

# ROSTRUM

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MARCH 2010

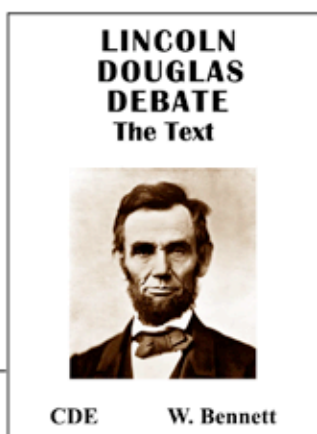
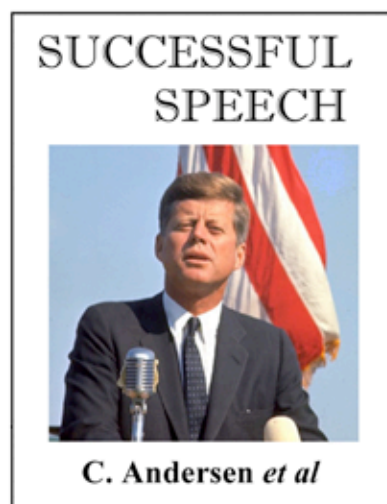


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*What will you spend your summer preparing for?*

Session	Arrival	Departure
Individual Events	June 22, 2010	July 6, 2010
Individual Events + Extension	June 22, 2010	July 10, 2010
CX Debate Session 1 (Marathon & Experienced)	June 20, 2010	July 9, 2010
CX Debate Session 2 (Marathon & Experienced)	July 12, 2010	July 31, 2010
CX Debate Supersession/Survivors	June 20, 2010	July 31, 2010
UTNIF CX Novice	July 16, 2010	July 25, 2010
Lincoln-Douglas Debate	July 12, 2010	July 25, 2010
Lincoln-Douglas Debate + Extension	July 12, 2010	July 30, 2010
UIL Focus CX Minisession A	July 13, 2010	July 19, 2010
UIL Focus CX Minisession B	July 21, 2010	July 27, 2010

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# Happy Birthday, NFL!

*by Jason M. Jerista,  
Lincoln Financial Group*

**C**ongratulations on being a part of the National Forensic League's 85-year-long tradition of success!

This is a significant achievement, and you should be proud of what your organization has accomplished.

The NFL has experienced notable growth and has evolved substantially since its inception. The cover story on page 44 of this issue highlights some of the key events in the NFL's impressive history. I also invite you to take a few moments to read the complete history of the League by visiting [www.nflonline.org](http://www.nflonline.org).

The progress the NFL has made in 85 years is impressive and its results are undeniable. I encourage you to actively apply the lessons you are learning in the NFL to your personal and professional lives. Who knows? Maybe you will be the next president, media mogul, or industry leader to be featured on the NFL's list of distinguished alumni. ■

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## From the Editor J. Scott Wunn



Dear NFL,

This month's issue of *Rostrum* could be the most important issue of the year. It is in this issue where you, the members, are introduced to those individuals who have stepped forward as candidates for a four-year seat as a member of the NFL Board of Directors. Over the past few months, we have published the requirements to be a candidate and the roles and responsibilities of an elected Board member (see page 17).

Thirteen individuals have met the necessary requirements to be recognized as candidates for the most important leadership role of our League. Among several other things, the Board of Directors is responsible for guaranteeing the strategic direction and fiscal solvency of the League. In addition, Board members establish policies that drive our activity and shape the future of forensics.

Our League is unique in that our member schools are given the opportunity to elect four members to the board every two years. This year, for the first time in its history, all member schools, including provisional and member chapters, have the ability to cast votes in the national election.

I encourage all members to read pages 17-25, where each of the thirteen candidates for the Board of Directors has written campaign statements. Around April 1<sup>st</sup>, each NFL advisor will receive a ballot for the national election. This will be your chapter's opportunity to have a voice in determining the future leadership of the League.

Please play an active role in the election process and make your vote count.

Sincerely,



J. Scott Wunn  
NFL Executive Director

## Rostrum

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\$15 for two years

### Member Schools:

\$5 for each additional  
subscription

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

# TOPICS

## March 2010 Public Forum Debate

Resolved: Affirmative action to promote equal opportunity in the United States is justified.

## March/April 2010 Lincoln Douglas Debate

Resolved: In the United States, the principle of jury nullification is a just check on government.

## 2009-2010 Policy Debate

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

## Partnership Contest

### The People Speak March/April 2010 Topic

Annex I Countries of the UN Framework Convention on Climate Change (UNFCCC) should provide significantly increased aid to developing countries for the specific purpose of climate change adaptation.



## Thirteen Seek Board of Director Seats



*For more information about Board responsibilities and expectations, the election process, and the individual candidates, see pages 17-25.*

## The 2010 IDEA/NJFL National Middle School Tournament will be hosted in Des Moines, Iowa, June 24-27



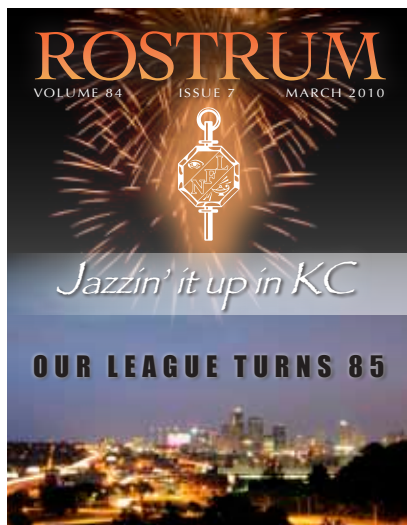
Now is a **great time** to reach out to your feeder schools and encourage them to become involved in the NJFL!

Promoting **meaningful** middle school participation is a great way to build your program and expose even more students to the **life-changing** potential of speech and debate.

Visit [www.juniorforensicleague.org](http://www.juniorforensicleague.org) for more details.

# ROSTRUM

Volume 84 Issue 7 March 2010



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85 Years of Training Youth for  
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# Whitman National Debate Institute



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**July 18 - August 6, 2010 (3 week Policy or LD Session)**

**July 18 – July 30, 2010 (2 week Policy or LD Session)**

**July 30 – August 6, 2010 (1 week Public Forum Session)**

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### 3. Evidence and Arguments for Success

Our staff research before the camp and you supplement staff research so you won't go home with a few paltry pieces of evidence and you won't spend endless hours as a research slave. 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.

### 4. Beautiful location and housing

Whitman is located in southeast Washington State. Modern, comfortable classrooms feature fast wireless Internet access with multiple computers and an excellent library. Residence rooms are comfortable, showers are private, and the lounges bring 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: Andy Baker (NDT First Round), Ben Meiches (NFL National Champ), Nate Cohn (NDT First Round), Anjali Vats (NDT Octas), Luke Sanford (CEDA Quarters), Daniel Straus (CEDA Quarters), Mike Meredith (NPDA and CEDA Elims), Paul Montreuil (NDT First Round), James Culver (Semis, Berkeley), Joe Allen (TOC LD Quals), Brie Coyle (NPDA and NPTE Elims).

### 6. Transportation to and from the airport

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

### 7. Cost Effective

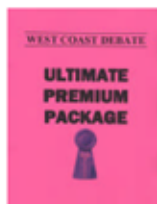
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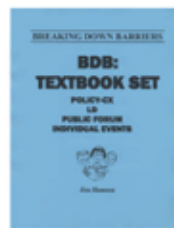
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# How are YOU Giving Youth a Voice?



*Lovila and Donus Roberts*

**A**uthentic is the descriptor most appropriate for the duo of Donus and Lovila Roberts of Watertown, South Dakota. Perhaps two of the most recognized and respected figures in NFL history, their dedication to forensics is matched only by their genuine natures. In fact, the couple gives back to the activity in every way imaginable, with little regard for personal recognition.

Lovila fondly recalled her introduction to forensics while serving as an English teacher at Watertown High School in South Dakota. The debate coach came into her classroom and said, “You teach English, so you can judge debate.” Her involvement in the activity grew after meeting and marrying Donus, who had found success debating at the college level. Donus, too, knew very little about the NFL when he began coaching at Watertown High School. When pressed for highlights from their respective

NFL coaching careers, Donus and Lovila remained humble and resisted listing one single accolade. Given Donus’ nine-diamond coach status—he was the first of only two to earn this honor in the NFL’s eighty-five year existence—their humility is remarkable. “What motivated me then and continues to motivate me now is that forensics gives youth the ability to rise up and be more than they are at that moment. It’s an outstanding way for kids from all classes and creeds to find their voice. Along the way, you find yours as a coach, too.”

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, alumni, 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.

Donus and Lovila’s approach to forensics is a straightforward one. Donus said, “There are no losers in forensics. All a student needs to succeed is a good attitude and a willingness to try. It’s as simple as that!” Donus explained this philosophy further, “Sure, Lovila and I tried hard to have successful squads, but we have been keenly

aware of the limitations of our program’s budget over the years and the capabilities of our individual students. Our goal has always been to maximize the opportunity for all students on the squad—not just those destined for National Tournament greatness. Lovila especially has treated each of her students like stars. American society places so much emphasis on winning, but to reap the benefits of forensics you just need to participate, to be positive, and to try your best.”

“For Donus and me, forensics has been our calling,” stated Lovila. “The activity has been so good to us over the years and contributed to the core of who we are. For many people, forensics is for a season of their life. Coaches understandably step back when they are starting families or to pursue other opportunities. Donus and I just never did.” Interestingly, Lovila became an official Assistant Coach after their daughter, Robyn, was born. Forensics became a true family affair, with Robyn competing at the National Tournament twice during her high school NFL days at Watertown High School. Robyn also went on to coach a student to second place in Extemp at the 1993 Nationals!

The rewards for the Roberts duo remain great. Hall of Fame coach Donus shares, “The best experiences are those with students who come back and say, ‘You probably don’t remember me, but debating with you changed my life.’ You begin to define yourself by that feedback from students and alumni. Those moments help you see what you’ve done right.” One such example is the late Lee Sigelman, a 1963 graduate of Watertown

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



High School, who passed away this past December. "Lee never forgot where he came from. While he went on to head the history department at George Washington University, essentially rescued the American Historical Society, and authored over 250 articles and five books, what made him unique is that he retained his commonness. He credited his inner 'debate geek' for the ability to organize his mind and be successful."

Donus and Lovila Roberts continue to give back to the activity that they maintain "gave more to us than we ever contributed to it." The couple travels to tournaments most weekends, with Lovila still serving as an Assistant Coach at Watertown High School and Donus judging, budding, or serving on a committee. More than that, this special couple sponsors the *Donus D. Roberts Quad*

*Ruby Coach Recognition* and *President's Bowl* for students who win the final rounds of Original Oratory and United States Extemp at the National Tournament. But you can trust that they would never mention their financial generosity, only that they "believe in the activity and what it does for kids." Donus and Lovila Roberts are truly a rare and authentic find. ■

## Families *Leading* the Way...

The parents of the student featured here made a recent gift to the **Bruno E. Jacob Youth Leadership Fund** in honor of their 2009 National Tournament competitor. Their generosity supports the NFL in giving youth a voice for generations to come!

Student: **John K. Lisman**  
E. L. Meyers High School, PA  
Parents: John and Ellen Lisman

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### Carefully Crafted Curriculum

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# NATIONAL FORENSIC LEAGUE

## *Board of Directors*

### Responsibilities and Expectations



- ◆ **The Board determines the League's mission and purpose, and ensures effective organizational planning. Directors:**
  - ◆ Promote and uphold the mission, purpose, goals, policies, programs, services, strengths and needs; and
  - ◆ Serve as ambassadors by upholding the constitution and acting in a manner that is in the organization's best interest; and
  - ◆ Determine, monitor, and strengthen the organization's programs and services.
- ◆ **The Board governs the organization through broad policies and objectives and determines, monitors, and strengthens programs and services. Directors:**
  - ◆ Serve in leadership positions and undertake special assignments willingly and enthusiastically;
  - ◆ Prepare for and participate in three annual full Board meetings (mid-autumn, late spring, and the day before the National Tournament), committees, and other organizational programs and activities;
  - ◆ Ask timely and substantive questions at meetings—consistent with their conscience and convictions—while supporting the majority decision on actions passed by the Board, as well as suggest agenda items as needed for meetings, ensuring that significant, policy-related matters are addressed;
  - ◆ Maintain confidentiality of the Board's closed executive sessions, adjudicate objectively on the basis of information received from individuals and urge those with grievances to follow established policies, and speak for the Board or organization only when authorized to do so;
  - ◆ Gain an awareness of trends in the field of forensics; and
  - ◆ Orient new Board members and evaluate Board performance.
- ◆ **The Board selects and removes the Executive Director, whose performance it evaluates. Directors:**
  - ◆ Counsel the Executive Director as appropriate and offer support during the variety of problem solving and public relations interactions that arise with groups and individuals; and
  - ◆ Refrain from requesting special information or projects from staff without first consulting the Executive Director.
- ◆ **The Board ensures legal and ethical integrity and maintains accountability. Directors:**
  - ◆ Serve the organization as a whole, rather than any special interest group or constituency, and maintain independence and objectivity, acting with a sense of fairness, ethics, and personal integrity; and
  - ◆ Uphold the premise that even the appearance of a conflict of interest that might bring harm to the Board or organization is undesirable, and will disclose any possible conflicts to the Board in a timely manner;
  - ◆ Seek advice from the Executive Director before accepting or offering gifts from or to anyone who does business with the organization.
- ◆ **The Board provides proper financial oversight, ensures adequate resources, and approves sale of League assets. Directors:**
  - ◆ Exercise prudence with the Board in the control and transfer of funds; and
  - ◆ Understand and evaluate the organization's financial statements and otherwise help the Board fulfill its fiduciary responsibilities.
- ◆ **The Board enhances the organization's public standing. Directors:**
  - ◆ Support the organization through annual giving according to personal means; and
  - ◆ Assist the Executive Director, Development Director, and Development Board by implementing fundraising strategies through personal influence with corporations, individuals, and/or foundations.





## Thirteen Seek Board of Director Seats in 2010

*T*his April, the NFL will hold its biennial election, which will choose four directors to the NFL Board of Directors, elect a board alternate, and establish an order for other alternates. The four elected directors will each serve a four-year term. The alternate's term is two years.

- Ballots will be mailed to chapters on April 1, 2010. Chapters not receiving a ballot by April 9, 2010 should contact the National Office.
- Each provisional, member, and charter chapter school shall be mailed a ballot on which the candidates' names appear in an order drawn by lot and on which the school shall vote for four candidates. A chapter's active members and degrees (total strength) on record in the National Office on May 1, 2010 shall determine the number of votes it is allotted. **A charter chapter will be granted the number of votes equal to its total strength. Provisional and member chapters shall be granted the number of votes equal to one-half their total strength.**
- The deadline for returning ballots is May 1, 2010 (postmarked).
- The order that candidates appear in this March Rostrum and the order that candidates appear on the ballot were determined in separate drawings conducted by NFL Finance Director Carol Zanto. Statements and pictures were furnished by the candidates and not edited.
- For more information, consult the NFL Constitution [Article VII B] and the NFL Chapter Manual [XI: NFL Elections].

**Results will be posted at [www.nflonline.org](http://www.nflonline.org) on May 14, 2010.**

# Board Election

# Board Candidates



**James (Jay) W. Rye**

The Montgomery Academy, AL

My name is Jay Rye and I'm asking that you cast one of your four votes for me. I say "for" me because I'm not running "against" anyone or anything. I see the National Forensic League as an organization that finds itself in good shape, but does have three issues that need addressing.

