 years after I had done the same thing. A couple of months later, my wife, my mother and I enjoyed seeing Katie in the final round at the Desert Lights Nationals in Las Vegas.

I loved doing competitive speech and debate, I loved the creative effort of it, I loved the competition of it, I loved the notion that I might be making a difference...I loved the rush of being in front of an audience. It was great fun, but not nearly so satisfying, not nearly as heart-filling as seeing my daughter on the big stage in Vegas.

It has been a great pleasure to watch her develop as an orator. I hope she will be able to regard NFL with the same fondness I do.

2009 Stanford National Forensic Institute

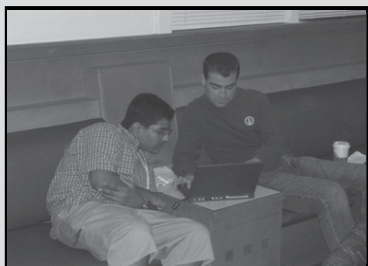
The Stanford **Parliamentary Debate** program brings the same professionalism to parliamentary debate that SNFI has brought to Policy debate and Lincoln-Douglas debate for the past 17 years. Serious student of parliamentary debate wanting to take their activity to the next level are encouraged to attend, 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!



*Dates and prices are tentative and subject to change.

Parliamentary Debate Program

August 13 - 20*

Resident: \$1150

Commuter: \$950

Public Forum Debate Program

August 7 - 13*

Resident: \$1150

Commuter: \$950

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

+ Victoria Anglin

2007 SNEI

*Parliamentary Debate
Participant*

Stanford National Forensic Institute

2009 Lincoln Douglas Program

SNFI is built upon a long history of educational and competitive success. SNFI teaches students to excel in forensics by thinking critically and arguing persuasively. At SNFI the focus is on ensuring the highest quality educational experience.

Quality Instructors

Unlike most other LD camps SNFI knows that the best instructors are not the youngest instructors. We focus on hiring the most experienced instructors of the most successful competitors. Our faculty has coached competitors to outbounds and championships at the most prestigious tournaments around the country including NCFLs, NFLs, and TOC. Our instructors know how to create champions at every level of competition. Some of the returning faculty include Tim Hogan (Apple Valley), David Weeks (Swarthmore), Mike Spirtos (The Meadows School), Nadia Arid (Presentation), Johanna Tyler (UT Austin), Beena Koshy (formerly of Sacred Heart), and Dan Meyers (The Meadows School).

Carefully Crafted Curriculum

SNFI's curriculum carefully balances lab time, practice rounds, mandatory lectures, and electives. All labs are led by our expert faculty with a special eye to balancing the skills of the instructors with the needs of each student. Each student will participate in a minimum of 10 critiqued practice rounds; most participate in more. Our lecture series focuses on providing students with solid foundations in both debate and philosophy. Labs then focus on implementation of those concepts so that students can see how to utilize each lecture. Our elective series allows students the freedom to choose an in-depth investigation of a skill or philosophy of their choosing.

Unique 3rd Week Experience

The optional 3rd Week of camp allows students to focus an entire week on the newly released September-October topic with some of the best instructors in the country. Each student is guaranteed ten more practice rounds on the new topic. There is no better way to get ready for the beginning of the season than to have already had two tournaments worth of rounds critiqued by our expert faculty.

LD/IE Two-Week session: July 31 - August 13*
LD Third Week Session: August 13 - August 20*

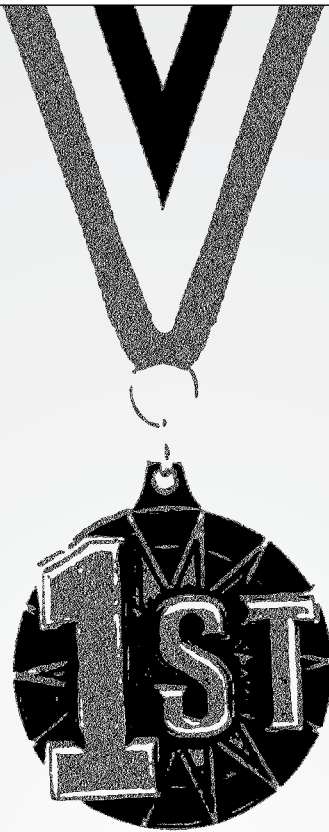
*Dates and prices are tentative and subject to change.



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International Tournament of Champions

For High School Parliamentary Debate

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**WILLAMETTE**  
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## Parliamentary Professional

by Adam J. Jacobi

Parliamentary procedure is often the most feared and misunderstood facet of Student Congress. While snowed-in during a particularly cold winter in Milwaukee, Wisconsin, Henry Martyn Robert desperately wanted a solution toward maintaining an orderly agenda for meetings he was asked to facilitate. His response was to write his *Rules of Order*, now in its newly revised 10th edition (RONR) and still edited by one of his descendants vis-à-vis the Robert's Rules Association. His rules instilled several guarantees for the democratic process: to allow as many people as possible – even a minority – an opportunity to express their opinion in the course of debate, to debate one specific issue at a time, and to rule by majority while still protecting the free speech rights of the minority. He also felt it important that all members of an assembly be treated equally and respectfully.

While Robert's Rules is certainly not the first set of rules for keeping order at meetings, it is the modern “gold standard” by which attorneys, lawmakers and community/civic groups use for governing their policies. The NFL employs parliamentary procedure based on Robert's Rules, with a few modifications. An important overarching principle must be kept in mind at all times: parliamentary procedure in Student Congress serves only as a framework to allow for debate, and should not consume the time in a session.

Speaking time is established in the *Student Congress Manual* as three

minutes, with two continuous minutes of questioning for the speaker who introduces legislation (the “author” or “sponsor”) and one continuous minute of questioning for subsequent negative and affirmative speakers on that same legislation. For those same subsequent negative and affirmative speeches, some leagues and invitational tournaments still use the old standard of allotting the balance of the three minutes of a speaker's unused time for questioning, without a period expressly set aside for that purpose, unless the chamber suspends the rules (requiring a 2/3 vote) for individual speakers to extend their questioning. I have noticed presiding officers in some areas, confused over the various rules, infusing the two by taking the balance of unused speaking time, *plus* one minute, which to my knowledge is **not** a rule anywhere. Where one minute of questioning is used, no arithmetic is needed to compute questioning time.

Any student interested in presiding or any coach interested in teaching it should first consult the NFL's *Student Congress Manual*. The manual underwent a facelift in the fall of 2007 to be more user-friendly and organized. Since Congress is such a highly technical event (because of the parliamentary procedure), and because it is intended to not allow contestants to simultaneously participate in other forensic events while they are in a session of Congress, its manual is separate than any of the other forensic events, so the first several pages are dedicated to explaining its basic rules and

conventional practices. There's even a sample script (SCM-4) for assisting a presiding officer in beginning a session, and general rules (SCM-6) that can apply to any Congress – not just the district qualifying tournament or the national tournament. So much confusion and bad habits of procedure could be avoided if more students and coaches read these few pages.

One of the most ignored guidelines is rule #5 (SCM-6), “The presiding officer will pause briefly

**“Parliamentary procedure in Student Congress serves only as a framework to allow for debate, and should not consume the time in a session.”**

between speeches to recognize any motions from the floor, however, he/she should not call for motions (at the beginning of a session, the presiding officer should remind members to seek his/her attention between speeches).” Yet I constantly hear presiding officers ask between every speech “are there any motions,” or worse yet, “barring any motions we now move to a speech in affirmation/negation.” Several years ago, when I pointed out the incorrect use of “barring...” to one of my students, he responded, “Well, I didn't call for motions!” My retort? “Saying ‘barring’ is just a negative/reverse way of calling for motions. Presiding officers should remind members to rise and say “Mr./Mdm. Speaker,



I rise to a point of parliamentary procedure,” and respond with “State that point.” The member should then state his/her motion as “I move to...” (notice the difference in the use of “move” as a verb, as opposed to the incorrect “I motion to” or the clumsy “I make a motion.”) While some decidedly detail-oriented individuals’ feathers get ruffled when they hear “motion” instead of “move” used as a verb, forensics does exist to teach young people proper communication, and besides, detail-oriented individuals (including parliamentarians and judges) tend to gravitate toward Congress, because of their love for the nuances of procedure – including its correct linguistic usage!

Understanding the rules – and not just *Rules of Order*, but Student Congress conventional practices – is important toward establishing the credibility of the presiding officer and the validity and fairness of debate that happens under the situation of competition. While that’s the most important step a student interested in presiding can take to be effective, there remain some additional factors in fostering professionalism.

As the script on SCM-4 advises, the presiding officer is urged (step 2) to explain presiding preferences, and then execute these consistently throughout the session. That’s important toward earning the respect and trust of peers, particularly when the element of competition is considered. The presiding officer should be aware of biases, and take special efforts to balance recognition around the room, to different schools, and even take mental note of any students who may not easily be recognized because of height or other factors.

Another factor effective presiding officers should strive for is to strike a balance between keeping

order and engendering a friendly atmosphere for debate. After all, this is *Student Congress*, and young people can sometimes forget their manners, especially after a long day. To keep the course of business on track, a presiding officer must be forceful, but not rude or downright *bossy*. Tact is an important ally, because it will gain an effective presiding officer respect while not annoying people for being needlessly and abrasively detail-oriented without purpose.

Finally, and bringing this article full-circle, an effective presiding officer should be hardly noticeable. His/her job is to foster debate, not to show off use of procedure, or steal the limelight from speakers. Effective and economical use of words goes a long way toward allowing for more speeches. Anticipating the direction of debate, being ready for motions, and keeping detailed records really helps a presiding officer stay on top of his/her game. Speakers, too, should not deliberately make the presiding officer’s task difficult, because they are only robbing themselves of additional time to debate. In many ways, leadership can be both a great experience and a sacrifice. Presiding officers sacrifice the opportunity to speak while serving their term of office. Students from the floor should respect that and strive to be part of the solution, instead of instigating a problem.

(**Adam J. Jacobi** is the NFL’s Coordinator of Member Programs and Coach Education. One of his former students, Eva Z. Lam, was the second student in the history the NFL National Student Congress to preside over a final Super Session and win the championship in that chamber).

SCM- 1

## STUDENT CONGRESS MANUAL

### Congress Mission Statement

The National Forensic League is committed to educational development of the individual through the vehicle of Congressional Debate, which promotes leadership and communication skills through rigorous interaction and debate on issues confronting our democracy. These skills will prepare them for learning and leadership throughout our lives.

### Core Values

As members of the National Forensic League community, we share a commitment to:

- Promote ethics in research and competition.
- Promote respect for diversity of ideas and of community.
- Promote seriousness of purpose and demeanor.
- Promote empowerment gained through knowledge.
- Promote the tools of effective and ethical leadership.
- Promote active participation in Democratic processes.
- Provide an opportunity for developing higher level thinking skills and critical analysis of issues.
- Develop interaction skills and cooperative decision making skills used in an assembly or in a committee.
- Learn the basic principles of Parliamentary Procedure and its use in a democratic society.



### Oath of Office

I do solemnly swear that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office on which I am about to enter, so help me God.

## NATIONAL FORENSIC LEAGUE

(October 24, 2008)

2008 – 2009

ATTENTION: USE CURRENT UPDATE.  
ALL OBSOLETE COPIES SHOULD BE IGNORED.

Refer to the October 24, 2008 Student Congress Manual pages SCM-4 and SCM-6 as noted in Adam Jacobi’s article found online at <http://www.nflonline.org/AboutNFL/LeagueManuals>.



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# 3<sup>RD</sup> ANNUAL SUN COUNTRY FORENSICS INSTITUTE

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*"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

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

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

**DIVERSIFIED STAFF** — Stacie Anthony (Canyon Springs High, NV); Moses Baca (Juan Diego High, UT); Stan Banks (former Bingham High, UT); Josh Bentley (Lone Peak High, UT); Mike Daniels (Bingham High, UT); Ryan Hoglund (Rowland Hall, UT); Danielle Jennings (Idaho State); Richard Jaramillo (Rowland Hall, UT); Kirk Knutson (the Meadows, NV); Jordan Martellaro (Michigan State); JR Maycock (Highland High, UT); Scott Odekirk (Idaho State); Carol Shakelford (Bingham High, UT); Mike Shackelford (Rowland Hall, UT).

## CURRICULUM

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

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## VOLUME I

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

*Instructor: Diana Prentice Carlin, University of Kansas*

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

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

*Instructor: Greg Varley, Lakeland HS, NY*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Instructor: Pat Bailey, Homewood HS, AL*

*Marilee Dukes, Vestavia Hills HS, AL*

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

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

*Instructor: Pat Bailey, Homewood HS, AL*

*Marilee Dukes, Vestavia Hills HS, AL*

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

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

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

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

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

*Instructor: Dale McCall, Wellington HS, FL*

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

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

*Instructor: Ron Krikac, Bradley University, IL*

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

### **INT 102 Script Analysis**

*Instructor: Ron Krikac, Bradley University, IL*

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

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

*Moderator: Donovan Cummings, Edison HS, CA*

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

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

*Moderator: Donovan Cummings, Edison HS, CA*

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

### **OO 103 Oratory Overview**

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

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

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

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

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

### **OO 105 Oratory Content**

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

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

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

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

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

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

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

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

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

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

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

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

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

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

## VOLUME II

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

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

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

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

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

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

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

*Instructor: James Copeland, Executive Secretary, NFL*

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

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## Volume II (Continued from prior page)

### CX 110 Paradigms

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

### CX 111 Demonstration in Debate and Analysis

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

### CX 112 Flowing a Debate

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

### CX 113 Recruiting Roundtable

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

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

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

### LD 106 Value Analysis in LD Debate

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

### LD 107 LD Debate: The Moderate Style

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

### LD 108 Rebuttal Preparations

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

### INT 103 Interpretation of Poetry and Prose

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

### INT 104 Critique of Interpretation

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

### INT 105 Introduction to Poetry Interpretation

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

### INT 106 Characterization in Interpretation

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

### INT 107 Breaking the Ice

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

### GEN 101 Ethics in Competition

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

### EXT 105 First Experiences

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

### EXT 106 Expert Extemp: Advanced Techniques

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

### EXT 107 Expert Extemp: Speech and Critique

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

### EXT 108 Advanced Extempore Speaking

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

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## Debating Social Activist Projects

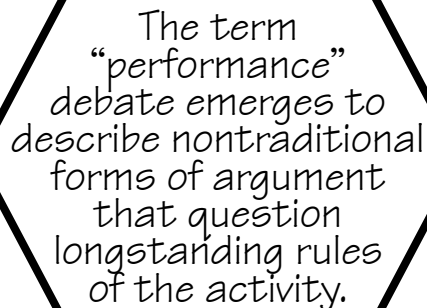
by  
Christina Tallungan

Students trained in traditional forms of policy debate can be easily mystified by social activist projects. Some coaches struggle to explain how their team should answer a social activist project in a debate round because these positions do not provide stable status. They transform mid-debate, reserving a variety of articulations for the role of the judge's ballot. In an attempt to demystify these arguments, this article will explain the background and strategies one can use to answer a social activist project in a debate round.