First, as a profession, we face a massive coaching shortage that grows each year as the baby boomers continue to retire. The NFL should build upon the coaching certification program that began this past year as well as become partners with hiring agencies to help schools looking for coaches and coaches looking for schools come together. Carney, Sandoe, & Associates is one such hiring agency with which the NFL should begin a partnership.

The second issue revolves around money. I was proud to serve as the Chair of the Host Committee for the 2009 NFL National Tournament. The main issue that we had, and I suspect every national host has, was money! As an organization, we must be more aggressive in securing funding for our National Tournament that goes directly to the host committee—otherwise, why would anyone host the National Tournament? We have done a tremendous job in securing funds for the NFL itself, but much more should be done to help at the local level. I have worked with some of our current sponsors, and I know I could help with acquiring future "Friends of Forensics."

The third area that needs our attention involves technology. The District Chair Conference this past summer demonstrated to me that every aspect of forensics is facing its own unique issue as it relates to technology. As an organization, the NFL must examine what technology exists and is available to ALL schools, and then resolve what would be a best practice for the educational value of our activity.

You might be saying to yourself, "That's fine, but **Why Rye?**" In high school, this activity gave me skills that I use every day. In college, this activity gave me a scholarship. In life, this activity gave me a job that, thankfully 19 years later, I still have. The answer to "**Why Rye?**" is simple—I want to give back to an activity that has given me so much.



**Pamela K. McComas**

Topeka High School, KS

As a six-diamond coach of both debate and speech, I have been coaching since 1978. I teach at an inner city high school of 2,100 students at Topeka High. I currently serve as committee member of the Flint Hills NFL District. At the National Tournament, I actively serve as a Tournament Official. For the past 31 years, I have coached over 180 students to Nationals with five National Champions. Other outstanding accomplishments include earning the Leading Chapter Award three times, Sweepstakes Trophy award five times, Distinguished Service Key (1985), and Distinguished Service Plaque (1987, 1992, and 1995). My peers have recognized me as an outstanding coach by receiving the District Chair Bronze Award in 1993, and the District Chair Gold Award in 1994, 1998, and 2000.

For the past six years, I have served the Council. During this time, the NFL Executive Council undertook some huge projects—establishing a current mission statement, launching an Alumni initiative, hosting a National District Chair Conference, developing and implementing short- and long-term goals for the League, as well as for the Councilors. Having been an active participant in these projects, I would like to continue to have the opportunity to serve all coaches in completing what has been begun. I know what coaches are concerned about on limited budgets, inner-city schools, fighting to keep their programs afloat, etc. With the current economic climate, every school, public or private, will be constantly defending the merits of our activity. I am concerned we will lose programs because school districts will put them on the chopping block. I am committed to listening to all concerns from all coaches. That is how change can happen!

I am excited and ecstatic with how progressive the NFL is becoming in being proactive to coaches' concerns and issues. I want to continue in the ability to be responsive and proactive. I look forward to serving you in the future.

# Board Candidates



**Christopher McDonald**

Eagan High School, MN

Over the course of the past year I have had the pleasure of representing you and your students as the alternate member of the NFL Board of Directors. During this time I have gained a better understanding of the National Forensic League and the myriad issues that confront programs from around the country. This past summer I had the honor of meeting some of you in Ripon, Wisconsin at the summer leadership conference. I just wanted to once again reinforce the idea that as a member of the Board of Directors I take seriously my role in representing your ideas, concerns, and challenges to the Board.

This spring you have the opportunity to once again elect your leadership in the NFL. I am asking for your support so that I may continue my efforts to help you guide and shape the future of forensics by providing a voice for your thoughts and concerns. As an active high school forensic educator I see several challenges that the NFL must deal with in the immediate future. First, I see challenges to maintaining the openness and accessibility of Public Forum Debate for all programs, large and small. Second, I see challenges coming our way with regard to the changes in the publishing of materials. The Internet and our shift away from paper to electronic forms of publishing definitely poses challenges on several fronts for the NFL, and we need to be focused and proactive in this area. Finally, resources and their conservation are at the top of my agenda. Specifically I see the challenges to programs of keeping an up-to-date and complete Extemporaneous Speaking file while battling budget cuts and our desire to be better stewards of our planet's finite resources. I believe that we should be moving toward allowing electronic database storage and retrieval in Extemporaneous Speaking. While I have only highlighted three challenges that confront us, in our desire to provide a fair and accessible forum for forensic education and competition, I wanted to communicate a few of the issues that are on my mind as I continue to work with the NFL.

In closing I would like to thank you for taking the time to read my thoughts and ideas. I hope to be able to continue serving you for the next four years as a member of your Board of Directors.



**Pauline Carochi**

Canon City High School, CO

Dear Colleagues,

I humbly address you asking for your vote so that I may serve on the NFL Board of Directors. I am seeking this position not because of dissatisfaction but because of satisfaction. I have a deep sense of pride in and a commitment to our organization.

I know that my esteemed fellow coaches also have the desire and the ability to serve. So let me share with you what led me to the decision to seek your support. I strongly believe that those who serve must represent not themselves but those they serve. I want to listen, to seek to understand, and to represent you. This is my 33<sup>rd</sup> year as a coach. I teach a full load of classes, coach after school, have only a college student one day a week as a helper, and have to fundraise to compete. I coach every event. I served as District Chair for more than 20 years before I stepped aside so that I could help train a new generation of leaders and be a support system for them as they learned. I have chaired debate tab at Nationals for the past 14 years so I have first-hand experience with the NFL at every level. I understand completely how the rules and decisions affect our kids and our coaches. With this background and with what I hope is common sense, I pledge to serve **your** needs and interests.

This deep recession brings Thomas Paine's words home to us. "These are the times that try men's souls." All of us are facing budget cuts, and many of us are frantically working to stave off program cuts. I am ready to roll up my sleeves and work diligently on out-of-the-box solutions to help the NFL weather this storm in a healthy manner. We need to thrive because while schools talk of rigor, relationships, and of preparing students for the 21<sup>st</sup> century, we are doing that work.

I believe in our mission. I believe in our coaches, and most of all, I believe in the students we work so hard to serve. It would be my pleasure to work **with** you to serve our kids.

Genuinely,  
Pauline Carochi



# Board Candidates



**Jay Stubbs**

Bellaire High School, TX

Forensic competition is the most worthwhile activity a student can be involved in during high school. It was true when I participated as a student, and I still believe it is true as I coach for the 25<sup>th</sup> year. I know many of you. I have had the pleasure of working in tab at Nationals for years and chairing Public Forum Debate last year. Besides serving as District Chair, I have contributed to several NFL committees including the Public Forum Topic Wording Committee. Serving the NFL and its students is something that has been important to me for a long time.

Having directed a small forensic program in a disadvantaged school district for many years, and also a large program, I feel I am in a unique position to understand problems and concerns of diverse programs. The NFL's greatness is its ability to embrace all schools and not the rarified elite. We must have debate for both the "National Circuit" schools and those who sold doughnuts and washed cars to get to Nationals. I will continue to work for sensible debate. It is vital that we elect people to the council who have the concerns of all NFL schools at heart.

The NFL faces many key issues including recruiting new schools, providing quality coach education, determining the role of technology in our events as well as cultivating alumni participation to make the League even stronger. I will be open to new ideas and evaluate them as to their workability. I have seen over the past 25 years the tremendous impact the Board can have on forensic activity. We can focus on policies that increase student participation and improve the quality of competition and education.

The National Forensic League is more than a National Tournament. The NFL remains the best way to motivate student achievement. We are continually adding chapters to the ranks of the NFL which means that more and more students are getting an outstanding speech education. When considering policy for the NFL I believe it is important to remember that we should be focused on what is best for students.

This activity has rewarded and enriched my life like none other. Serving on the Board would give me another opportunity to give something back. I would appreciate one of your votes for my election to the NFL Board of Directors.



**R. Kent Hyer**

Northridge High School, UT

I'm Kent Hyer. I coach at Northridge High School in Layton, Utah. I joined the NFL as a student and have been a coach for 25 years. My first coaching job I reactivated the first NFL chapter west of the Mississippi (West High School in Salt Lake City). I then stepped in to save the Utah-Wasatch District from dissolution 18 years ago, and have been its chair ever since. Since then I have recruited five schools to join and kept older chapters active. Recently my district was listed in the top 10 of the national district rankings.

You have seen me working at Nationals. I started in supplemental events then helped with Impromptu for years. I helped Frank Sferra initiate Public Forum at Nationals in Atlanta, and continued to chair that event until serving on its review committee this last summer.

My goals as a member of the Board of Directors:

- I would be a voice for the smaller programs. They are essential to the success of the NFL and debate programs in general. They need special support and resources. Programs like the one I run, where a coach juggles a teaching schedule, coaching demands, tournaments, fundraising, recruiting judges, as well as sacrificing time with family.
- I want to expand the voice of coaches in decisions made. Feel free to contact me about any issue at [rhyer@dsdmail.net](mailto:rhyer@dsdmail.net).
- I want every school's vote to count. I disagree with the idea of reduced votes for schools because of smaller size.
- I am disappointed when the election of district committees shows only three or four schools out of 16 voted. I will work with district chairs on finding ways to encourage all their schools to vote.
- I believe we should continue to solicit ideas and post them for coaches on the NFL Web site. We can help each other to become better coaches to better train our students.
- I will champion our efforts to make Nationals more economical for every competitor who has the ability to qualify.
- We must search out corporate sponsors who are willing to establish a foundation sponsoring scholarships for needy individuals who qualify to attend Nationals.
- However, we need to reinstate the stipend for those who run Nationals. It only runs well because of dedicated workers who deserve some reimbursement.

If you agree, or think these ideas deserve to be considered, please vote for me.

# Board Candidates



**Steve Meadows**

Danville High School, KY

My name is Steve Meadows, and I teach and coach at Kentucky's Danville High School. I have also served as the Kentucky District Chair for 13 terms. I've worked in Speech Tab at Nationals for the last three years and have been honored to meet and befriend people from all over the country as I've handed them ballots and crunched numbers with them. I'm excited about the idea of representing all these great coaches by working for them as an Executive Councilor.

I was first elected Chair at age 24, so I feel like I've been representing the NFL in some way forever. When the NFL was hosting its first Regional office at WKU, as the local chair I was the go-to-guy and helped Tyler Billman establish the Coach Mentoring program and the Coach of the Year honors. Our District also hosts biannual coaching workshops and sponsored an initiative that has helped six of our coaches bump up their coaching stipends. I love this organization, especially its recent innovations in coach education and training. I have a unique perspective as a standing member of the Praxis (National Teacher Exam) Speech Communication test committee—the only current high school coach in the group—and can be of good help with the NFL's current push toward coach education. I fully support the push to get the membership more involved and more honored, and I also want to see us continue to improve our Web site resources.

As a Chair for many years, I've seen our District nearly double in size and have enjoyed helping many new programs grow into strong contenders both at home and at Nationals. My own squad has been lucky enough to break kids into outbounds in nearly all the NFL events including four finalists. However, I also remember being a new coach. I founded my current program and the one I coached my first three years, and I remember what work that was getting started. My current school is small (530 students) and 53 percent free/reduced lunch, and we receive zero dollars other than coaching stipends for the regular season, so I am no stranger to fundraising and working hard just for the right to be able to take kids to contests. I promise to put these perspectives to work for you. I hope you'll believe in me.

Believe in Steve!



**Jonathan Peele**

The Harker School, CA

Since 1994 forensics has been what gets me out of bed in the morning. Since then I've seen this activity from an awful lot of perspectives, preparing me to be a voice for all coaches. As I've spent the last weeks campaigning it has been an honor to meet so many coaches, students, parents, and community members who support the values that I intend to bring to the Board.

I value my fellow coaches. That's how I know that dedicated coaches, who are in the trenches building programs from scratch with limited resources, deserve a greater voice in our League's leadership. I share these experiences, having been an all-but-volunteer head coach at East Chapel Hill High School from 2002-2007. I have not forgotten what it's like to battle bureaucracy and having zero budget armed only with our love of this activity. My candidacy is about making advocacy and assistance for new programs and coaches a priority for the NFL.

I value democratic control of our League. Have you ever wondered where all of your membership fee money goes? Me too; that's why I believe that a budget summary for the League should be published in *Rostrum* and on NFLOnline.org. Have you ever been concerned about the growing influence of sponsors, particularly as their influence creeps into areas like debate topic selection? Me too; that's why I support reforms to make sure that the coaches retain control of League policy. Have you ever been frustrated by the seeming disconnect between most coaches and the functions of the Board of Directors? Me too; that's why I pledge to advocate for increased transparency and to continue to use my campaign Web site to be in constant conversation with all of you around the country, so that I can translate your shared concerns into action.

Those are the values that motivate me to undertake this seemingly impossible run. 28-year-old enthusiasm and frank discussion of how to make our League better hasn't been the traditional winning formula for national office in the NFL. I urge you to learn more about my candidacy by visiting *PeeleForBoard.com*. Listen for a common theme in the testimonials of those who know me best: my career so far has been all about defying the traditional formula. If you'll lend me your support I will put this plain-spoken, enthusiastic voice to work for all of you. Thanks for your consideration.

# Board Candidates



**Timothy E. Sheaff**

Dowling Catholic High School, IA

I have moderate dyslexia. As a coping mechanism, in grade school, I became adept at speaking and listening, since reading was quite a struggle. So I began to talk—a lot and often. It meant people would talk to me, and I could remember what they said better than anything I read.

I have spent the past four years listening to you. I am amazed at the diversity of challenges we forensic educators face. How each region, state, and school present different opportunities and struggles for our colleagues. And I have been glad to know these things. I hope it has informed my decisions as an Executive Board member.

Much due to the input of directors and coaches, amazing things have been happening in the administration of the League. So many opportunities exist now that did not exist even four short years ago, and the League is growing in health and vitality. This Board is your voice to keep those movements positive.

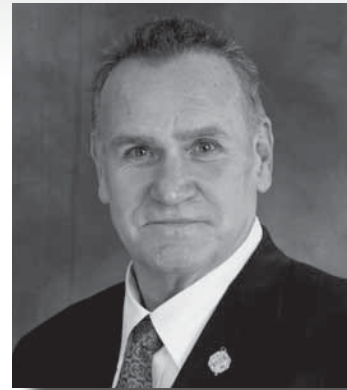
We must grow the League. I am convinced that we must target program development needs to administrators. The NFL needs to serve as a source to encourage school administrators to cultivate, grow, nourish, and sustain programs. All the coach enthusiasm in the world can be killed by administrations who fail to see the long-term value of these programs in tough budgetary and regulatory times.

We also need to promote our activity outside of academia:

- To garner recognition for what forensics does for our students.
- To promote the excellence that comes from our kids.
- To make parents and other community members feel that they NEED their child exposed to the skills taught in a speech and debate program.

We must make it known to others what we have known from experience, that the NFL has for almost a century been promoting and aiding in building those critical thinking, problem solving skills now referred to as 21<sup>st</sup> century skills.

The NFL needs to work for its members, students, and coaches alike, not the other way around. Advancements have been made; more needs to be completed. I am listening.



**Donald (Don) Crabtree**

Park Hill High School, MO

Respectfully, I ask for your continued support to again represent you and your students as a member of the National Forensic League Board of Directors.

I have coached all events and all types of debate for the last 39 years. I have taught at a small private school and a large suburban school. I am in the “trenches” with you!

I have had the wonderful honor of receiving seven diamonds and 12 distinguished service plaques from the NFL. I share these accomplishments not to impress you, because many of you have earned far greater accolades. I share them to let you know my deep and loving commitment to this organization! Those of you, who know me, know that I am a hard worker. There is no job too large or too small that I won't attempt if it helps our wonderful organization and our students. I am currently helping with the 2010 KC Nationals.