### Background: Staging the "Performance"

The critique in policy debate informs social activist projects. As critical approaches became more accepted in scholarly research, primarily due to a wave of popular poststructuralist theories in the late 1970's, more debaters began to incorporate these types of critical arguments into policy debate.<sup>1</sup> At its heart, the critique "is an indictment of the underlying philosophical premise on which the advocate's proposal for change or the policy proposition itself rests" (Rybacki and Rybacki, 2004, p. 223). Bruschke (2004) isolates a "significant rupture" in policy debate with the introduction of the critique in 1991: "Coached by Bill Shanahan and Joel Rollins, Brian McBride [and Ray Goodman] issued the first ever

'critique' while debating for Texas" (p. 1).<sup>2</sup> New methods of decision calculus entered policy debate to accommodate the critique impacts, which argue that the judge's ballot can act as a catalyst for wider social change. Initially, the critique emerged as a position to question the efficacy of utilitarian rationality and has since proliferated throughout the activity (Solt, 1993). Starting in approximately



The term "performance" debate emerges to describe nontraditional forms of argument that question longstanding rules of the activity.

1990, argumentation texts began to address the critique because more people were winning debate rounds on these arguments (Woods, 2003, p.91).

In their practical application, critiques often shifted the focus of the debate from utilitarian body counts to deciding between ethical imperatives. While debaters have used critiques to advocate social reform or revolution, they also have used them as strategic tools to win a debate round. The

*Barkley Forum Policy Debate Manual* explains why critiques are strategically valuable:

- (1) Critiques are highly generic...(2) critiques have multiple consequences...
- (3) critiques integrate many arguments into one position...
- (4) critiques frequently have a priori implications...(5) critiques frequently avoid uniqueness problems... [and] (6) critiques shift the debate to negative ground... (p.28).

Most importantly, critiques of language and representation changed how judges evaluated the arguments within a debate round (Solt, 1993). For example, language critiques have checked the use of racial slurs and sexist terminology within competitive debate by making the competitor's discourse a voting issue in the round (Smith, 2003). Ultimately, critiques set the backdrop for the emergence of social activist projects by promoting a different set of criteria that the judge uses to frame the decision calculus.

The term "performance" debate emerges to describe nontraditional forms of argument that question longstanding rules of the activity. Debate participants developed innovative ways to challenge both the *form* and *content* of traditional debate. A person running these types of arguments makes "style" a voting issue because their performance is

<sup>1</sup> Policy debate arguments tend to become popular approximately a decade after they are fashionable in academia (Bruschke, 2004, p.4).

<sup>2</sup> The exact date that the first critique was run is contentious in the debate community. However, the University of Northern Iowa tournament in 1991 is commonly cited as the first time this type of argument was presented in a debate (Solt, 1993).

good or better than the performance of the opposing team (Smith, 2003).

However, performance is an indeterminate and contested term (Huxley & Witts, 2002, p. 6). According to more conservative performance critics and theorists, it occurs in the “theatre or the performing arts” (Huxley & Witt, 2002, p. 6). However, many “writers as diverse as Roland Barthes, Walter Benjamin, Augusto Boal, Bertolt Brecht and Richard Schechner have seen the necessity of talking of performance as a means of understanding the world” (Huxley & Witts, 2002, p. 7). Performance is rooted in the French term “spectacle,” which is “anything that is the object of the gaze” (Pavis, 1996/1998, p. 347). The spectacle was often distrusted by performance theorists who “long continued to reproach it for its external, material nature, apt for amusement rather than entertainment” (Pavis, 1996/1998, p.347). There is an element of “spectacle” or performance in all styles of debate. Despite the years of training necessary to speak well in elimination rounds of a debate tournament, traditional styles are more normalized and appear transparent in the adjudication process to a person who is learned in the dominant procedures and styles of the activity. Styles of argument that call these dominant styles into question and/or diverge from them are labeled “performance.”

Few people have written about “performance” within the policy debate community. Generally, there is a wide-spectrum of beliefs on this topic with the two extremes being (1) all debate is performative and (2) only speeches that challenge traditional debate styles and substance through non-traditional forms, including music, poetry, narrative, artistic

actions, video presentations, etc. are performance. The first applies a performative lens to all debate while the second labels particular actions as “performances.” Steve Woods (2003) treats “performance” debates in the secondary way as non-traditional formats. These arguments are part of what Woods (2003) refers to as Stage III in the history of policy debate (p. 91).<sup>3</sup>

### Defining a Social Activist Project

Given that all forms of debate speaking is “performance,” I title these arguments social activist projects. A *social activist project* refers to any group of arguments, which are prepared and used in debate competition, structured to challenge the stylistic and substantive procedures of traditional policy



debate. Mitchell (1995) used this term to describe projects that should be implemented outside of debate competition to increase the links between the debate participants and the community organizations or public. For this article, the term is used to refer to groups of arguments employed within debate competition that bring community concerns to bear in the debate evaluation, including having the dual goals of winning debate rounds and advocating

progressive change inside and/or outside of the debate community. Many people in the policy debate community call these projects “performance” debate (Woods, 2003). Because I view all debate, traditional or otherwise, as performative, I prefer to distinguish arguments that challenge the stylistic and substantive procedures of debate as social activist projects.

The term “social activist” notes the emphasis of these projects on the participant’s interaction with their community and subsequent action to promote change in that community. *Social* is defined as interaction between one or more persons. It implicates the wider structure of society as a system that governs norms in many people’s lives. Foss and Foss (1994) explains how interaction is an essential catalyst for transformation:

Transformation happens only through the process of interaction: it cannot occur in isolation...Neither can it occur when one perspective is privileged over others. Transformation is generated when you share your perspective with others - when it is subject to comparison with other perspectives in a process of discovery, questioning, and rethinking. (p.4)

This transformation occurs because the participants engage with each other to advocate for progressive change. *Activism* is the concrete action to promote change. Activists are “agents of change who are willing to take risks and believe that those actions can make a difference” (Warner and Bruschke, 2001, p. 7).

These projects emphasize that the debaters should interact with each other as if they are themselves, not an

<sup>3</sup>Woods (2003) identifies Stage I as the phase when “debate placed stock issues at the center of the decision framework” (p. 85). Stage II “began to go beyond the simple question of the presence or non-presence of the stock issues” and “negatives began to call on judges to compare the world created by the affirmative to the status quo, and compare the costs and benefits of that change” (Woods, 2003, p. 86).

imagined agent of the government. *Reflexive fiat* changes the trajectory of debate evaluation in a round where one advocates a critique or a social activist project. It is when “the power (or privilege) of fiat [extends] to one’s own self” (Mitchell, 1998, ¶4). Reflexive fiat is conducive to the view of debate as an exercise of social activism by re-visioning the role of the debaters in four ways:

First, reflexive fiat collapses the gulf separating advocate from agent of action; debaters assume the dual role of advocate and actor simultaneously...