I firmly believe and practice the opportunity of every coach to be heard in a courteous and professional manner. I practice open communication, informed decision-making, and due process at all levels. Our membership must have better opportunities to be heard! I am committed to seeing all sides of the issue and how my vote could affect our entire constituency.

I am involved! I deeply care and want to continue to represent you and your students with civility and hard work.

I ask for your continued support and promise to represent you and your students in the highest professional standards possible! Please allow me to continue to work hard and tirelessly for NFL, for You, and for Your students.



# Board Candidates



**David McKenzie**

Plymouth High School, IN

I earned my NFL student membership in 1976. A few years of competitive speaking and 29 years of coaching have provided me with experiences that, I believe, make me worthy of your vote to join the NFL Board of Directors.

I have a coaching background that allows me to understand what it is like to...

- work as an assistant coach;
- introduce and develop a forensic program in a new NFL school;
- develop a very small, weaker program into a strong and vibrant program; and
- inherit a large, successful program and work to maintain its quality.

In other words, my varied coaching experiences will allow me to consider the impact of any policies that come before the Board and weigh their impact on virtually any type of program.

I firmly believe that many current Board members will tell you that I am a long-time District Committee Member and District Chair who thinks deeply and frequently takes the time to share my thoughts in detail. (Often, I wonder if the NFL awarded me the 2007 National Coach of the Year Award to quiet me. It didn't work.) Among other things, I have used my voice to...

- Recommend stronger policies governing interpretation events while serving on the NFL Interpretation Committee.
- Recommend a Modified California Plan for speech that allows students more rounds of fair competition while expending the same number of judges. (It was approved.)
- Work with other coaches to recommend a new scoring system for the District Sweepstakes Award that balances the impact of each event. (It was approved.)
- Request that the board re-think its NFL point policy so that students have additional motivation to stretch themselves.

Much to their credit, this Board has listened to coaches around the nation! When it comes to developing my own policy recommendations to the council; those ideas have originated from listening to coaches and students, weighing the appropriate options, and determining a methodology to achieve the desired results.

As a Board member, I promise to use my voice to offer you the same service if you cast your vote to elect me, a mid-westerner with both a local and national perspective, to the NFL Board of Directors.

The NFL has given me many outstanding awards and rewards over the years. Please allow me the opportunity to re-pay the organization through service at the highest level.



**David Huston**

Colleyville Heritage High School, TX

"So, what's your agenda?" I get asked that question a great deal, especially when I volunteer to be part of a decision making body. My agenda is a simple one: To be the strongest advocate possible for speech and debate. Do I have a vision of what those activities ought to be? Yes, I do. The proposals below embody that vision. Like others, I could tout my resumé and demonstrate my vast expertise in various areas. Just because one is a good coach and has been around for numbers of years doesn't demonstrate to anyone what their vision is.

Here's mine. Compare it to the other candidates and if you think I would be a good representative, then help me share this vision with the rest of the National Forensic League:

- Continue to develop coach education and support. It's a job for all of us, not just the District Chairs and Board of Directors. Go beyond the offering of lesson plans on a Web site. It's about convincing school administrators of the importance of programs and the need to find qualified individuals to run them.
- Be proactive with the development of technology. Policy Debate has begun to use computers. Extemporaneous Speaking files may soon become electronically based. Online access to potential scripts for interp events has begun to be an issue. We should be deciding what our policies are now, not once these things become popular activities at other invitational tournaments. The NFL needs to be the leader in establishing acceptable policies for how technology ought to be used in forensics.
- Explore and implement a national judge certification program in all events. It's not just about debate, but all activities. What should the role of the judge be? My background in athletic officiating uniquely qualifies me to examine how such a program ought to be designed and implemented. The program should be based on rules knowledge, standards for performance, methods of evaluation, and a willingness to judge that goes beyond monetary compensation. Judge certification would not only improve how events are adjudicated, but also how persons view the activity. I will elaborate much more with those interested in my specific views and proposals.

Serving on the Board of Directors is exactly that; it's a service. I look forward to the opportunity to serve you in the capacity of a member of the Board of Directors of the NFL.

# Board Candidates



**Steven Wood**

Blue Valley North High School, KS

I have been an NFL member since my sophomore year in high school. During 29 years of coaching, I have served many years on my District Committee and as a District Chair. I have been involved with my state speech organization as a president and representative. I have worked in the tab room at the National Tournament and I attended last summer's NFL Leadership Conference. I have five diamonds.

Like all of you, I think that nothing else matches what we do in speech and debate to educate students. I think that the NFL has provided me a great opportunity to learn and be a better coach.

I have coached at both small and large high schools. I have always believed that the NFL's mission is one for all students and have tried to be as inclusive as possible by making our program accessible to a large number of students.

All of our schools are facing tremendous challenges on the financial front. My goal is to simply provide the greatest experience for the most students within the economic framework in which we find ourselves. We need to look at ways to contain costs while not jeopardizing the quality educational experiences we offer.

The National Forensic League is a great organization. I would be honored to serve on the National Council.

A chapter's active members and degrees (total strength) on record in the National Office on May 1, 2010 shall determine the number of votes it is allotted. Therefore, you can mark and mail the ballot right away and increase its effectiveness by subsequent membership and degrees.



# Reminder!

Ballots will be mailed to chapters on April 1, 2010.  
The deadline for returning ballots is May 1, 2010 (postmarked).



July 25 - August 7

Resident: \$2,210\*

Commuter: \$1,750\*

# Stanford National Forensic Institute

## Individual Events Camp

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.

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

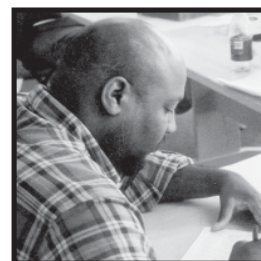


Phone: 650-723-9086

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

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

Zachary Prax is joining us for his fifth year as an instructor and his third as the Director of Individual Events with SNFI. A coach of seven years at Apple Valley High School in Minnesota, Zach coaches LD and Public Forum, student congress, and extemporaneous speaking. In extemporaneous speaking, he has coached students to the final round of the NFL National Tournament, the NCFL Grand National Tournament, and the Minnesota State Tournament, and to outrounds at the TOC of Extemp. In Congress, Zach's students have appeared in the final round of Glenbrooks, Emory, and the NCFL Grand National Tournament.



With combined coaching experience of over 40 years - Sarah Rosenberg and Luis Cardenas have had students in hundreds of final rounds across the country. Their students have won DUO at CFL Nationals and have tied for 1st in DUO at NFL Nationals twice. They have had over 20 National Finalists and have won countless of State Champions in California, New York, Philadelphia and Florida. They have coached for Stuyvesant High School, Bronx High School of Science, Florida Forensic Institute, Bronx Prep, Holy Ghost Prep, San Marino High School, Cleveland High School and The PUC Schools.



Additional staffing are added as student enrollment and particular event interest dictates. Last year this resulted in staff including a former national champion in both extemp and collegiate parli debate to the extemp staff, for example, and a nationally competitive high school interp champion as well. High standards will be maintained for any staff which are added so as to insure the most positive possible experience for all attendees.



\*Prices are tentative and subject to change.



# Tired of Spinning Your Wheels with School Inservice Sessions?



The NFL's primary partner is **theDeano's** Deano Pape, who brings nearly 20 years of experience as an educator and communication specialist—as well as background as an elected official, member of nonprofit boards, civic and economic development organizations.

## Request the NFL's School Faculty Seminars!

### Examples of *theDeano* faculty seminars include:

- **Blogs & Wikis:** Find out what they are, how they are used in teaching and learning, and where you can access them for free! Many, many examples are provided for all fields of study. We will also discuss Wikipedia, its tremendous impact on your lives as teachers and their lives as students, and how you can use Wikipedia for good instead of evil!
- **Testing Online Evidence:** Tired of the first ten results in a typical Google search becoming the bibliography for a research project? It's time to teach your students how to evaluate online evidence for quality. Multiple strategies for engaging students of all levels in the critique of evidence will help you identify the weak spots in your students and provide strategies for success.
- **Facing Facebook & MySpace:** What are students doing online... and do we really want to know? This workshop describes how students interact with Facebook and its impact on their worldview. Discuss with your colleagues appropriate teacher use of Facebook and whether "friending" a student is a great way to engage the students or a great way to get shown the door. In addition, discover ways to use social networking sites to establish a professional network.
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### Workshops for high school students are also available:

- **Mediated Reality:** As students interact with mass media and technology for 15, 20, or 30 (yes, 30!) or more hours per day it is critical that students understand the impact media have on their lives. Students will evaluate media samples, to further their understanding of how media and other technologies guide their decision-making, study habits, and value systems.
- **Interpersonal Intensity:** Relationships with friends, family, and teachers become very complex as students mature. Students will learn key interpersonal concepts and apply them to their lives.
- **Just Write It:** Help students find out what college faculty are really looking for in their writing.
- **Argue with This!** Students will consider argument models, learn how to frame their analysis, and identify fallacious reasoning. Readings will be provided for student critique and evaluation. This is NOT a debate workshop—the focus is on critical thinking strategies and the role of the argument on improving their evaluation skills.
- **Persuade Me, Please:** Whether it's their friends, teachers, or the media, students are bombarded by attempts at persuasion every day. Students will learn the art of persuasion, how to evaluate persuasive attempts, and craft appropriate and ethical messages to persuade others.



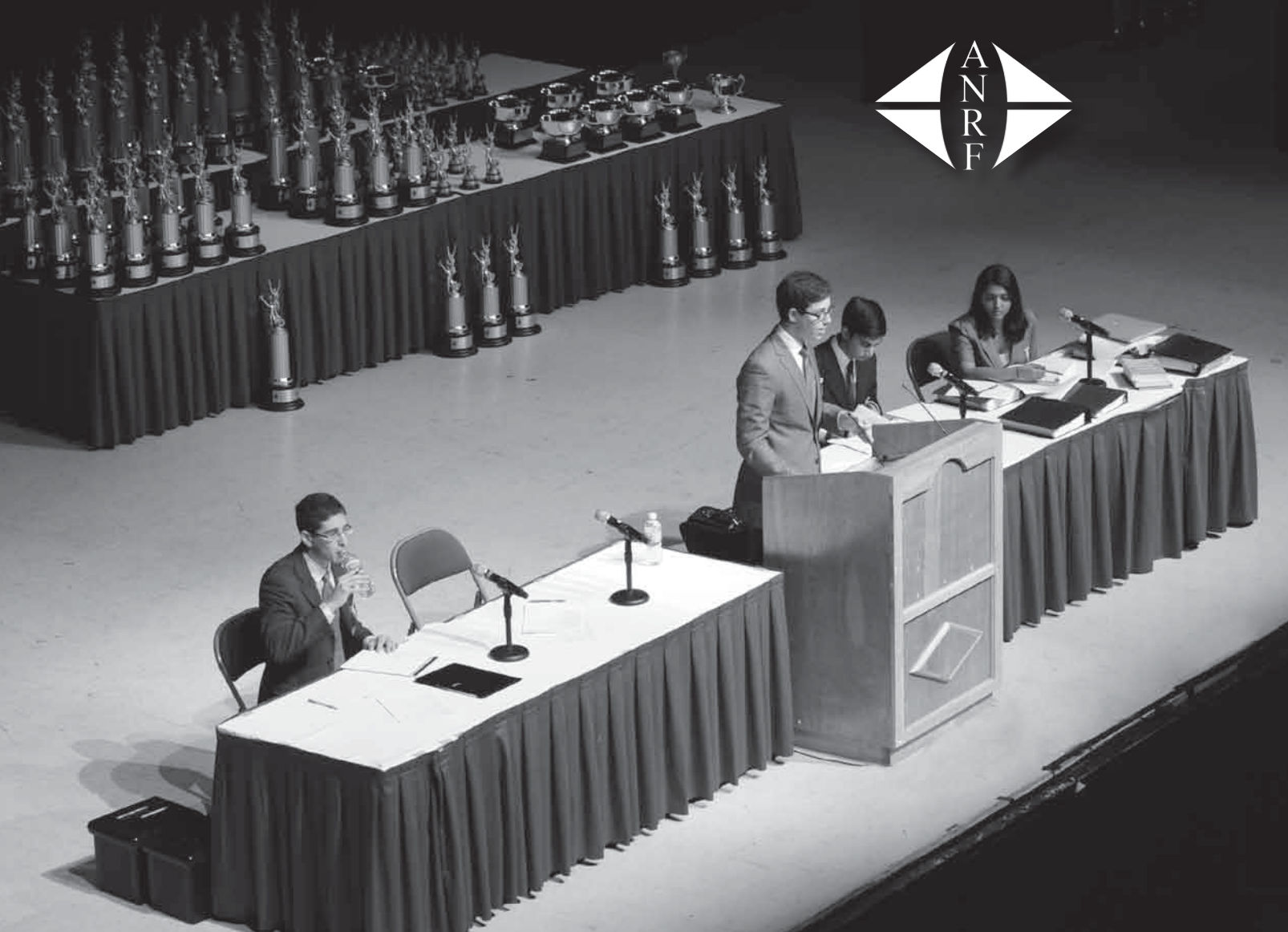
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*In 2009, the Arthur N. Rupe Foundation provided a generous grant to the National Forensic League to promote Public Forum Debate across the country. In addition to sponsoring the Rupe Foundation Qualifying Series of Public Forum Topics in February, March, and April, the Rupe Foundation grant also created this research portal to provide the highest quality educational research resources and exclusive interviews to the debate community and the public at large. To learn more, visit [www.rupescholars.org](http://www.rupescholars.org) today!*

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# Public Forum:

## A Guide to the Summary Speech

by Les Phillips

**T**he summary speech in Public Forum presents debaters with a challenge: how to distill the clash of the preceding 22 minutes into a clear, compelling, thorough, two-minute appeal to your judge. Here are some guiding principles:

1. Pure “line-by-line” argument is inadvisable. If you try to go line by line, you will be without sufficient warrants, reference to evidence, or explanations; you will risk saying more than your judge can digest; and you will drop arguments anyway.
2. Identifiable structure provides a “halo effect.” A clear pattern is always preferable to no pattern—regardless of which pattern you choose.
3. The first one or two sentences should explain **why you win**. If you’re practicing economy and clarity in these speeches, starting with “we win this round because” is a good beginning.
4. Two minutes isn’t much time. But if you are concise, there is still time to work in warrants, examples, key phrases, and references to evidence. Do this!
5. Don’t think “this is why we win” means that you simply reiterate your own positions. Don’t just LIST arguments. Even a short speech must refute as it asserts.
6. Your arguments should always be in the foreground, your opponents’ in the background. **Embed** answers to your opponents within your own larger claims. (“We win because we prove that a troop increase is necessary to destroy Al Qaeda. Our opponents say that more troops doesn’t insure success; but they concede that the current level of troops guarantees failure.”) If the summary organization is “my position/opponents’ position,” then “my position” should always come first.
7. Public Forum speeches need rhetoric as

well as argument. If you are concise—and if you practice using active, vivid language with emotive “catch phrases”—you’ll have time for both. (See the bolded phrases in the examples below.)

Here are several possible organizational schemes for the summary speech, together with examples of how they might be executed. The examples show the essential structure of a possible summary speech—in each case, there would still be time for more examples, citations, and references.

**“There’s no ‘magic bullet’ that guarantees a Public Forum ballot—but shrewd choice, clarity, and structure will greatly improve your chance of winning, every time.”**

*The Most Important Thing.* Here the speaker identifies a core argument of the debate, explains why it’s most important, compares the two positions, and shows why his position wins.