Second, because the advocate is physically present and in direct control of the range of possible actions available, the necessity of framing fiat power as simulation is obviated; fiat becomes a tangible mandate for concrete action, not just a hypothetical suggestion for simulated action by external actors. Third, by making a commitment to carry out future concrete action rather than temporarily simulating commitment to action, reflexive fiat explodes the spatio-temporal limitation of the contest round itself...Fourth, the authority to propose courses of action using reflexive fiat does not flow from the resolution, but is instead pragmatically grounded in the physical presence of advocates, underwritten by evidence of the advocate’s speechmaking capabilities and proof of mobilization potential. (Mitchell, 1998, ¶9)

Social activist projects embrace reflexive fiat as a way to interact with each other that does not require political simulation.

### Answering Social Activist Projects

Given the amorphous nature of these arguments, a debater must listen carefully for subtle changes in

argument that can occur during the middle speeches. There is no one single way to answer social activist projects just as there is no one single way to answer all disadvantages. However, here are some general guidelines for effective responses to social activist projects:

First, as with any argument or debate, treat your opponents with respect even if you disagree with their arguments. Sometimes it can feel as if you are under personal attack if a team questions or scrutinizes your personal experiences in reference to their own, but remember that you are responding to their arguments, not their personalities.

Second, establish in cross-examination exactly what the team is advocating. If they are affirmative, you might ask if the team thinks that the federal government should enact policies to increase alternative energy incentives. If they say “yes,” then you at least have grounds for disadvantage links to their advocacy. However, you should question a team about any claims that “traditional policymaking is stale and incapable of effectuating change.” These arguments are often exploited as independent reasons to vote for a social activist project later in rebuttals if a team decides to obfuscate the negative disadvantage links by shifting the framework of the debate.

Lastly, here is list of arguments one should consider when responding to a social activist project:

**(1) Framework:** Many teams have their generic framework block that includes an interpretation of the best way to engage in policy debate, justifications for political simulation, and some theoretical reasons why their interpretation creates the best education or fairness for evaluation. Team’s should tailor the language of

their framework blocks once they hear their opponent’s arguments. The framework should serve a couple functions. First, it should provide reasons as to why the type of education presented is bad for the debaters as students discussing political solutions. Second, it should provide reasons that your own form of communication in the debate round is more advantageous than the technique employed in the social activist project. Lastly, there should be an independent voter or reason to reject the communicative style of the social activist project.

**(2) Topicality** (sometimes in the framework): If the team is affirmative, then one should run a “United States federal government” topicality violation. It is easy to prove that the affirmative team should at least be held to defending United States federal government action as a basis for the construction of negative strategy. This limit is critical to educational and fair debate, necessary to construct. One should add an education argument about how learning about federal government action is necessary to develop effective social activist strategies. Be prepared for your opponents to critique topicality as an insidious tactic to exclude meaningful perspectives from the debate based on a bureaucratic technicality. One of the best answers to the critique of topicality is that your limit does not exclude perspectives altogether. It only prevents them from being run on the affirmative if they are not tied to a topical policy action; therefore, preserving switch-side debate.



Switch-side debate, or playing devil's advocate, is necessary for activists to develop effective strategies for countering harmful social policies.

### **(3) Cooption arguments:**

One can argue that specific techniques employed in activist projects undermine the progressive change that these teams are struggling to realize. For example, Martha Nussbaum writes articles explaining how parodic performance is a selfish act organized around the individual as a fundamental unit of political currency, which breaks community bonds or norms. This rupture in community coalitions results in in-fighting that prevents people from actualizing political change. If proponents of progressive change cannot coalesce, then conservative movements will continue to dominate social policy. Another popular author read on this debate is Martin Lewis. In the book *Green Delusions*, he makes

the argument that disregarding liberalism and democratic reform may result in "right-wing totalitarianism" (258).

### **(4) Policy simulation good:**

Read evidence explaining why your method or way of being in the debate round is good. For example, read evidence from Jessica Kulynych regarding the value of technical role-playing and political simulation as an effective method for training active citizens. These types of arguments are reasons why you would be able to solve the cooption arguments from #3.

**(5) Offense and defense against their particular style of performance:** Besides reading reasons your method of debating is good, a debater should read reasons as to why her/his opponent's method is ineffective or harmful. Some examples - if a team running a social activist project claims that rap is necessary to engage another team, then one could read evidence proving that rap

has become a tool of capitalist interests and has failed to effectuate broad social change. If a team claims that promoting diversity is necessary to improve the debate community, one can read multiculturalism is ineffective or counter-productive. If a team dances around a chair and claims that breaking norms of expression is essential to improve citizen participation in political discussions, then one can read evidence indicating why avant garde artistic movements were ineffective and reached a very small audience. Additionally, one can critique a social activist project's method and then present an alternative that solves the critique's impacts.

**(Christina Tallungan** is the current Director of Debate at Glenbrook North High School. She debated in policy debate at Notre Dame High School (Sherman Oak, CA) and at the University of Southern California.)

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Tentative 2009 Dates:  
July 31 - August 13

# Stanford National Forensic Institute Individual Events



The SNFI Individual Events program offers a comprehensive program which accounts for regional differences in style, content, and judging. Students will have the opportunity to work with coaches and national champions from around the nation. The Institute is designed to provide a strong technical foundation in an enjoyable atmosphere, students at all levels of experience will be accommodated.

Phone: 650-723-9086

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

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

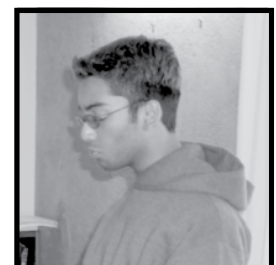
**Dramatic Interpretation...Humorous Interpretation  
Oratory...Extemporaneous...Impromptu...Expository  
Thematic Interpretation...Prose...Poetry...Duo Interpretation**



The Two Track System of Placement allows advanced students to focus on specific events at an accelerated pace, while also ensuring that the beginning to intermediate level students advance at a more relaxed pace while participating in and learning about a variety of different events. This ensures that upper level competitors leave camp prepared to immediately step into high level tournament competition. Seminars are designed to cater directly to areas of student interest. Workshops are provided to instruct new competitors in basic speaking techniques, and novice workshops meet the needs of both new competitors and those solely interested in improving general speaking skills without the intention of later competition.



Team Instruction provides students who are involved in a recently formed Forensics team basic techniques on student coaching. We teach students of all levels how to coach themselves during the course of the year to maximize their competitive experience and success. The research facilities unique to the Stanford campus provide an excellent resource for the creation of a comprehensive script library. Institute staff has on hand hundreds of scripts both to assist student, and to serve as example material. Resource packets are provided specifically for this group.



Tentatively confirmed staff include: Zach Prax, Sarah Rosenberg and Luis Cardenas



# The People Speak Global Debates



Do you have something to say about global issues?

Join high school students around the world *this*

**March** in the UN Foundation's Global Debates. These debates are the cornerstone, but just the appetizer in a full menu of service speaking opportunities. Raise your voice, speak up and get involved today: participation is also rewarded through several NFL chapter and individual student merit point incentives as well as scholarship opportunities and monetary rewards to leading schools.

March 2009 Topic: **Developed countries have a higher obligation to combat climate change.**

## How to Get Started

1. Visit [www.thepeoplespeak.org/globaldebates](http://www.thepeoplespeak.org/globaldebates) to register your school, unless you did so this past fall, and find myriad resources to help you construct arguments.
2. **Build your team:** each team will have four students – two for the pro, two for the con side. Each team will research the topic and prepare clear, persuasive arguments for both sides.
3. **Invite** your school community to a **public debate** in March featuring the topic above, and **videotape**/photograph it.
4. **Upload** video/documentation to [www.thepeoplespeak.org/globaldebates](http://www.thepeoplespeak.org/globaldebates) (click on *Uploading Points*) Plus, schools who participated in the October Global Debates can continue earning points toward the summer 2009 United Nations Foundation Global Youth Leadership Summit in New York City.