CON SUMMARY SPEECH  
*Resolution: The United States should normalize its relations with Cuba.*

The most important issue in this round is human rights. Castro has created a **1984 style dictatorship**; he controls all discussion and information; he blocks the Internet; he wants to control not just the actions but the **thoughts** of his people. We argue in every speech that the right to think, speak, and assemble is **fundamental** to our lives. The Nozick evidence explains why it **comes before anything else**. Change must come from the Cuban people—it will never come from a dictator—and the Cuban people cannot create change if they cannot speak

or assemble. They give you **no reason why** increasing Cubans’ income or making Venezuela like us better is more important than those fundamental rights. No one in Cuba is starving, or dying for lack of medicine, but **any Cuban can be thrown in jail and detained indefinitely for no reason**. Additionally, the pro **never explains how** more trade will result in democratic freedoms; we show you that Cuba is in a unique **crisis**, and that pressure now will result in Castro making changes. Cuba is an **Alcatraz** among modern nations; its

citizens are **condemned to darkness**; and the United States **must not condone** Castro’s dictatorship. Save the Cuban people; vote con.

*Two Ways To Win.* The speaker identifies two quite distinct arguments—perhaps setting up a choice for the final focus.

PRO SUMMARY SPEECH  
*Resolved: That the United States should significantly increase its use of nuclear power.*

We win this round for two reasons. First, nuclear power is **safe**. Our opponents have not refuted the *Financial Times* evidence, which proves that the storage of waste is **utterly reliable**. The *Newsweek* evidence points out that no American nuclear plant has **ever come close to a damaging** accident; no one was **even injured at Three Mile Island**. Please disregard our opponents’ **scare**



**tactics.** Second, nuclear power can **save us from global warming.** We can increase electricity from nuclear power by 100% in the next five to seven years; **our opponents have no time frame** on solar or wind power. You can't do solar power in Alaska; you can't do tidal power in Kansas; but nuclear power is always available. They say that uranium will run out; but Professor Glennon's evidence shows that we'll have reprocessing reactors within five years, making nuclear energy a **totally renewable resource.** Much of their evidence on safety refers to old reactors. The **new, safe reactors** are ready **now**; we need to **stop global warming now**; we need to get past the **scare tactics** of the **past.** Vote pro.

**The Root Cause.** The speaker identifies the root cause of the problem under discussion and shows how his side solves for that root cause.

#### CON SUMMARY SPEECH

*Resolved: The US should normalize its relations with Cuba.*

The pro team says that the US embargo causes the oppression of Cuban citizens; we prove that **the cause is the Cuban dictatorship itself.** For fifty years Fidel Castro, and now Raul Castro, have kept Cuba **as a giant prison.** In all that time nothing has deterred the Castros from imprisoning and torturing their own citizens, and there is **no reason to believe that this will ever change.** Both teams agree that democracy is the **most important value** and that, when Cuba moves toward a free market economy, democracy will follow. But the Cuban dictatorship will **never** permit a true free market economy. We've proved that any foreign investment and tourism will be subject to serious restrictions, and that Cuban citizens won't gain any economic freedom. When we lifted the Vietnam embargo, foreign investment increased—human rights did not. The pro presents **no evidence** that Cuba will respond if we end the embargo, or that investment in Cuba specifically will create a change in the economic system. Raul Castro says that everything is up for discussion **except the system of government.** There is no reason to doubt him. Vote con.

**Your Best / Their Best.** The speaker identifies her strongest argument and compares it to the opponent's strongest argument.

#### CON SUMMARY SPEECH

*Resolution: That the Obama presidency has been successful.*

We've proven that Obama is a **disaster** as an economic president, that he's **destroyed more jobs** than any stimulus bill could ever restore. In May the US was losing 13,000 jobs every day, and the June unemployment rate was even higher. No president who presides over economic collapse can be called a success. Our opponents compare Obama to Roosevelt; but he's more like Herbert Hoover, the president who ushered in the Great Depression. Hoover made **good speeches** too, but as president he was a disaster; his economic solutions were too little and too late. Obama has created the **largest budget deficit** in history, to no apparent purpose. The economy is by far **the most important issue.** We can't increase health coverage if we're broke; and we can't solve global warming if we can't afford solar and wind power. We can't be world leaders if we owe the Chinese hundreds of billions of dollars. Certainly we shouldn't raise taxes when people have no money.

My opponents argue that Obama shows leadership and has restored the respect of the world. World respect is a nice thing, but exactly what advantage has Obama brought us? Big trips and **great speeches** don't solve problems; they can make things worse. Obama visited the Middle East, and everyone said he'd opened a new era in US-Muslim relations; instead, the Iranian situation got even more dangerous, and Obama has no solution. He made friends with Hugo Chavez; but there is no Latin America policy. We can call Obama a leader when the **rhetoric produces results.**

We've proved that Obama's failures greatly outweigh his successes, so we ask you to vote for the con. Thank you.

**World Of the Pro / World Of The Con.** The speaker compares the effects of resolutorial action to the status quo—encouraging the judge to visualize the comparison.

#### PRO SUMMARY SPEECH

*Resolution: The US should reinstate the military draft.*

Consider the world of the pro team vs. the world of the con. The pro assures that our military has enough manpower if there's a crisis; the con wants to get by with the **bare minimum.** They'd have to divert **National Guard troops** from their proper duties, if war occurred. The pro proves that draftees will bring superior skills that the modern army needs. The **most recent evidence** shows that in today's economy, particularly, the excellent benefits that the military provides can draw good candidates. The con says that draftees can't be trained, but their evidence is twenty-five years old. Most important, the pro stands for a citizen army where **rich and poor alike** are called on to serve. The con insures that our troops will be disproportionately **poor and minority.** Our Schlesinger evidence says that a diverse army insures that citizens and leaders alike will **think twice before committing troops to war**, and the con has no answer. Vote for responsible national security; vote for the pro.

Which model should you use in which round? That's a case by case question, since no two rounds are alike. Still, strategic Public Forum debaters can anticipate which models might lend themselves best to specific resolutions, or particular instances of pro/con clash. It's also very useful to practice giving the different types of summary speeches—this can be a great way to build impromptu organizational skill.

There's no "magic bullet" that guarantees a Public Forum ballot—but shrewd choice, clarity, and structure will greatly improve your chance of winning, every time. ■

#### *About the Author*

**Les Phillips**, an NFL Five Diamond Coach and former Director of Debate at Lexington High School (MA), directs the Public Forum division of the Stanford National Forensic Institute.

# 2010 Stanford National Forensic Institute

## Public Forum Camps

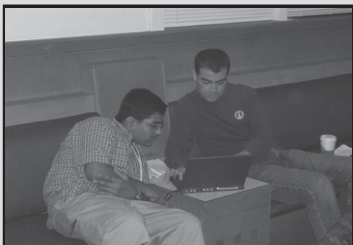
The Stanford Public Forum Debate camps are committed to the same professionalism with Public Forum debate that SNFI has brought to Policy debate and Lincoln-Douglas debate for the past 20 years. Serious student of public forum debate wanting to take their activity to the next level are encouraged to attend, as are those just beginning in this style of argumentation. A special Advanced debate section is planned for this summer, a week focusing on practice rounds, and a beginners level week. Activities are often in small groups so as to maximize improvement.

We offer three different one-week long Public Forum programs. These camps are designed to 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 effectively to success.

These exclusive one-week programs will feature:

- A low staff to student ratio - averaging 1 staff for every 8 to 10 students
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- 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
- Public Forum will be headed by Les Phillips, formerly of Lexington High School, Lexington, MA; and Ashley Artmann, UC Berkeley Invitational Champion in Public Forum, 2008. Additional staff will be added as necessitated by enrollment. All instructors will have extensive personal experience in debate, and will draw from different disciplines including value debate and policy oriented debate to maximize the depth and breadth of each student's experience.

The sessions 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 Public Forum Debate, ready to compete in the fall!



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and you leave with a  
much higher  
understanding of  
debate as a whole"***

***- Victoria Anglin  
2007 SNFI  
Participant***

# National Debate Forum

## LD -PFD - CONGRESS - MODEL UN

The National Debate Forum (NDF) is the founding institute of Summit Debate Enterprises offering instruction in Lincoln Douglas, Public Forum, Model UN and Congress. NDF offers two sessions each summer; the first located at Nova Southeastern University in Fort Lauderdale and the second at Emerson College in downtown Boston.

NDF is proud of its national reputation, built around its low student/teacher ratio, innovative curriculum, and dedication to the continued and long lasting educational growth of each of its attendees. The staff is composed of some of the finest debate educators in the nation, many of whom are NDF alumni themselves. We strive to ensure that students leave the institute prepared to debate in any region of the country, with a strong sense of ethics and professionalism.

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### 2010 Dates

**Session One:** June 27th - July 11th, Nova Southeastern University, Ft. Lauderdale, FL.

**Session Two:** July 18th - August 1st, Emerson College, Boston, MA.

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### 2010 Confirmed Faculty

**Congress Directors:** Robert Colonel (Yale) and Kenneth Colonel (Vanderbilt)

**Congress Jr. Faculty:** Joseph Perretta (Christopher Columbus), Mitch Blenden (Georgia Tech) and Jessica Sheehan (Walt Whitman)

**Model UN Directors:** Kenneth Colonel (Vanderbilt) and Max Solomon (FSU)

**LD/PFD Debate Director:** Steve Schappaugh, Director (University School, FL)

**Curriculum Coordinators/Senior Faculty PFD:** Charles Dahan (UNC/Durham Academy), Patrick Toomey (UNC/Trinity Prep.), Aaron Blumenthal (Leland), Brad Hicks (Stoneman Douglas), Spencer Waugh (Indianola), Rachel Urban (American University) and Greg Stevens (Okoboji)

**Junior Faculty:** Alex Edelman (University of Vermont), Aaron Schiffrin (Walt Whitman) Josh Zoffer (Durham Academy), Alex Casariego (Chicago) and Meredith Potter (Yale)

**Curriculum Coordinators/Senior Faculty LD:** Dario Camara (Royal Palm Beach HS), Tom Evnen (University of Chicago), Kris Wright (Southlake), Tara Tedrow (University of Florida Law School) and Ernie Rose (University of Iowa Law School)

**Junior LD Faculty:** Andrew Waks (NYU/Bronx HS of Science), Catherine Tarsney (St. Louis Park HS), Ellen Noble (Macalester College/Apple Valley HS), Pat Donovan (Glenbrook North HS), Devin Race (TX), Emily Massey (Walt Whitman HS), and Ross Brown (Valley HS).



### Congress, Extemp and Model United Nations offered at both Sessions

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# National Speakers' Forum

## INTERPROD - LYCEUM

### National Speakers' Forum

June 27th - July 11th, 2010

Nova Southeastern University, Ft. Lauderdale, FL.

The National Speakers Forum (NSF) is an institute of Summit Debate Enterprises offering instruction in Interp, Oratory and Extemporaneous Speaking.

NSF is proud of its national reputation, built around its low student/teacher ratio, innovative curriculum and dedication to the continued and long lasting educational growth of each of its attendees. The staff is composed of some of the finest speech educators in the nation, many of whom are NSF alumni themselves. We strive to ensure that students leave the institute prepared to compete in any region of the country, with a strong sense of ethics and professionalism.

#### NSF Confirmed Staff

**OO and Extemp. Faculty and Presenters:** Jenny Cook (University School, FL), Steve Schappaugh (University School, FL), Max Solomon (FSU), Charles Dahan (UNC/Durham Academy), Jessica Sheehan (Walt Whitman), Kenneth Colonel (Vanderbilt), Robert Colonel (Yale), Ashley Mack (UT Austin), Linda Winrow (University School, FL) and Kelley Siart (American).

**Interpretation Faculty:** David Kraft (Leland HS/Trinity Prep.), Ryan Knowles (New York), Jennifer Parker (Nebraska), Camille Norman (Lake Highland Prep.), Chris Wilgos (University School, FL), Connor White (New York), Gabe Gonzalez (Brown), Brittany Squier (DePaul) and Sachi Barstein (Jupiter, FL)

### InterProd - Lyceum

July 18th - August 1st, 2010

Emerson College, Boston, MA.

**InterProd:** (David Kraft - Director) InterProd uses play production as its model. Students will study the various roles that are played when producing a theatrical production. Students will study the responsibilities of the Director, Costume/Set/Lighting Designer, Dramaturge, etc. Once the areas have been identified and explained, the InterProd student will apply each area to their production. The goal is to provide the student with production method that they can use every time they create a new production. InterProd offers separate curriculums for Beginning, Intermediate as well as the Advanced Student in HI, DI and DUO.



**Lyceum:** (Ashley Mack - Director) The Lyceum is a two-week intensive institute, designed to provide a focused and progressive learning experience for advanced High-School Oratory students. We supply guidance and instruction in areas which are often not explored in large, general institute settings and focus on cultivating the individual work of advanced students.

#### InterProd - Lyceum Confirmed Staff

**InterProd** David Kraft, Ryan Knowles, Chris Wilgos, Camille Norman, Connor White, Gabe Gonzalez, Sachi Barstein

**Lyceum** Ashley Mack, Lydia Nelson, Kelley Siart

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The Southwest Debate Institute will be held in the summer of 2010 on the campus of Barrett, the Honors College at Arizona State University. This brand-new, state-of-the-art facility will bring together coaches with a broad range of skill and experience, guest speakers with unique perspectives and ideas, and students from around the country for a couple of weeks of awesome instruction, high-energy debate, and quality preparation for the 2010-2011 season.

**[www.southwestdebateinstitute.org](http://www.southwestdebateinstitute.org)**

# Organizing an Impromptu Speech

## Using Unified, Dialectic, and Critical Analysis

by Robert C. Carroll

Imagine for a moment that you are judging a round of Extemporaneous Speaking. For some readers of this article, that may qualify as a stretch; for others, it is a more common occurrence. Now imagine that a well-dressed, professional young person enters the room to deliver his or her speech. He or she provides a personal reference as an attention getter, then jumps into stating the question: “How will American policy regarding Iraq change during the Obama Administration?” Rather than providing an answer, the speaker proceeds to follow up the question with a preview statement: “First, we need to examine the *Economist* magazine of November 21, 2009; second, we need to examine the *New York Times* of December 2, 2009; and finally, we need to examine the *Wall Street Journal* of October 30, 2009 to see that American policy toward Iraq will change very little.” The speaker then proceeds to move from the center of the room to stage right and talks about an article in the *Economist* for 90 seconds, discussing the information contained in that article and relating it to the question. The speaker then moves to the center of the room to repeat the process for the second source. As can be guessed, the speaker then moves to stage left to repeat the process one more time for the third source. The speaker then returns to the center of the room and reviews the speech, restates the question, and revisits the attention getter. Now imagine that the next six contestants in this round duplicate this strategy, the only difference between speeches being the sources cited in the speech, not how the speech is organized around those sources. What would you do at the end of each speech? What would you do at the end of the round? How would adjudicate the competition? Would you rank the contestants based upon who provided the best sources? Or would you rank them

based upon who related the sources better to the drawn question? Or would you want to throw your hands up and shout something to everyone within range of your voice that this is not how the event is designed? And would your remarks on your critique sheets reflect this frustration?

This is exactly the sensation I experience whenever I judge a round of Impromptu Speaking on the high school level in the Midwest, most especially Illinois. In the 1990s, when the event was first introduced on our local level, this is not how the event was conceptualized, coached, or judged. Over the past decade, however, it appears that many abuses once banished from competitive Impromptu Speaking have crept back into the event. At one time, the application of Unified Analysis to the event resulted in a generation of contestants who were able to not only extrapolate a thesis from a wide variety

of teaching real critical thinking and public speaking skills, this is a travesty of the worst order.

In this article, I reintroduce Unified Analysis to a generation of readers who may understand this tool, then introduce two alternatives to Unified Analysis that teach logical reasoning and may calm the fears of some coaches and judges that a logical reasoning approach is too much like Extemporaneous Speaking. I will introduce each approach and briefly explain its intellectual background and then apply it to the same topics I used in my original article on Unified Analysis.

### Unified Analysis

Unified Analysis first arose in the early 1980s as a means to organize the analysis offered in an Extemporaneous speech toward one goal: justifying an answer to the question. The original architect

**“All three methods provide a speaker with the skills necessary to extrapolate and defend a thesis from a wide variety of topics.”**

of topics, but also successfully defended that thesis through the use of logic (see my article “Organizing an Impromptu Speech Using Unified Analysis” in the May 1998 *Rostrum*, volume 72, number 9). Now, the dreaded three-example Impromptu speech has returned once again, reducing the event from one that teaches contestants analytic, argumentation, and logic skills to one that is little more than a contest to see which student can produce the three “best” examples and deliver this tripe in witty and fluent manner. For those of us educators who see the relevance of this event in terms

of Unified Analysis is David N. Ross, and his seminal work “Extemporaneous Speaking: Unifying the Analysis” is justly considered one of the most important contributions to the literature of forensic education ever written: it is a must read for anyone who considers him or herself an Extemporaneous speaker, coach, or judge. In the late 1980s, several contestants and coaches began to apply Unified Analysis to Impromptu Speaking. The idea remains similar, to unify the analysis offered in the Impromptu speech toward one goal: justifying the thesis extrapolated from the



topic. If the topic was a quotation (or phrase or proverb), then the thesis was derived from an interpretation of the quotation (or phrase or proverb) and defended. If the topic was a word, then the thesis was derived from the definition for the word. In either case, the objective of the speech is to defend the thesis through the use of logic by offering reasons why the thesis is valid and then use examples to help illustrate those reasons. Examples are neither analysis of a topic, nor are arguments or reasons in and of themselves; they are a means toward the end of explaining or illustrating abstract concepts or ideas for the audience, including the judge(s), to better understand. Examples serve the same purpose in an Impromptu speech that evidence serves in an Extemporaneous speech or an Oratory: to ground the analysis in concrete, factual information. It is this application of an analytic tool devised to improve one type of limited preparation public address speech, however, to which some coaches and judges object.

The speaker thus creates a speech which follows the following outline:

Topic:

Thesis -

1. First reason validating the thesis
  - A. First example
  - B. Second example
2. Second reason validating the thesis
  - A. First example
  - B. Second example

What follows is Unified Analysis being applied to several words, proverbs, phrases, and quotations. These are the same examples used in my original article applying Unified Analysis to Impromptu Speaking.

**Word:** Liberty

*Thesis* - liberty is the freedom from control and the right to act on your own  
*1<sup>st</sup> Reason* - because it signifies freedom for individuals it implies people are not subject to absolute restrictions from the state  
*2<sup>nd</sup> Reason* - because it signifies responsibility for one's actions it implies people may act in their own best interests

**Word:** Equality

*Thesis* - equality is the result of all people being the same under the law  
*1<sup>st</sup> Reason* - because it is right treatment of all citizens  
*2<sup>nd</sup> Reason* - because it is demonstrated through due process

**Word:** Eggbeater

*Thesis* - an eggbeater is a symbol for mixing things together  
*1<sup>st</sup> Reason* - because it is used to beat the individuality out of an ingredient  
*2<sup>nd</sup> Reason* - because it is used to blend separate ingredients into a new whole

**Word:** Lamp

*Thesis* - a lamp is a symbol for dispelling darkness  
*1<sup>st</sup> Reason* - because it dispels the darkness of ignorance  
*2<sup>nd</sup> Reason* - because it dispels the darkness of apathy

**Proverb:** "Revenge is a dish best served cold." –Ancient Klingon proverb.

*Thesis* - revenge is best achieved in a cold-blooded manner  
*1<sup>st</sup> Reason* - because revenge is not taken in the heat of the moment - it is planned  
*2<sup>nd</sup> Reason* - because revenge is not a crime of passion - it is a crime of retribution

**Proverb:** "Only Nixon could go to China." –Old Vulcan proverb

*Thesis* - an adversary will broker the best possible deal  
*1<sup>st</sup> Reason* - because those who support the adversary will trust him/her  
*2<sup>nd</sup> Reason* - because those who opposed the adversary will fear him/her

**Quotation:** "Rational men, who believe themselves quite exempt from any intellectual influences, are usually the slaves of some defunct economist." –John Maynard Keynes

*Thesis* - paradigms completely control how we view the world  
*1<sup>st</sup> Reason* - because we evaluate problems through paradigms  
*2<sup>nd</sup> Reason* - because we propose solutions consistent with those paradigms

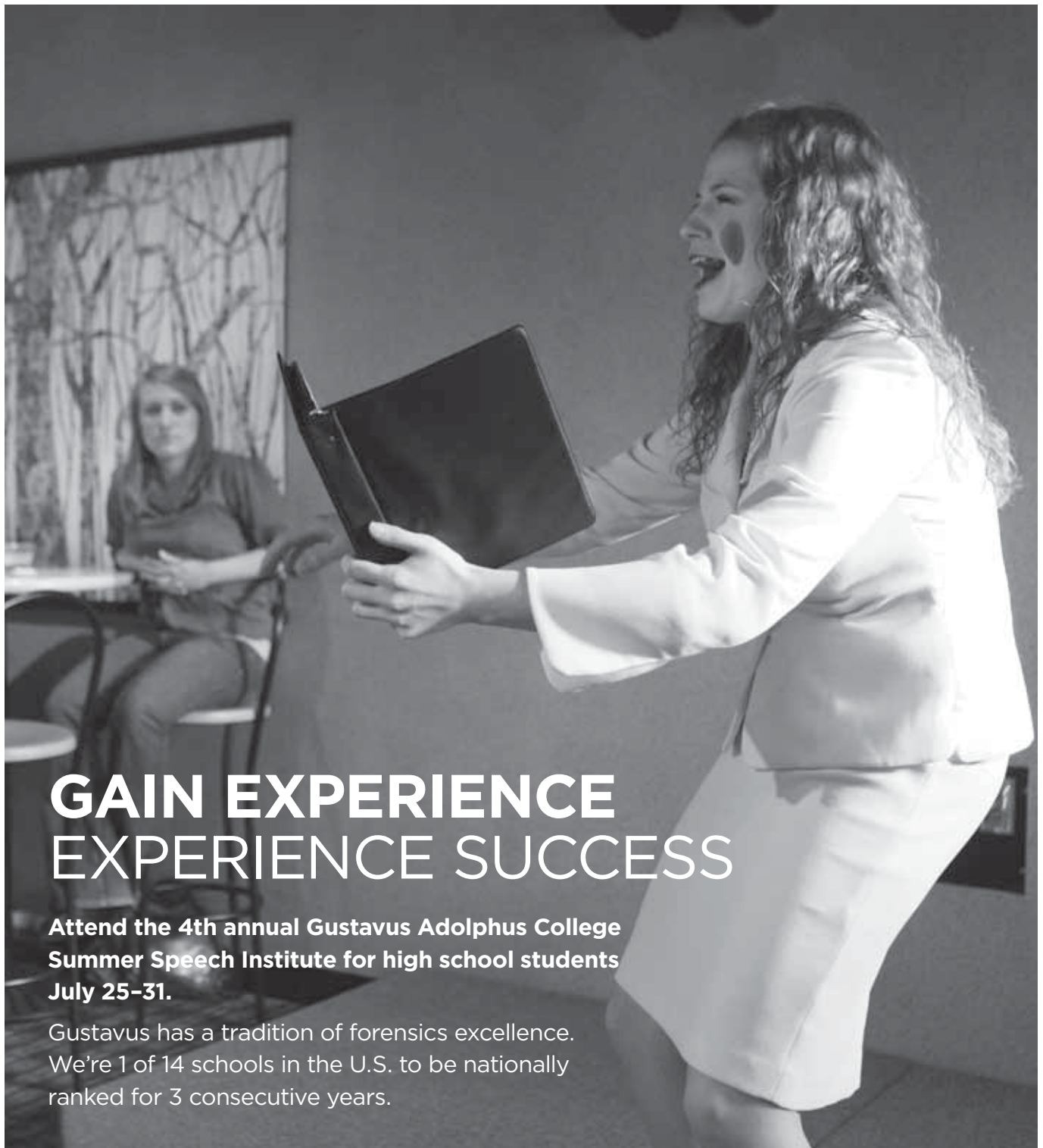
**Phrase:** Rose Colored Glasses

*Thesis* - rose colored glasses allow us to view the best of all possible worlds  
*1<sup>st</sup> Reason* - because they are worn by optimists  
*2<sup>nd</sup> Reason* - because they can be removed or broken by pessimists

The major criticism against the application of Unified Analysis in Impromptu Speaking is that it "makes the event too much like Extemporaneous Speaking." Some coaches and judges have thus looked for a way to make Impromptu Speaking a more distinct event. As a public address event, Impromptu Speaking teaches and requires similar skills to Oratory and Expository Speaking. As a limited preparation event, Impromptu Speaking teaches and requires similar skills to Extemporaneous Speaking. That does not mean that it teaches and requires the same skills. All four require a student who is organized, curious, determined, and focused. Oratory and Expository require additional research, writing, and memorization skills. Extemporaneous requires extensive reading on current events, skimming and summarizing skills, and quick decision making. Impromptu takes those skills one step further, requiring a student with a vast knowledge of history, politics, and literature and an excellent ability to think on his or her feet. But it still teaches and thus requires logical reasoning, not analogous reasoning. Examples must be illustrations of arguments or ideas, not main points in and of themselves to be related to the topic. As previously argued elsewhere, a reasonably smart and talented Impromptu speaker could take any three examples offered by the audience and relate them to any topic he or she drew. This abuse persists, and there must exist a way to combat it. Unified Analysis is one method to correct this abuse and return the focus of the speech to extrapolating and defending a thesis.

**Dialectic Analysis**

Dialectic Analysis is one of the oldest tools of philosophical inquiry known to man. It was around for centuries before being utilized by Socrates and documented by Plato in his dialogues; because of their affiliation with this approach, it is often



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referred to as the Socratic Method. I refer to it as Dialectic Analysis because of its development by the German philosopher Georg Wilhelm Friedrich Hegel (1770-1831). In no way is what follows a substitute for reading more on Hegel by far more accomplished scholars or reading his original works of *The Phenomenology of the Mind* or *The Science of Logic*.

The dialectic begins with the dominant ideology or the truth of the day (let us call it the alpha). But because this truth is not an absolute truth, a counter truth will inevitably arise to challenge it (the beta). The confrontation of these two opposing truths will produce a new truth (the gamma), or new accepted mode of thought which is a combination of certain aspects of both opposing ideas, which will itself persist only until another contrasting truth arises (the delta). This process continues until an absolute truth (the omega) is reached, at which point, a counter truth cannot arise and the dialectic ends. This dialectic process refers to this ongoing clash of opinions and ideas which creates the values, and orders the priorities of the societies in which they are discussed. It is like a debate round where the result is not the triumph of one of the two sides, but a melding of their arguments and positions into a new mode of thought; a new dominant ideology of the day. Please understand that this is a greatly simplified version of this process, but it suffices for the purpose of this article and to teach this concept to secondary school students. It also seems to have a great deal of intuitive validity when explained to an audience of open minded individuals.

Applied to logic, the inquiry begins with a proposition, known as the thesis. To challenge this thesis, an opposing proposition is offered, referred to as the antithesis. Through an examination of the merits of each proposition and the relative strengths and weaknesses of both, a new proposition is reached, termed the synthesis.

Applied to Impromptu Speaking, the speaker begins by extrapolating his or her thesis from the topic drawn for that speech. The speaker then explains the derivation of that thesis and illustrates it with at least one example. Second, the speaker counters with the antithesis, explains its derivation and illustrates it with at least one example. Finally, the speaker merges the two contrasting propositions into the synthesis,

explains its composition, and illustrates it with at least one example. Unlike Unified Analysis, which may have two or three reasons (or propositions) validating the initial thesis, Dialectic Analysis requires three main points, as each proposition is an independent point. And unlike Unified Analysis, where the thesis statement and the preview statement are two separate statements, in Dialectic Analysis, the thesis statement is included in the preview statement, because it is followed by the antithesis statement and the synthesis statement.

The speaker thus creates a speech that corresponds to the following outline:

Topic:

1. Thesis  
A. Example
2. Antithesis  
A. Example
3. Synthesis  
A. Example

This process is trickier to apply to Impromptu Speaking than one might first think. In order for the speaker to present a plausible antithesis to the thesis, it is necessary to develop both simultaneously during the preparation period, then think of the resulting convergence of both ideas. Speakers who immediately craft a thesis frequently find it difficult to craft an opposition to that thesis, let alone find common ground between the two opposing ideas. When used successfully, however, it creates a speech unlike any other a judge will see in a given round, one that uses logical reasoning to analyze the topic and one that in no way, shape, or form resembles an Extemporaneous speech.

When applied to words, the initial thesis is the definition of the word; the subsequent antithesis and synthesis, however, do not need to follow from that word, but must challenge (antithesis) and consume (synthesis) that definition.

**Word:** Liberty

*Thesis* - liberty is the freedom to act in one's own best interests  
*Antithesis* - liberty is the freedom to act in one's own self interests (often referred to as license)  
*Synthesis* - to fully appreciate liberty, individuals must exercise it with regards to others

**Word:** Equality

*Thesis* - equality is identical treatment for all people  
*Antithesis* - equality is the treatment people deserve (often referred to as fairness)  
*Synthesis* - to enjoy equality, people should receive similar treatment

**Word:** Eggbeater

*Thesis* - an eggbeater is a tool for mixing things together  
*Antithesis* - an eggbeater is a tool for destroying individuality (eggbeaters kill eggs)  
*Synthesis* - an eggbeater blends separate ingredients into a new whole (eggbeaters don't kill eggs, cooks kill eggs)

**Word:** Lamp

*Thesis* - a lamp is a symbol for dispelling darkness  
*Antithesis* - a lamp is a symbol for fear of the unknown (don't be afraid of the dark)  
*Synthesis* - a lamp is a symbol for investigating the unknown; confronting ignorance with knowledge

When applied to a quotation, proverb, or phrase, the thesis is the interpretation of the quotation, proverb, or phrase. Again, the antithesis and synthesis are challenges to and consumptions of that interpretation.