**NFL Chapter Incentives in 2008-2009**— schools can earn NFL credit vouchers to apply toward purchasing merchandise, individual memberships, etc.

- 🌐 Each of the **top 5** scoring schools: \$500 NFL credit voucher
- 🌐 Each school, placing **6th-20th**: \$100 NFL credit voucher
- 🌐 Each school **holding a global debate\***: \$50 NFL *online store* voucher (requires \$100 purchase)  
\*fulfilling obligations of the UN Foundation



**NFL Point Incentives** — participants can earn *National Service* merit points as follows:

- 🌐 Each school can hold up to **10** global debates, with up to **8** participating students per debate (2008-2009).
- 🌐 A student may participate in up to two debates, earning 10 pts. per debate (20 pts. Maximum; 2008-2009).
- 🌐 Each student participating in a UN Foundation approved Service Learning Project (UNFSLP) will receive 10 pts., with a limit of one UNFSLP per student. (2008-2009)
- 🌐 Altogether, a student may earn up to 30 NFL points, which are above and beyond recording limits for local service speaking (2008-2009).

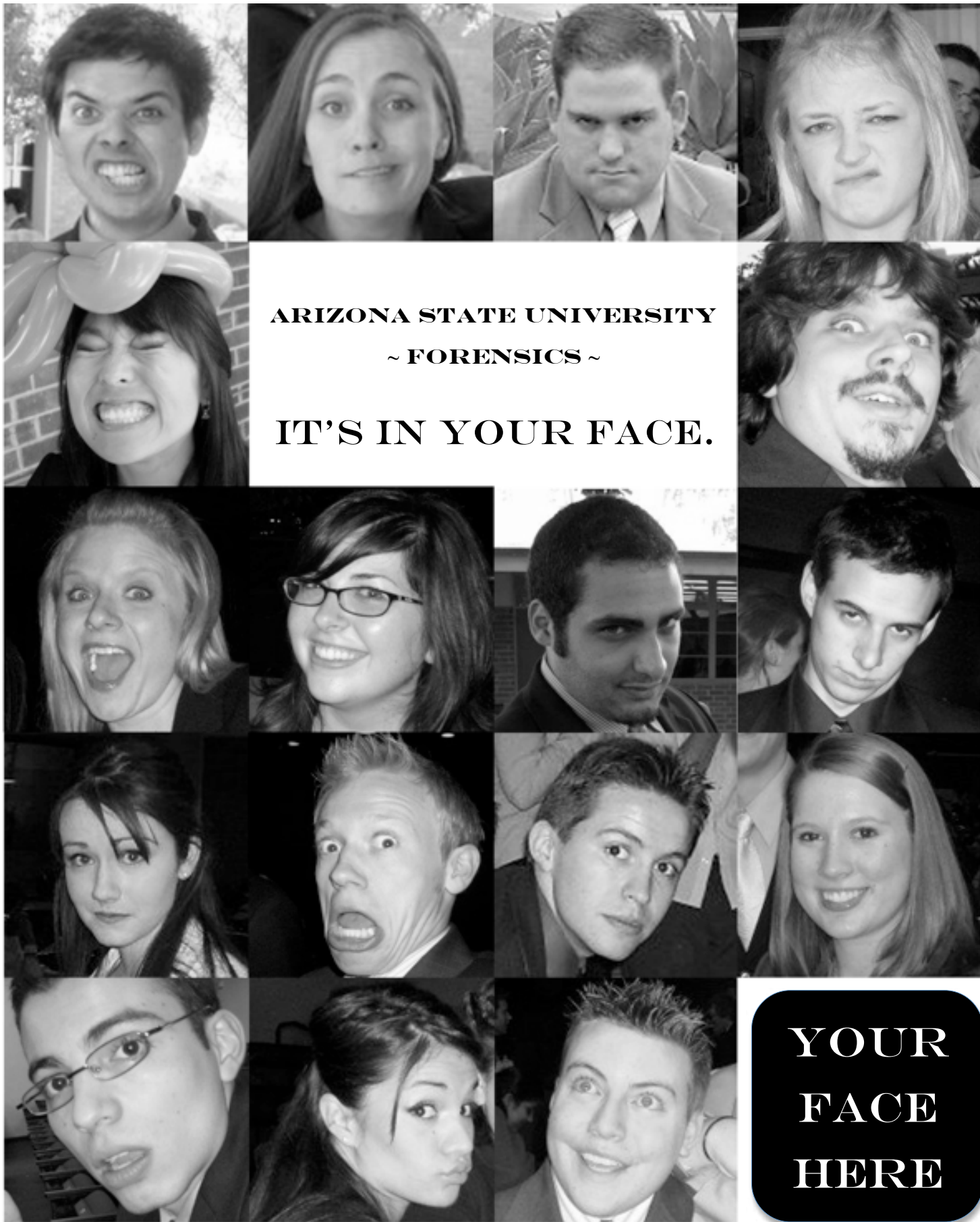
## Coach Incentives

- 🌐 Coaches receive one-tenth of the National Service merit points their students earn.
- 🌐 Each NFL coach who organizes an event will receive 5 NFL service citations for the first event, and 2 citations for each additional event (2008-2009).



Visit [www.thepeoplespeak.org](http://www.thepeoplespeak.org) *today* to sign up!





[HTTP://WWW.ASU.EDU/CLAS/COMMUNICATION/UNDERGRADUATE/FORENSICS](http://www.asu.edu/clas/communication/undergraduate/forensics)





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

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

- **In EXTEMP**

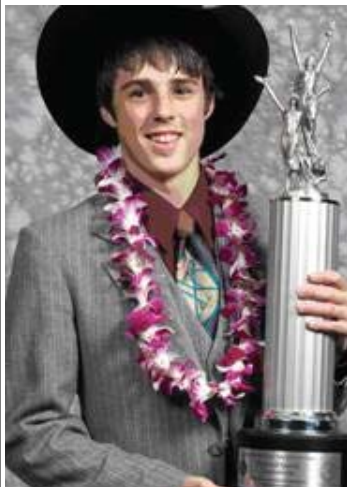
*First* with 3, 4, and 7 point organization. *First* with truths and statistical triadic analysis. *First* with sliding outline-fluency split. *First* with enthymatic and ethos criteria for source selection. *First* with vocabulary construct AND the pyramid approach to vocabulary choice. The *Leader*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

- **In PUBLIC FORUM**

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

- **In LINCOLN DOUGLAS DEBATE**

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



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

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National Institute will be held  
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You can enroll today at  
[www.cdedebate.com](http://www.cdedebate.com).



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



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

# The Billman Book Club

Encouraging Life Learning in Leadership

March's Book of the Month:

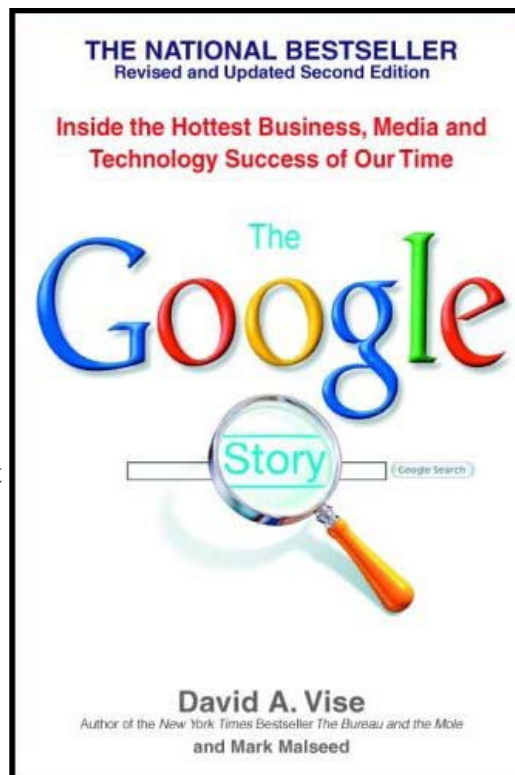
## The Google Story

Vise, D. A. (2005). *The Google Story*. New York: Bantam Dell.

While some business books purport to provide a step-by-step guide to growth or an easily-digestible set of empirical data, *The Google Story* takes a unique approach by pledging to tell the story of “the hottest business, media and technology success of our time.” Of course, this story isn’t altogether irrelevant to the self-improvement-minded. Author David Vise explains that Google has made the largest impact on society’s catalog of information since Gutenberg’s printing press. The word *Google* has become a verb in the dictionary, meaning “to search.” The degree to which Google has penetrated the daily lives of most Americans is irrefutable – and irreversible.

While millions, perhaps billions, are familiar with the Google brand, the story behind its meteoric rise is less well-known. To remedy this, Vise’s book chronicles the story of Sergey Brin and Larry Page, developers of Google and the patented PageRank system that makes it so popular and effective. As an advent fan of Google (everything from my e-mail to my to-do list is on my Google start page), I was intrigued by the book.

To be fair, this narrative may not be a conventional “leadership” book; it offers no bulleted lists or secret formulas for success. Instead, the author provides a case study of explosive growth and unprecedented innovation



(complete with pictures). However, by examining the strategies which worked for Google, perhaps the reader can absorb a lesson or two. To that end, this Billman Book Review will describe a few of the main implications of the Google story.

Have a Healthy Disregard for the Impossible

The book begins by reporting on a discussion at an Israeli High School led by Brin and Page. The conversation, which outlined their road to Google, was directed at the top young minds in Tel Aviv. Page tells the assembled students that in the mid 1990s he intended to download the entire internet onto his computer. He originally estimated that the process would take one week; after a year, he had obtained only a small portion of it. Reflecting on the experience, he noted that “You have to be a little silly about the goals you are going to set,” he said. “There is a phrase I learned in college called, ‘Having a healthy disregard for the impossible’... That is a really good phrase” (Vise, p. 11).

The process by which Google became a publicly held company demonstrated the zeal with which its developers forged new ground. Vise explained, “In the annals of Wall Street, no business had ever done a successful billion-dollar IPO the way Larry and Sergey wanted to do it. That didn’t scare them at all. Accustomed to dreaming and doing things nobody else dared, they were determined to blaze a new trail...” (p. 170).

Through a series of anecdotes like this, *The Google Story* indicates that forward thinkers set ambitious goals, even if they seem unrealistic. As Brin and Page would suggest, untested ideas tend to hold the most potential. Similarly, big accomplishments seldom grow from small goals.

*If success isn't immediate, don't give up.*

As the story continues to unfold, Vise recounts a forgotten part of the Google saga: that most media moguls turned down initial opportunities to get involved with the fledgling company. In fact, Excite, Alta Vista, Yahoo, and numerous other prominent internet search engines rejected the Google concept in quick succession. Vise explains, "It didn't seem to matter that they had something better. Everyone around them seemed to be focused on selling as many ads as they could to cash in as fast as they could" (p. 42). These disappointments only increased the developers' determination to launch Google. Rather than give up on their idea, Brin and Sergey dropped out of graduate school at Stanford (according to the author, somewhat reluctantly) to start Google themselves. Within only a few years, Google had skyrocketed in popularity. Companies which had once passed up the opportunity to own the idea were now clamoring to partner with Google.

The idea of persevering in the face of rejection isn't new. However, *The Google Story* provides a comforting reminder that the best ideas still face resistance. Additionally, it may also serve as a cautionary tale. Consider opportunities carefully as they present themselves. The "next big thing" may appear in disguise.

*Don't work harder; work smarter.*

One of Google's primary successes involves its innovative approach to advertising. Vise reports that Google moved from an efficient search engine to a "money-making machine" once developers refined its ability to target advertising to consumers based on their search queries. This reduced the number of superfluous ads directed at consumers, which enhanced their search experience.

Targeted advertising also enabled companies to reach potential consumers when their interest was highest, increasing the efficiency of the ads. Further, Google's advertising enabled companies to track the success of their ads by measuring whether users clicked ads and whether those clicks turned into sales. This solved a decades-old problem involving the measurability of ad images.

Targeted advertising and other intuitive business strategies illustrate another reason why Google has been so widely successful; its staff work smarter rather than harder. Google thrives on challenges met in unconventional ways, including targeted advertising. Thinking through these challenges and solving them strategically enables Google to maximize productivity and efficiency without wasted time, resources, or effort. While hard work has its own value, the Google story illustrates that smart work tends to reap even greater rewards.

*Remember that the best is yet to come*

According to Google developers Brin and Page, if Google were a person, "it would have started elementary school around August 19, 2004, the date the company went public, and it would have

just finished the first grade in the summer of 2005" (p. 9). Clearly, its leaders believe that the company is still young and full of creative potential. Driving this point home, Vise describes when an Israeli student asked Brin and Page if they believed Google was the highlight of their career. "I think it was the smallest of accomplishments we hope to make over the next 20 years" explained Brin (p. 16).

Vise reported that Brin and Page were continuing to find new uses for Google, even as his book went to press. Among them, new research into human genetics was a high priority. While the company remains the world's most popular search engine, its developers are committed to expanding the utility of Google technology. Further, they are committed to the idea that their true legacy remains to be written.

In the end, *The Google Story* is not the most compact Leadership text – rather than outline a strategy for development, this story requires the reader to examine others' story and learn from it. Still, this is an insightful story with only thinly veiled implications for any forward-thinker. If nothing else, it serves as a reminder that simple ideas can have far-reaching consequences. Equally important, it reminds us that behind every great idea is a person (or two) who commits to his or her vision.

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

# Friday Forensic Frenzy



Every Friday, NFL offers a different clearance item to members at a savings even greater than its already low prices. These deals only last through the weekend, though, so you have to act fast! Be sure to visit [NFLonline.org](http://NFLonline.org) and check the rotating news flash to see which great NFL merchandise item is available this week!