**Proverb:** "Revenge is a dish best served cold." –Ancient Klingon proverb

*Thesis* - revenge is a sign of strength and power (it is a cold-blooded action)  
*Antithesis* - revenge is a sign of weakness and insecurity (it is actually a hot-tempered reaction)  
*Synthesis* - injustices should be addressed immediately so revenge is not required

**Proverb:** "Only Nixon could go to China." –Old Vulcan proverb

*Thesis* - an adversary will force concessions from an opponent  
*Antithesis* - an adversary will seek to place blame rather than solve problems  
*Synthesis* - an adversary must be open to opportunities to broker deals

**Quotation:** "Rational men, who believe themselves quite exempt from any intellectual influences, are usually the

slaves of some defunct economist.” —John Maynard Keynes

*Thesis* - we are governed by the thoughts of our predecessors (paradigms)

*Antithesis* - we are free to create our own thoughts and experiences

*Synthesis* - if we recognize the paradigms that exist, we may be able to shift those paradigms

#### **Phrase:** Rose Colored Glasses

*Thesis* - rose colored glasses allow optimists to see this as the best of all possible worlds (or every stranger as a friend)

*Antithesis* - pessimists view this as worst of all possible worlds (or every stranger as a threat)

*Synthesis* - realists see the bad in the world and the good that can result from change (or every stranger as a person)

The rationale against the adoption and application of Dialectic Analysis on a large level appears to be twofold. The first is that it is not easy to coach or use; if a student has trouble defining words and interpreting quotations, he or she will be even more challenged to produce a counter definition or counter interpretation and then a melding of those two opposites into a congruent whole. The second is that the speaker will spend more time talking about things other than the topic in the speech as opposed to the topic itself; once the introduction and thesis are complete, the speaker does not return to those ideas and this can bother those judges who feel that the topic is the essence of the speech. Despite its development at the same time that Unified Analysis was first being applied to Impromptu Speaking, it has never been widely adopted on the college level, where Unified Analysis dominates.

#### **Critical Analysis**

Unlike Dialectic Analysis, Critical Analysis is not a means of philosophical inquiry; it is purely a rhetorical strategy to create a unique framework through which to argue a thesis and analyze its impact. It is sometime referred to as the theory and practice style, but this does not fully explain its aims or describe its implementation. To best understand what is Critical Analysis, it is best to see how it is used.

When a speaker receives a topic, the speaker first extrapolates a thesis from

the topic, either defining the word or interpreting the quotation, phrase, or proverb. The speaker's all important next task is to derive an intellectual framework that provides context and meaning for the topic itself and the thesis. This is done through the selection of a tool, an examination of the key ideas of that tool, and an application of that tool to the topic. The tool is something of a theoretical nature: a religious concept (the Buddhist concept of Nirvana); a political philosophy (the Rawls theory of veiled ignorance); a communications theory (the Johari window); an economic concept (the Smith hidden-hand); a psychological theory (the Jung archetype); or a sociological or anthropological theory (the trickster). The tool is always something theoretical that requires substantial explanation because it may not be accessible to all members of the audience. The tool is what allows the speaker to provide the context for his or her analysis and justification for his or her thesis. In other words, not everyone in the audience would extrapolate the articulated thesis from the topic; in fact, no one might have arrived at that thesis, but by analyzing it through the perspective of the tool, it is possible for everyone to understand how the speaker derived the thesis. To complete the speech, the speaker then offers at least two examples that illustrate the thesis and are consistent with the intellectual framework constructed.

I sense I may be losing some readers at this point. The Dialectic approach is more intuitive, which is why I presented it first. This approach will require a walk through an in depth example. Consider the quotation from John Maynard Keynes, “In the long run, we are all dead.” The speaker might decide the best way to address this topic is through economic theory. The speaker then chooses as his or her tool the writings of the British economist Alfred Marshall (1842-1924), such as *Principles of Economics* or *Industry and Trade*. Marshall is one of history's most highly regarded economists for multiple reasons, one of which was his formulation of the concept of marginal utility. But he also systematized the idea of the short and long term thinking; hypothesizing that business, and indeed whole industries, might accept short term or short run losses, if larger long term or long run gains were possible. In other words, a business might first have to spend money to

hire talent and develop ideas and products to eventually make money. Intuitive to you and I in the early days of the 21<sup>st</sup> century, not so to the thinkers of the late 19th century. Marshall went on to argue that businesses, industries, and even the whole of society should focus its decision making on long run goals over short run objectives. Then came the “live-like-there-is-no-tomorrow” 1920s and everyone reading this article knows what happened next: one of the most calamitous economic disasters in world history. Keynes came along to pick up the pieces and explain that people do not engage in long term thinking because it is counterintuitive to ask mortal individuals to plan that far in advance. Keynes did suggest, however, that institutions could engage in long term thinking because institutions survive any of the individuals associated with them, and the individuals operating them should be concerned about perpetuating the institution above all else.

The speaker would then examine a couple of examples to demonstrate how this philosophy is still present. One example might be global warming, as politicians of every major developed and developing nation avoid taking action because they do not want to sacrifice short term job creation for long run carbon emissions reduction. Another example might be the cancer vaccine, as pharmaceutical companies focus more on creating easy and instantly marketable short term pharmaceutical products rather than investing the years of study and hundreds of millions of dollars necessary to develop a vaccine that could combat cancer (or AIDS or dementia).

The speaker essentially creates an outline that resembles the following:

Topic:

Thesis -

1. Theory or Construction of Critical Framework
  - A. Explanation of tool
  - B. Application of tool to topic
2. Practice or Further Application of Critical Framework
  - A. First example
  - B. Second example

It cannot be stressed enough that this is not three-example Impromptu under a different name. The critical framework is a distinct and separate point; it will last a good solid two minutes and be broken



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down into two sections. The tool is not referred to as an example by the speaker; it is referenced as the tool or sometimes erroneously as the artifact, when it is a tool that allows the analysis of an artifact, which in this instance, would be the topic (word or quotation). Unlike Unified Analysis, which may have two or three points, or Dialectic Analysis, which always has three points (thesis, antithesis, and synthesis), Critical Analysis always has two points, the construction of the critical framework (which is how it is previewed) and the application of the framework (which is also how it is previewed). In all three instances, the main points themselves are previewed and reviewed, not the examples offered in each main point. Previewing and reviewing examples would be like an Extemporaneous speaker previewing and reviewing evidence and sources, because examples serve a similar purpose in an Impromptu speech as evidence does in a Extemporaneous speech.

The application of the tool of Critical Analysis to the examples further illustrates the idea.

**Word: Liberty**

*Thesis* - liberty is the freedom to follow one's own path

1. Construction of framework - Mill's theory of utilitarianism
2. Application of framework to Thoreau and Whitman

**Word: Equality**

*Thesis* - equality is opportunity for all

1. Construction of framework - Locke's theory of the state
2. Application of framework to Milton and *Metropolis*

**Word: Eggbeater**

*Thesis* - an eggbeater is a tool for mixing things together

1. Construction of framework - the legend of Alexander and the Gordian knot
2. Application of framework to Heller and *The Wrath of Khan*

**Word: Lamp**

*Thesis* - a lamp is a symbol for dispelling darkness

1. Construction of framework - the myth of Prometheus and the gift of fire
2. Application of framework to *The Lighthouse*, *Library of Alexandria*, and *Chariots of Fire*

**Proverb:** "Revenge is a dish best served cold." –Ancient Klingon proverb

*Thesis* - revenge is calculated and cold-blooded

1. Construction of framework - Buddha's teaching that life is lived in the moment
2. Application of framework to Hawthorne and *Enemy Mine*

**Proverb:** "Only Nixon could go to China." –Old Vulcan proverb

*Thesis* - an adversary will force concessions from an opponent

1. Construction of framework - Bismarck's concept of realpolitik
2. Application of framework to Eisenhower and Reagan

**Quotation:** "Rational men, who believe themselves quite exempt from any intellectual influences, are usually the slaves of some defunct economist." –John Maynard Keynes (said with regard to the aforementioned Marshall)

*Thesis* - we are governed by the thoughts of our predecessors

1. Construction of framework - Bacon's development of the scientific method
2. Application of framework to Doyle and Houdini

**Phrase: Rose Colored Glasses**

*Thesis* - rose colored glasses allow optimists to see this as the best of all possible worlds

1. Construction of framework - Voltaire's satire of optimistic folly in *Candide*
2. Application of framework to Swift and Twain

Like Dialectic Analysis, Critical Analysis was developed at the same time as Unified Analysis was first being applied to Impromptu Speaking. Like Dialectic Analysis, Critical Analysis did not catch on to a large audience. In part this is due to the requirement that a speaker has to be incredibly well read and well versed

in numerous schools of philosophy, political thought, economic theory, literary criticism, communication theory, social theory, anthropology, mythology, folklore, and critiques of established thought from both the left and right. To implement this approach on a continual basis, a contestant would require a working knowledge of at least a dozen philosophers and thinkers. And not only does a speaker need to fully understand those theories, he or she needs to be able to explain them without overly simplifying them to his or her audience. Again, it makes Unified Analysis seem like a simpler and more direct approach, one of the reasons why Unified Analysis is widely used and Critical Analysis is not.

The purpose of this essay was to present alternate methods of analyzing an Impromptu topic that would be unique to the event, not extensions of an existing strategy in a different event. While Unified Analysis can and should be used to organize an Extemporaneous speech, Dialectic Analysis and Critical Analysis cannot be used for that purpose. None is superior to the others; all three provide a speaker with the skills necessary to extrapolate and defend a thesis from a wide variety of topics. All three are vastly preferable to the dominant model of a list of three examples, which is not analysis in any sense of the term. If high school students are capable of learning and using Unified Analysis in Extemporaneous Speaking, then they are perfectly capable of learning and using Unified, Dialectic, or Critical Analysis in Impromptu Speaking. The event is designed to teach higher order thinking skills, which is not being done at present. But these abuses can be corrected and the event reoriented on its original lofty goals. ■

**About the Author**

**Bob Carroll** is an alumnus of Bradley University and currently coaches for Homewood-Flossmoor High School in Illinois.

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*Cover Story*

# 85

**OUR LEAGUE TURNS**





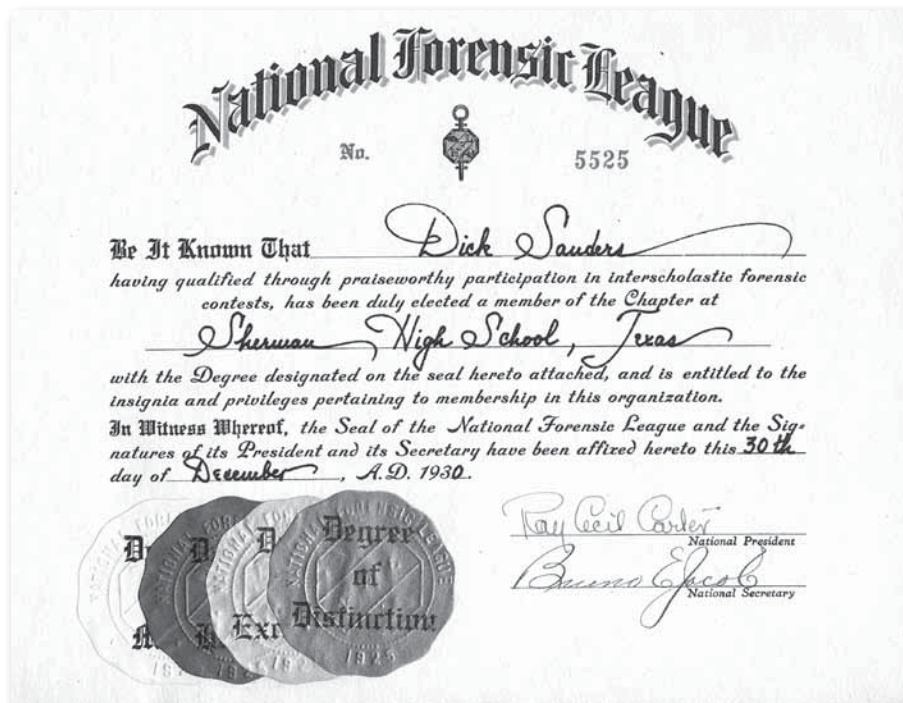
# The National Forensic League: 85 Years of Training Youth for Leadership

by Jenny Corum Billman

# 2010

marks the 85<sup>th</sup> birthday of the National Forensic League, the nation's largest speech and debate honor society. Like any octogenarian, the NFL has a lively history that twists and bends through the years.

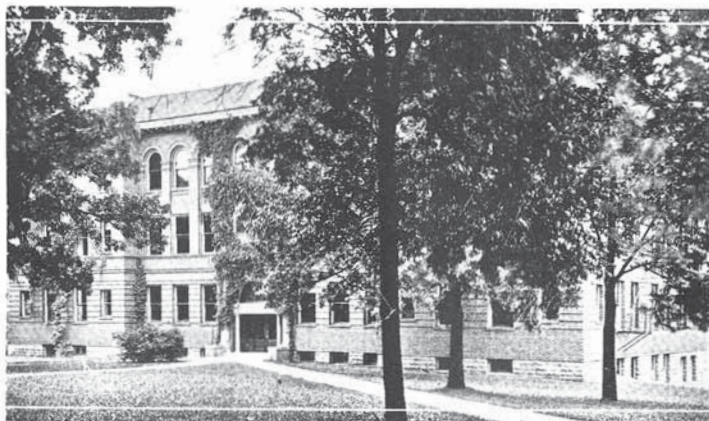
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*An original Praiseworthy Certificate dated 1930.*

## First National Tournament

# 1931



Ripon College, Ripon, Wisconsin  
May 7-9



Bruno E. Jacob  
Tournament Chairman

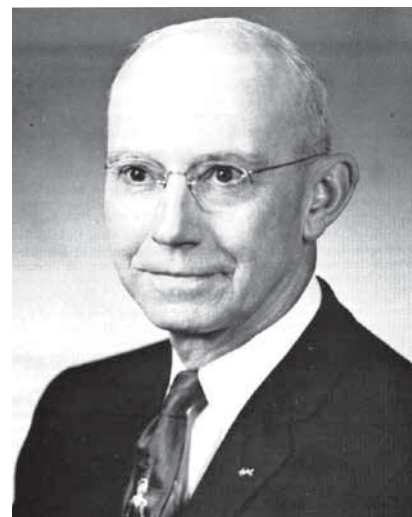
Total contestants .....	138
Schools Participating .....	49
Coaches Present .....	53
States represented .....	17

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NFL Founder, Bruno E. Jacob

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I, Karl E. Mundt, instructor  
at Bryant High School (SD) having signed the Charter Application for this school,  
submit herewith a record of my work in intraschool forensics during that I have earned  
10 Credit Points through participation in Debate Oratory Declamation Interpretation  
speaking and therefore have qualified for membership in the National Forensic League.

Karl E. Mundt  
Applicant

I certify that \_\_\_\_\_ ranks scholastically in the  
upper two-thirds of the class.

\_\_\_\_\_  
Principal

Received, recorded, and Membership Certificate No. -1- issued May 12  
File No. 7 ordered May 12  
Bruno E. Jacob  
National Secretary.

The first NFL Charter Membership Application  
from Bryant High School, South Dakota,  
under the instruction of Karl E. Mundt.



Our story begins in Ripon, Wisconsin, when Ripon College professor Bruno E. Jacob received a letter which inquired whether an honor society existed for high school debaters. Noting that no such society existed, Jacob drafted and circulated a proposal for what would become the NFL. The organization welcomed its first member school on March 28, 1925.

The NFL grew steadily during its infancy, building on the popularity of speech and debate in popular culture. In 1926, the NFL chartered one hundred high schools. In 1927, the League began producing *The Bulletin*, a professional newsletter that served as the forerunner to today's *Rostrum* magazine. Chapter manuals, jeweled insignia pins, and other organizational items emerged during this time. One of the most significant changes came in 1930, when Bruno E. Jacob proposed a national speech tournament for NFL members.

# Giving Youth a Voice Since 1925





*The NFL Executive Council, 1926-1927, as printed in The Bulletin, the League's original professional newsletter.*



*Group photo taken in 1932 (left to right): John R. Schmidt, Bruno E. Jacob, Sen. Karl E. Mundy, L. C. Bond, and R. F. Gehner.*



The following year, the first NFL National Tournament was held at Ripon College with 49 schools from 17 states competing. Miami, Oklahoma won the first national championship in high school debate.