# NFL DISTRICT STANDINGS

*(as of February 2, 2009)*

| Rank | Change | District                  | Average<br>No. Degrees | Leading Chapter              | No. of Degrees |
|------|--------|---------------------------|------------------------|------------------------------|----------------|
| 1    | --     | Three Trails (KS)         | 256                    | Blue Valley North HS         | 631            |
| 2    | --     | Calif. Coast (CA)         | 214                    | Leland HS                    | 755            |
| 3    | --     | East Los Angeles (CA)     | 189                    | Gabrielino HS                | 700            |
| 4    | --     | Kansas Flint-Hills        | 187                    | Washburn Rural HS            | 422            |
| 5    | --     | San Fran Bay (CA)         | 185                    | James Logan HS               | 681            |
| 6    | --     | Ozark (MO)                | 180                    | Central HS - Springfield     | 606            |
| 6    | 3      | Northern South Dakota     | 180                    | Watertown HS                 | 357            |
| 8    | 7      | Northwest Indiana         | 175                    | Munster HS                   | 496            |
| 8    | 2      | Show Me (MO)              | 175                    | Belton HS                    | 442            |
| 10   | -3     | Sunflower (KS)            | 173                    | Wichita East HS              | 316            |
| 11   | --     | Heart Of America (MO)     | 172                    | Liberty Sr HS                | 685            |
| 12   | -4     | East Kansas               | 171                    | Shawnee Mission East HS      | 472            |
| 13   | 3      | New York City             | 169                    | Bronx High School of Science | 667            |
| 14   | -2     | Illini (IL)               | 168                    | Downers Grove South HS       | 489            |
| 15   | -3     | Southern Minnesota        | 161                    | Eagan HS                     | 508            |
| 16   | 3      | Nebraska                  | 157                    | Millard North HS             | 411            |
| 17   | 1      | Central Minnesota         | 156                    | Eastview HS                  | 519            |
| 18   | -4     | Sierra (CA)               | 154                    | Sanger HS                    | 672            |
| 18   | 3      | Rushmore (SD)             | 154                    | Sioux Falls Lincoln HS       | 482            |
| 18   | -1     | Florida Manatee           | 154                    | Nova HS                      | 544            |
| 21   | 2      | Eastern Ohio              | 142                    | Perry HS                     | 311            |
| 22   | -1     | South Texas               | 141                    | Bellaire HS                  | 780            |
| 23   | -3     | Carver-Truman (MO)        | 137                    | Neosho HS                    | 420            |
| 23   | 2      | Northern Ohio             | 137                    | Canfield HS                  | 266            |
| 25   | --     | Northern Illinois         | 135                    | Glenbrook South HS           | 393            |
| 26   | 1      | New England (MA & NH)     | 133                    | Manchester Essex Regional HS | 324            |
| 27   | -3     | West Kansas               | 131                    | Buhler HS                    | 293            |
| 28   | 5      | Idaho Mountain River      | 128                    | Hillcrest HS                 | 347            |
| 29   | -1     | Rocky Mountain-South (CO) | 125                    | George Washington HS         | 287            |
| 29   | 2      | Great Salt Lake (UT)      | 125                    | Skyline HS                   | 245            |
| 31   | --     | Golden Desert (NV)        | 123                    | Green Valley HS              | 370            |
| 32   | -4     | Utah-Wasatch              | 121                    | Sky View HS                  | 300            |
| 32   | 7      | Montana                   | 121                    | Bozeman HS                   | 257            |
| 34   | --     | Eastern Missouri          | 115                    | Pattonville HS               | 286            |
| 35   | -1     | Florida Panther           | 114                    | Trinity Preparatory School   | 309            |
| 36   | --     | Inland Empire (WA)        | 111                    | Central Valley HS            | 154            |
| 37   | -9     | Southern California       | 110                    | Claremont HS                 | 317            |
| 38   | 2      | Arizona                   | 108                    | Desert Vista HS              | 490            |
| 39   | -3     | South Kansas              | 105                    | Fort Scott HS                | 301            |
| 40   | 7      | Sundance (UT)             | 104                    | Bingham HS                   | 228            |
| 40   | 3      | Idaho Gem of the Mountain | 104                    | Mountain Home HS             | 289            |
| 42   | -1     | Colorado                  | 102                    | Cherry Creek HS              | 440            |
| 43   | --     | Heart Of Texas            | 101                    | Del Valle HS                 | 223            |
| 43   | -5     | Tarheel East (NC)         | 101                    | Pinecrest HS                 | 246            |
| 45   | 4      | Central Texas             | 100                    | Winston Churchill HS         | 257            |
| 45   | 2      | New Jersey                | 100                    | Ridge HS                     | 246            |
| 47   | -2     | West Los Angeles (CA)     | 98                     | Fullerton Joint Union HS     | 283            |
| 48   | -3     | Deep South (AL)           | 97                     | The Montgomery Academy       | 285            |
| 48   | 8      | West Iowa                 | 97                     | West Des Moines Valley HS    | 274            |
| 50   | --     | North East Indiana        | 96                     | Chesterton HS                | 490            |
| 51   | 6      | Hole In The Wall (WY)     | 95                     | Cheyenne East HS             | 302            |
| 51   | -1     | East Texas                | 95                     | William P Clements HS        | 212            |
| 53   | -3     | Carolina West (NC)        | 94                     | Myers Park HS                | 307            |

# NFL DISTRICT STANDINGS

*(as of February 2, 2009)*

| Rank | Change | District                  | Average<br>No. Degrees | Leading Chapter           | No. of Degrees |
|------|--------|---------------------------|------------------------|---------------------------|----------------|
| 54   | 9      | Nebraska South            | 93                     | Lincoln East HS           | 288            |
| 55   | -14    | Chesapeake (MD)           | 91                     | Walt Whitman HS           | 326            |
| 56   | -2     | Northern Lights (MN)      | 89                     | St Francis HS             | 216            |
| 56   | 3      | Louisiana                 | 89                     | Teurlings Catholic HS     | 172            |
| 58   | -5     | Georgia Northern Mountain | 88                     | Henry W Grady HS          | 307            |
| 59   | --     | Pittsburgh (PA)           | 87                     | North Allegheny Sr HS     | 247            |
| 59   | 6      | North Texas Longhorns     | 87                     | Colleyville Heritage HS   | 203            |
| 59   | -5     | Southern Wisconsin        | 87                     | James Madison Memorial HS | 203            |
| 59   | 6      | Lone Star (TX)            | 87                     | Grapevine HS              | 263            |
| 59   | --     | South Carolina            | 87                     | Southside HS              | 231            |
| 64   | 3      | Wind River (WY)           | 86                     | Green River HS            | 266            |
| 64   | -6     | Northern Wisconsin        | 86                     | Appleton East HS          | 256            |
| 64   | 5      | Colorado Grande           | 86                     | Canon City HS             | 151            |
| 67   | -4     | Florida Sunshine          | 84                     | Niceville HS              | 150            |
| 67   | -8     | Hoosier Crossroads (IN)   | 84                     | Kokomo HS                 | 201            |
| 69   | 3      | Space City (TX)           | 83                     | Alief Elsik HS            | 177            |
| 69   | 1      | North Coast (OH)          | 83                     | Gilmour Academy           | 221            |
| 69   | 1      | Hoosier Heartland (IN)    | 83                     | Ben Davis HS              | 195            |
| 69   | 8      | Western Ohio              | 83                     | Notre Dame Academy        | 130            |
| 73   | --     | North Oregon              | 80                     | Gresham-Barlow HS         | 177            |
| 74   | -1     | North Dakota Roughrider   | 79                     | Fargo South HS            | 198            |
| 74   | 1      | Rocky Mountain-North (CO) | 79                     | Moffat County HS          | 187            |
| 76   | -1     | West Virginia             | 78                     | Wheeling Park HS          | 92             |
| 77   | --     | Greater Illinois          | 76                     | Belleville West HS        | 185            |
| 78   | 1      | New York State            | 73                     | Scarsdale HS              | 208            |
| 79   | 5      | West Oklahoma             | 72                     | Norman North HS           | 259            |
| 79   | 2      | East Iowa                 | 72                     | West HS - Iowa City       | 225            |
| 81   | 2      | Valley Forge (PA)         | 71                     | Truman HS                 | 173            |
| 81   | -2     | Michigan                  | 71                     | Portage Northern HS       | 157            |
| 83   | 1      | Puget Sound (WA)          | 70                     | Snohomish HS              | 163            |
| 83   | -16    | New Mexico                | 70                     | Albuquerque Academy       | 163            |
| 85   | 3      | Tall Cotton (TX)          | 69                     | Seminole HS               | 122            |
| 85   | 3      | East Oklahoma             | 69                     | Jenks HS                  | 230            |
| 87   | -1     | Mississippi               | 68                     | Oak Grove HS              | 196            |
| 88   | 7      | Western Washington        | 67                     | Gig Harbor HS             | 281            |
| 88   | 3      | UIL (TX)                  | 67                     | Lindale HS                | 174            |
| 88   | --     | Kentucky                  | 67                     | Grant County HS           | 181            |
| 91   | --     | LBJ                       | 66                     | Princeton HS              | 174            |
| 92   | -11    | South Florida             | 65                     | Michael Krop HS           | 126            |
| 93   | 2      | Gulf Coast (TX)           | 62                     | Gregory Portland HS       | 218            |
| 93   | -6     | Tennessee                 | 62                     | Ravenwood HS              | 134            |
| 93   | 1      | Big Valley (CA)           | 62                     | James Enochs HS           | 124            |
| 96   | -3     | South Oregon              | 60                     | Ashland HS                | 147            |
| 97   | 1      | Virginia                  | 58                     | Randolph Macon Academy    | 201            |
| 98   | -1     | Georgia Southern Peach    | 57                     | Fayette County HS         | 162            |
| 99   | --     | Sagebrush (NV)            | 56                     | Reno HS                   | 178            |
| 100  | 3      | Maine                     | 55                     | Bangor HS                 | 122            |
| 100  | -1     | West Texas                | 55                     | Ysleta HS                 | 94             |
| 102  | --     | Capitol Valley (CA)       | 51                     | Granite Bay HS            | 134            |
| 103  | -2     | Pennsylvania              | 50                     | Bellwood-Antis HS         | 133            |
| 104  | --     | Iroquois (NY)             | 45                     | R L Thomas HS             | 109            |
| 105  | --     | Pacific Islands           | 40                     | Harvest Christian Academy | 79             |
| 106  | --     | Hawaii                    | 39                     | Kamehameha Schools        | 117            |

# Let Your Students Hear What Wins!

## Championship Final Round Audio Tape

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| Set | 2008     | 2008        | 2008          | 2008         | 2008    | 2008                 | 2004 - 2005<br>in Audio Format<br>Only     |
| Set | 2007     | 2007        | 2007          | 2007         | 2007    | 2007                 |                                            |
| Set | 2006     | 2006        | 2006          | 2006         | 2006    | 2006                 |                                            |
| Set | 2005     | 2005        | 2005          | 2005         | 2005    | 2005                 | 2006 - 2007 - 2008<br>in CD<br>Format Only |
| Set | 2004     | 2004        | 2004          | 2004         | 2004    | 2004                 |                                            |

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|         | 1994                                                  | 1994       | 1994         | 1994                 | 1994   |                      |
|         | 1995                                                  | 1995       | 1995         | 1995                 | 1995   |                      |
|         | 1996                                                  | 1996       | 1996         | 1996                 | 1996   |                      |
|         | 1997                                                  | 1997       | 1997         | 1997                 | 1997   |                      |
|         | 1998                                                  | 1998       | 1998         | 1998                 | 1998   |                      |
|         | 1999                                                  | 1999       | 1999         | 1999                 | 1999   |                      |
|         | 2000                                                  | 2000       | 2000         | 2000                 | 2000   |                      |
|         | 2001                                                  | 2001       | 2001         | 2001                 | 2001   |                      |
|         | 2002                                                  | 2002       | 2002         | 2002                 | 2002   |                      |
|         | 2003                                                  | 2003       | 2003         | 2003                 | 2003   |                      |
| # _____ | Individual Past Final Round Tapes (\$7 each)          |            |              |                      |        | \$ _____             |
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08/08

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# Affiliates - Welcome!

The National Forensic League National Debate and Speech Honor Society  
welcomes the following New NFL Programs:

|                                    |    |                               |    |
|------------------------------------|----|-------------------------------|----|
| COMMUNITY CHARTER EARLY COLLEGE HS | CA | ST. JOHN'S PREPARATORY SCHOOL | MA |
| DOWNEY HS                          | CA |                               |    |
| NORDHOFF HS                        | CA | GREELY HS                     | ME |
| PIONEER HS                         | CA |                               |    |
|                                    |    | NASHUA HS NORTH               | NH |
| MIAMI BEACH SR. HS                 | FL |                               |    |
|                                    |    | ST. DAVID'S SCHOOL            | NC |
| AMERICAN FALLS HS                  | ID |                               |    |
|                                    |    | EDISON HS                     | OK |
| FREMONT-MILLS IOWA CSD             | IA |                               |    |
| OSKALOOSA HS                       | IA | CLAUDIA TAYLOR JOHNSON HS     | TX |
| PRAIRIE CITY MONROE HS             | IA | MONAHANS HS                   | TX |
|                                    |    | THEODORE-ROOSEVELT HS         | TX |
| WESTERN HS                         | IN |                               |    |
|                                    |    | GLACIER PEAK HS               | WA |
| BUCKEYE HS                         | LA | LINDBERGH HS                  | WA |
|                                    |    | PRAIRIE HS                    | WA |

## ACADEMIC ALL AMERICANS

*(December 6<sup>th</sup> through January 20<sup>th</sup>)*

### CALIFORNIA

*Gabrielino HS*  
Edwin Ha  
Stephanie Phan  
*James Logan HS*  
Christine Hu  
*Los Altos HS*  
Daniel Moerner  
*Miramonte HS*  
Jordan Moshe

### GEORGIA

*Starr's Mill HS*  
Molly Munson

### KANSAS

*Shawnee Mission East HS*  
Thomas Gray

### MARYLAND

*Walt Whitman HS*  
Drew Vollmer

### MASSACHUSETTS

*Waring School*  
Katherine Crowley

### MISSOURI

*Lee's Summit West HS*  
Brittany Rymer

### Ritenour HS

Kyle La Velle

### NEBRASKA

*Norfolk HS*  
Ryan Kyriss

### OKLAHOMA

*South Eugene HS*  
Benjamin Schiffberg  
*Norman HS*  
Kristiana Baez  
Julie Halterman

### OREGON

*Lincoln HS*  
Jasmine Dickinson

### PENNSYLVANIA

*Danville HS*  
Nicholas Butto

### SOUTH CAROLINA

*Bob Jones Academy*  
Alicha M Grubb  
*Mauldin HS*  
Eeshwar Chandrasekar

### UTAH

*Lone Peak HS*  
Megan Hatch  
*Skyline HS*  
Sarah Gronlund  
Jennifer X Wang

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**JULY 12-25, 2009**

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## **WANT MORE INFO?**

Emily Skocaj: Continuing Education  
309.677.3900; [eskocaj@bradley.edu](mailto:eskocaj@bradley.edu)

Tyler Billman: Assistant Director of Forensics  
309.677.3238; [tbillman@bradley.edu](mailto:tbillman@bradley.edu)

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OBJECTIVE:

EDUCATION:

EXPERIENCE:

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