When the Great Depression took its hold on the American people, the NFL continued to grow despite economic turmoil. During this time, National Tournament winners appeared on an NBC network program and CBS aired the championship debate.

*Since the League was founded in 1925, the NFL has enrolled more than 1.3 million members in all 50 states. Many of these members have risen to the pinnacle of their respective fields, including former Vice President Hubert Humphrey; Senators Richard Lugar, Russ Feingold, and William Frist; media visionaries Ted Turner and Oprah Winfrey; Emmy award winners Kelsey Grammer and Shelley Long; news anchor Jane Pauley; C-SPAN founder Brian Lamb; Supreme Court Justices Stephen Breyer and Sonia Sotomayor; and actors Brad Pitt, Michael Urie, Zac Efron, and James Dean.*

*Training Youth for Leadership*



In 1938, the first Student Congress was held in conjunction with the National Tournament and Poetry Reading was formalized as a consolation event. To encourage and channel its growth, the NFL's Board of Directors (then known as the Executive Council) voted to increase requirements for membership and degrees while abolishing most of its student fees. In doing so, the Board hoped to promote excellence while increasing access to League opportunities.

With the onset of World War II, the NFL suspended its National Tournament. However, upon request from President Franklin D. Roosevelt, the National Student Congress continued to meet.



Recognizing the need for community service during this time in the nation's history, the Board of Directors approved an emergency war schedule of service points to be awarded for speeches made to school and community audiences. As the war neared its end, the concept of service points was written into the League's constitution to promote service among

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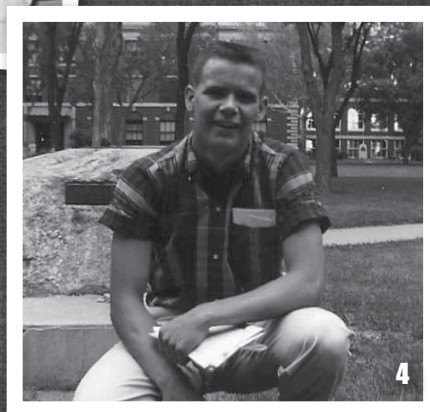
*Winner Tracey Webb and Coach Robert Brittain of Columbia City Joint High School, Indiana, with Student Congress Cumulative Trophy.*

# Thanks for the Memories!

opposite page • photos submitted by Ron Krikac

■ (1) The 1958 outstanding team from San Francisco-Lowell High School included (from left to right) Lawrence (Larry) Tribe, coach Jack Anderson, Elizabeth Fuller, Marianne Peterhaus, Vincent Fernandez, and Irving Zeretsky. ■ (2) Renowned coach Carmendale Fernandes (pictured at right) would later become NFL's President. ■ (3) In 1958, trophy awards and clocks were only presented to the National Champion and the runner-up in each event. ■ (4) A young Tom Brokaw, later famous as anchorman for NBC News, is pictured here at the 1958 South Dakota Boys' State. ■ (5) Well-known coach Jim Hawker also later became NFL's President. ■ (6) Joe Foss, then Governor of South Dakota, spoke at the 1958 National Tournament. He served as a fighter pilot in World War II, and also mentored the young Tom Brokaw.





**"In 1958,** when I was a junior in high school in Sturgis, South Dakota, the National Tournament was held in Sioux Falls. I persuaded my parents to let me attend as an observer. Armed with a notepad and my trusty Kodak Brownie, I took the bus across the state for the adventure. I met a lot of folks, got some autographs, and learned a whale of a lot! When I returned home, I was a very different person. With a new vision of excellence, I became a much more effective debater. The next year, four of us from our high school qualified for the 1959 National Tournament. The first students from Sturgis ever to attend the National Tournament, we took the bus to Miami, Florida (four days and three nights each way). There are lots of stories to tell about our experiences on the long bus ride through the Deep South. I can honestly say that attending the 1958 National Tournament was one of the most formative experiences of my life."



*Ron Krikac is a three diamond coach from Wyoming and a member of the NFL Hall of Fame.*



NFL members. Service points continue to this day.

The National Tournament resumed in 1947, and around this time the NFL experienced another growth spurt. Recognizing the enormous potential of the League, Bruno E. Jacob resigned his teaching position at Ripon College in order to devote his full attention to the NFL. As the NFL's first Executive Director (then known as the Executive Secretary), Jacob traveled approximately 20,000 miles a year, mostly by car, visiting with members of the League and offering his support. At the same time, the League was incorporated. These administrative changes were rewarded with increased membership, as the 100,000<sup>th</sup> League membership was recorded in December 1957.

The 1960s and 1970s were a time of transition for the NFL. After decades of service, Bruno E. Jacob retired as Executive Director, and President Karl E. Mundt soon followed. League leadership was restructured as the NFL expanded to include 44 districts and the Board of Directors was increased by two members. New awards were also introduced, including recognition for leading schools and the NFL Hall of Fame, which recognized outstanding forensic coaches and educators. In these decades, Humorous Interpretation and Lincoln Douglas debate were added as main events at Nationals, expanding the number of opportunities available to students. In 1975, the NFL celebrated its Golden anniversary, which included a move into its own building.

In the 1980s, as society began to embrace technology, the NFL worked to incorporate this new field into its mission and services. The NFL began videotaping final rounds as a means of preserving the history of the contest during the 1983 National Tournament (many of the National finals held since then are available at NFLtv.org). As the Internet gained popularity in the 1990s, the NFL developed and refined its Web site to extend opportunities for students previously marginalized by geographic



*1st Place Sweepstakes team and coaches at the 1975 Golden Anniversary National Tournament. Students: James Fleissner, Craig Mullen, Cary Pfeffer, Thomas Schmitt, John Jarosz, and John Mullen. Coaches: Jim Copeland and Bradley Bloch.*



*1990 Bruno E. Jacob Award Winners from Watertown High School, South Dakota. Front row, left to right: Donus Roberts, Jess Edison, Peter Hanson, Tim Riley, and Darin Goens. Back Row: Lovila Roberts, Malinda Petersen, Emily Fox, Lisa Moes, Amy Stenwedel, and Sarah Osthus.*

or fiscal constraints. In this vein, the NFL turned its attention toward engaging previously underserved communities. During the 1991-92 school year, Phillips Petroleum made a major gift to NFL to promote speech education in rural and urban communities. A few years later, the National Junior Forensic League



*The NJFL was established in the mid 1990s to serve junior high and middle schools.*

was established to serve junior high and middle schools. The Barbara Jordan Youth debates, made possible by the Kaiser Family Foundation, were held for urban debaters. As a result of these and other NFL outreach efforts, the 900,000<sup>th</sup> member was recorded in the mid-nineties.

At the millennium, more changes were in store for the NFL. Longtime Executive Director Jim Copeland, who had served in the position since 1985, retired from office in 2003. Iowa coach J. Scott Wunn succeeded him to become the fifth Executive Director in the history of the League. Also in 2003, Public





*The National Office located in downtown Ripon, Wisconsin. The NFL has called this building home since the fall of 1993.*



*Carol Zanto has served the League for more than 40 years. She is the Director of Finance and Office Manager for the National Office.*



*2001 Hall of Fame inductee Mrs. B. J. Naegelin (left) with Gloria Robinson and Richard Sodikow.*



*2005 National Student Congress winner Eva Lam (at left), on stage in Philadelphia with the Honorable Rex Buffington, Harold Keller, and Coach Adam Jacobi.*



*J. Scott Wunn, Executive Director of the League since 2003.*



*In 2005, two Montgomery Bell Academy teams tied for 1st Place in the only Policy Debate closeout in NFL history. Pictured from left: Coach Alan Coverstone, Alex Lamballe, Tripp Rebrovick, Matt Bodnar, Kevin Wieck, Coach William Woods Tate, Jr., and Coach Michael Risen. The historic event took place in Philadelphia, PA, home of Lincoln Financial Group. Lincoln Financial Group continues to serve as Grand National Sponsor of the NFL National Tournament.*

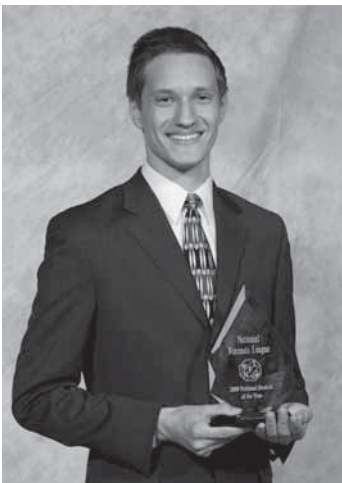
Forum became a National Tournament event, increasing the number of debate opportunities for high school students. The NFL Code of Honor was adopted in 2007 to promote the holistic development of youth: Its tenets include integrity, humility, respect, leadership, and service.

To reflect the NFL's honor society nature, new award opportunities were established to recognize excellence in scholarship and character, including the Academic All American Awards and the National Student of the Year Award. Kyle

Akerman of Downer's Grove South High School in Illinois was named the first NFL National Student of the Year at the 2008 Desert Lights National Tournament. In 2009, NFL expanded its outreach through NFLtv.org, the largest portal for speech and debate videos on the Internet. A project of the National Forensic League's Diversity Challenge Initiative, the goal of NFLtv remains to provide the highest quality educational training resources to students, coaches, teachers, parents, and community members all

free and available at any time. The video library at NFLtv.org continues to grow daily.

Eighty-five years after Jacob's pivotal vision, the NFL continues to thrive. While much has changed since 1925, the core values of the League remain unchanged. Through the tournament, its services, its outreach, and its support, the NFL aspires to continue its decades-long tradition of excellence and pursue its mission of giving youth a voice. ■



*Kyle Akerman was named the first NFL Student of the Year in 2008.*



*In 2009, the NFL launched NFLtv.org, the largest portal for speech and debate videos on the Internet.*

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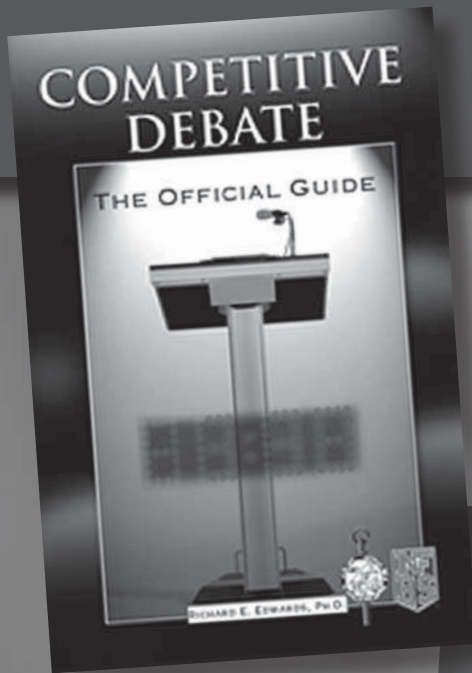
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NATIONAL FORENSIC LEAGUE

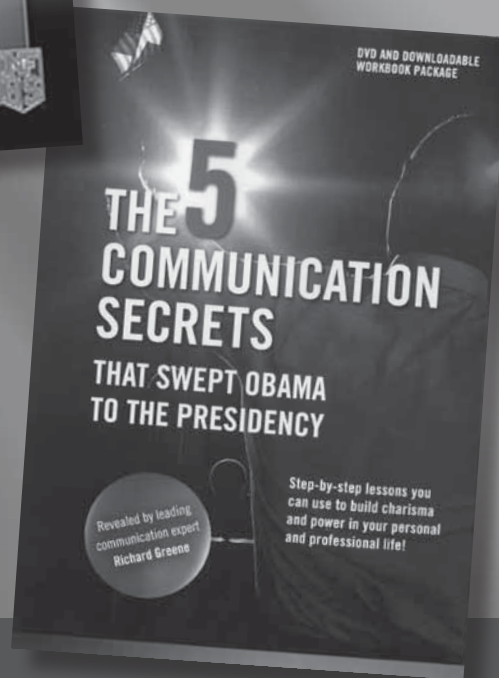
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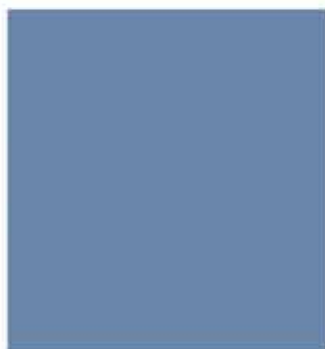


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*The tournament will provide competition opportunities to talented middle level students from across the nation, consistent with the mission of the National Junior Forensic League (NJFL) to extend the benefits of debate and speech education to young adolescents.*

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## Two Week LD Option: June 21—July 4 Three Week LD Option: June 21—July 10

Instead of “hoping” your summer work is meaningful for the year, Iowa guarantees it! We will be teaching 7+ topics during the two week LD session. Each staff member will choose one of the topics on the LD ballot and create lesson plans to instruct and guide students through the chosen topic. Students will choose which topic they want to focus their attention on during their two weeks at Iowa and this will become their primary lab. Students will have access to all of the topics being taught through an elective series of instruction, honor seminars, and possess the option of challenging other labs. All lab materials generated will be provided to each student giving access to multiple affirmative and negative cases on at least 70% of the potential topics. And, the three week participants will research and develop arguments on 2 additional topics thus 90% of the potential topics are covered. We are the only institute that can guarantee that the learning students engage in will directly apply this competitive season. Your success is not worth the risk!

## Policy Debate Option: June 21—July 10

This option is open to students completing their first year of policy debate. The curriculum is designed to address education and development needs of young debaters. While other institutes target a broader based curriculum or target the needs of varsity debaters at the expense of developing younger debaters, our curriculum privileges developing the younger talent needed to maintain squad depth and ensure students are enriched at institute. The curriculum focuses on the gap between argument theory and practice that exists at this age. With an emphasis on skills and development of refutation, the transition to varsity level debate is sped up and competitive success of students is improved!

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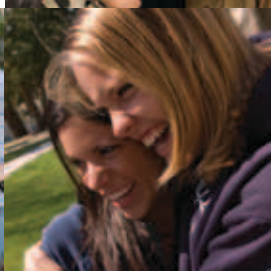
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## Host Committee

Kyle Howe, Arianne Fortune, Jennifer Holden, Don Crabtree,  
and Tyler Unsell



# *The Paris of the Plains*

## **The History of Kansas City Jazz: The Jazz Tradition Lives On**

*Compiled by Arianne Fortune*



**K**ansas City is world renowned for its rich jazz and blues legacy. Jazz in Kansas City was born in the 1920s and continues today in clubs and events held throughout the city. More than 20 area nightclubs feature jazz on a regular basis.

The roots of Kansas City jazz are quite varied. Blues singers of the 1920s and ragtime music greatly influenced the music scene. Settings such as dance halls, cabarets and speakeasies fostered the development of this new musical style. In the early days, many jazz groups were smaller dance bands with three to six pieces. By the mid-1920s, the big band became the most common. Territory bands also had an influential development on jazz. Many great musicians got their start in these bands, traveling up to 1,000 miles between jobs.

While jazz began in the 1920s with a bang, it flourished in the 1930s, mainly as a result of political boss Tom Pendergast. During prohibition, he allowed alcohol to flow in Kansas City. As an entertainment center, Kansas City had no equal during these dry times.

This “wide-open” town image attracted displaced musicians from everywhere in mid-America. Throughout the Depression, Kansas

City bands continued to play while other bands across the nation folded. The city was shielded from the worst of the Depression due to an early form of New Deal-style public works projects that provided jobs, and affluence, that kept the dance-oriented nightlife in town swinging.

Only in Kansas City did jazz continue to flourish. At one time, there were more than 100 night clubs, dance halls, and vaudeville houses in Kansas City regularly featuring jazz music. Legends like Count Basie, Andy Kirk, Joe Turner, Hot Lips Page, and Jay McShann all played in Kansas City. A saxophone player named Charlie Parker began his ascent to fame here in his hometown in the 1930s.

Kansas City’s 12th Street became nationally known for its jazz clubs, gambling parlors, and brothels, earning the city the moniker, “The Paris of the Plains.” At its height, 12th Street was home to more than 50 jazz clubs. Just six blocks to the north, jazz also flourished at 18th & Vine, which became nationally respected as the epicenter of the city’s African-American community.

Another great outcome of Kansas City jazz was the jam session. After performances, musicians would get together to exchange ideas and experiment with new methods of playing. The best local and out of town musicians would take part in these jam sessions that lasted all night and well into the next day.

Many downtown clubs were the scene of jam activity as well as the Mutual Musicians



Foundation. This union hall, which still stands today as a National Historic Landmark, remains open on weekends for all-night jam sessions.

The Pendergast political machine collapsed after Tom Pendergast was indicted on tax evasion, reform elements took over and nightclubs, and cabarets shut down. Jobs for musicians dried up and the bands took to the road. By 1942, with the turmoil of World War II, many of the musicians had been drafted. Finally, by 1944, the great Kansas City jazz era slowed down, but it didn't totally die out. Today, jazz still thrives in Kansas City.

In the history of Kansas City music, blues formed the basic vocabulary for KC-style jazz. The blues originated as a rural Black vocal music with a style improvised to the rhythms of work. That early rhythm evolved and gave birth to the blues, and eventually to Kansas City jazz, a kind of blues that jumps with a jazz sound. In fact, the city's first jazz recording by Bennie Moten in 1923 was "Evil Mama Blues."

### A History of Kansas City, Missouri

Kansas City traces its beginnings to 1821, the year Missouri was admitted to the Union.

In that year a Frenchman from St. Louis, Francois Chouteau, came up the Missouri River and established a trading post on the waterway about three miles below the great bend in the river, now the Northeast Industrial District. After being flooded out in 1826, he rebuilt on higher ground at the foot of what is now Troost Avenue. Chouteau and several other French families who joined him constituted the first non-Indian settlement in Kansas City.

Another enterprising young man, John Calvin McCoy, likewise was interested in selling and trading, but he opened his store inland on the Santa Fe Trail, about four miles south of Chouteau's trading post. McCoy filed a plat on his land in 1833, and because he considered it a portal to the West, named it Westport.

McCoy also found a rock ledge on the south shore of the Missouri River that formed a natural landing for river boats. Until that time, Independence, MO, has been the best spot for transferring supplies from the river route to the land

routes westward. The water route was faster and easier than shipping by land, and McCoy reasoned that if supplies could be floated to his landing—about 22 miles farther west than Independence—even the four-mile trip overland to Westport would cut the land haul by 18 miles.



The idea worked, and by 1845 Westport had replaced Independence as a source of supplies and point of departure for wagons headed west.

McCoy played another role in Kansas City history. His landing was on the Gabriel Prudhomme farm, which was put up for sale in 1838. McCoy and 13 other men formed the Town Company and bought the 271-acre tract for \$4,220. The tract included property which later became Kansas City's first downtown district.

Legend has it that the new owners held a meeting at which one of the subjects was a name for their new township. After rejecting such ideas as Port Fonda, Rabbitville, and Possum Trot, they decided to name it the Town of Kansas, after the Kansa Indians who inhabited the area.

The town retained that name when it was incorporated and granted a charter by Jackson County June 1, 1850. (When it was incorporated by the state Feb. 22, 1853, it became the City of Kansas, and in 1889, it officially became known as Kansas City.)

In 1840, the Town of Kansas had 500 residents. In 1853, with an area of nearly a square mile and a population of 2,500 persons, the City of Kansas elected its first mayor, William S. Gregory. The first city council meeting was held April 25, 1853, in a building on the river between Walnut and Main streets. Council members received \$2 for each meeting they attended.

### The Civil War

The hottest issue of the day in the 1850s was the emotion-packed question of whether the new Kansas Territory should be admitted to the Union as a free state or a slave state. Jackson County residents were acutely affected, as most of them were pro-South

and the town was a border point. Skirmishes between pro- and anti-slavery forces began along the Missouri-Kansas border six years before the Civil War.

Events in the City of Kansas area climaxed Aug. 14, 1863, when a building at 14th and Grand being used by the Union army as a temporary jail collapsed, killing some women who were related to William Quantrill's pro-slavery raiders. Quantrill retaliated seven days later with his infamous attack on Lawrence, KS, in which 150 persons were killed and Lawrence was virtually destroyed.

The City of Kansas area got a strong taste of the Civil War during the Battle of Westport Oct. 21-23, 1864, said to be the largest and most decisive Union-Confederate clash in Missouri. It was at Westport that the Union army routed the Confederates and broke their power as an army in this area.

### The Influence of Railroads

After the war, Leavenworth, KS, the City of Kansas, and St. Joseph, MO, were competitors for trade dominance in the area. The City of Kansas won the competition, thanks to passage of a bill in Congress providing for construction of the Hannibal Bridge across the Missouri River at Broadway Avenue.



Until the 1,371-foot span opened July 3, 1869, there were no bridges across the river for its entire length. The railroads ended at the unincorporated town of Harlem on the river's north bank.

In 1917 the bridge was replaced by a new one a few feet west that had a double deck—one for trains and the other for motor vehicles. When the present Broadway Bridge opened Sept. 9, 1956, the Hannibal's motor vehicle deck was closed and later removed. The rail deck is still used.

The railroads helped make possible one of Kansas City's biggest early-day industries: cattle. From beginnings not long after the Civil War, the city became one of the





world's major cattle markets. The Kansas City stockyard was founded in 1870, and the Kansas City Livestock Exchange there, in its heyday early in the 20th century, was the largest building in the world devoted exclusively to livestock interests.

### The 1880s

The 1880s brought other milestones. The city had grown to 60,000 residents. It had adopted a new city charter in 1889 establishing a city council of 14 at-large aldermen in an "upper house," serving four-year terms, and 14 ward aldermen in a "lower house," serving two-year terms.

And 1880 marked the arrival in Kansas City of William Rockhill Nelson, who bought the Kansas City Star newspaper and who later persuaded residents to build the city's first convention hall at 12th and Wyandotte streets, opened to the public in February of 1899.



Unfortunately, the building stood only about a year. In the early morning of April 4, 1900, with a Democratic national convention slated to take place in it exactly three months later, the building was destroyed by fire. But even as the blaze crackled, people circulated through the crowd of bystanders soliciting donations for its reconstruction. A frenzied 90 days later, the round-the-clock construction task was done, and the convention nominated William Jennings Bryan in a gleaming new hall. It served until it was razed in 1937, two years after the present Municipal Auditorium was completed.

Civic spirit showed in other ways. Nelson's editorials persuaded Col. Thomas H. Swope of the need for public parks, and Swope, while still living, donated his 1,344-acre farm to the city for that purpose. Swope Park, dedicated June 25, 1896, has since grown to 1,769 acres.

Nelson left his own legacy in the form of the Nelson-Atkins Museum of Art at 45th and Oak streets, opened Dec. 11, 1933, on

the site of his former mansion. The east wing is dedicated to Mary Atkins, who had left her estate for an art museum before Nelson.

### The Pendergast Era

Kansas City by the beginning of World War I had grown to 248,000 persons, no small part of which was due to an annexation approved by voters April 6, 1909, that more than doubled the size of the city—from 25.4 square miles to 59.7 square miles. By then, the city was well under the influence of a widely known family: the Pendergasts.

James Pendergast quietly entered the political scene in 1881 by opening a working man's tavern and hotel, the Climax, in the West Bottoms. A large, friendly man, he attracted loyalty by such favors as cashing paychecks and occasionally giving a few dollars to someone in need. In 1887, he used his friendships to run for alderman. He won, and remained on the City Council for 18 years.



When Jim died in 1912, his brother Tom took up the reins of power. For the next 27 years, until he was indicted by a federal grand jury for income tax evasion and imprisoned, Boss Tom virtually ruled the city. Crime and vice of every sort became rampant. It was not until 1940, when L.P. Cookingham was hired by reform forces here and became the dean of the nation's city managers, that a city charter approved by voters in 1925 accomplished its goal of a professionally run city government.

Out of the Pendergast era did come some good. Construction during the period included a new 29-story City Hall, the Jackson County Courthouse, Municipal Auditorium, the 700-acre Municipal Airport, and hundreds of miles of paved streets.

A private construction project by the J.C. Nichols Co. also left its mark on Kansas City. Beginning in 1922, the Nichols firm built the nation's first planned shopping center, Country Club Plaza. This Spanish-style district has a wealth of imported statuary and fountains and now covers 55 acres.

### Annexation and Other Growth

Since World War II, Kansas City has grown and prospered in innumerable ways.

Annexations, mainly in the late 1950s and early 1960s, increased its area to more than 316 square miles, and its population has grown to 435,000. The city now included parts of four counties: Jackson, Clay, Platte, and Cass.



Other significant developments in recent years have included completion of the 4,700-acre Kansas City International Airport and the world's only matched set of football and baseball stadiums in 1972, Kemper Arena in 1974, and H. Roe Bartle Exposition Hall in 1976.

Kansas City also is known for its foreign trade zone, its underground storage industry, and its automobile assembly plants. It is said to have more fountains than any city except Rome, and more boulevards than any city except Paris.

One foreign dignitary who visited Kansas City summed up the feeling of many: "It is a city in the right place at the right time." ■





**THE KANSAS CITY AREA** is an excellent location for the 2010 LFG/NFL National Speech and Debate 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 change*.

## A BRIEF OVERVIEW OF THE TOURNAMENT LOGISTICS

### • **Sunday (Registration)**

This year, the tournament registration and NFL vending expo will take place on Sunday, June 13<sup>th</sup> from 8am to 4pm at the KCI Expo Center. The KCI Expo Center is centrally located from all hotels and other competition venues.

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

There will be six venue areas used for the preliminary competition. The Marriott KCI Airport and the Hilton KCI Airport will host Congressional Debate. Park Hill High School/Congress Middle School will host Policy Debate. Park Hill South will host Lincoln Douglas Debate and Public Forum Debate. Oak Park High School will host the Extemporaneous Speaking events and Original Oratory. Staley High School will host Humorous, Dramatic, and Duo Interpretation.

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 Kansas City, MO at the Power and Light District and the adjacent College Basketball Experience. Students eliminated from main event competition on Tuesday will re-register for Wednesday supplemental events at the College Basketball Experience during the local host party.

### • **Wednesday (Elimination Rounds/Supplemental Events)**

There will be three venues used on Wednesday, June 17<sup>th</sup>. Students who qualify for elimination round 9 of all main event speech and debate events (Interps, Original Oratory, US Extemp, International Extemp, Lincoln Douglas Debate, Policy Debate, and Public Forum Debate) will compete at Park Hill South High School on Wednesday. Congressional Debate semifinals will be held at the Marriott KCI Airport. Those students re-registered for supplemental events will compete at Park Hill High School/Congress Middle 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 Park Hill South High School. Congressional Debate will hold its final round sessions at the Hilton KCI Airport. All supplemental and consolation events will occur at Park Hill High School/Congress Middle School.

On Thursday evening, attendees will enjoy the national final rounds of Humorous, Dramatic, and Duo Interpretation, as well as the Coaches' Diamond Ceremony at the KCI Expo Center.

### • **Friday (Supp/Cons/Main Event Finals and National Awards Assembly)**

The remaining main event final rounds (Original Oratory, US Extemp, International Extemp, Lincoln Douglas Debate, Policy Debate, and Public Forum Debate), as well as the supplemental and consolation event finals, will be held throughout the day on Friday at the KCI Expo Center.

On Friday evening, the National Awards Assembly will be held at the KCI Expo Center.

Do you have important questions about the logistics of the 2010 "Jazzin' it up in KC" Nationals that weren't answered here? Feel free to contact the National Office at **920-748-6206** or e-mail [nfl@nflonline.org](mailto:nfl@nflonline.org).

# IMPORTANT CONSIDERATIONS

## WHEN SELECTING AND RESERVING HOTELS AT THE 2010 "JAZZIN' IT UP IN KC" NATIONALS



### PLEASE READ BEFORE SELECTING LODGING!

1. All schools should stay at one of the NFL recommended hotels. The lowest rates have been negotiated for our members. **Please do not stay outside the block.** Properties that do not appear on this list are likely highly inconvenient for participation in the tournament. Morning and afternoon traffic could add substantial time to your commute if you are located outside the block. In addition, hotels not on the list have no contractual obligation to the NFL and therefore, we cannot provide any level of reservation protection at these properties.
2. When calling hotels, all coaches must mention the NFL National Tournament block to receive the posted rate. **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 on the NFL list are easily accessible and are within 15-20 minutes by interstate or surface streets of every Monday-Friday competition venue. The host Web site will have downloadable maps from every hotel to the KCI Expo Center, the KCI Airport, and the competition sites. You can print all needed maps before ever leaving home.
4. **The Congressional Debate hotels are the Marriott KCI Airport and the Hilton KCI Airport.** It is recommended that teams with congressional debaters stay at one of these two properties if possible. These hotels are an excellent choice in both price and feature. Travel time between each hotel is less than 10 minutes. The Hilton will host the preliminary sessions of the Senate and the final session of both the House and Senate. The Marriott will host the preliminary sessions of the House and the semifinal sessions of both the House and Senate.
5. It is recommended that coaches go 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.
6. **Key Travel Times to Note:**
  - All hotels to KCI Expo Center (1 to 10 minutes)
  - All hotels to any of the schools (5 to 20 minutes)
  - Any school to any school (10 to 20 minutes)
7. **PLEASE LOOK AT A MAP!** Before reserving rooms, all coaches should look at a road atlas and an enlargement of the North KC area to get a better perspective on travel logistics. 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.) will be available on the NFL Web site at [www.nflonline.org/NationalTournament](http://www.nflonline.org/NationalTournament) and at the local host site at <http://debatekc2010.org>.



# 2010 "JAZZIN' IT UP IN KC" NATIONALS HOTEL LIST



Map No.	Hotel Name / Web Site	Address (in Kansas City, MO unless otherwise noted)	Phone	Rate (sorted by)	Amenities
11	<b>Hilton Kansas City Airport</b> ..... <b>CONGRESS HOTEL</b> • <a href="http://www1.hilton.com/en_US/hi/hotel/MCIAPHF-Hilton-Kansas-City-Airport-Missouri/index.do">http://www1.hilton.com/en_US/hi/hotel/MCIAPHF-Hilton-Kansas-City-Airport-Missouri/index.do</a>	8801 NW 112 <sup>th</sup> Street.....	816-801-4011.....	\$114.....	R, IP, FC
2	<b>Marriott Kansas City Airport</b> ..... <b>CONGRESS HOTEL</b> • <a href="http://www.marriott.com/hotels/travel/mciap-kansas-city-airport-marriott/">http://www.marriott.com/hotels/travel/mciap-kansas-city-airport-marriott/</a>	775 Brasilia Avenue .....	816-891-7500.....	\$102.....	IP, AS, FC
18	<b>Embassy Suites Kansas City Airport</b> ..... <a href="http://embassysuites1.hilton.com/en_US/es/hotel/MKCPDES-Embassy-Suites-Kansas-City-International-Airport-Missouri/index.do">http://embassysuites1.hilton.com/en_US/es/hotel/MKCPDES-Embassy-Suites-Kansas-City-International-Airport-Missouri/index.do</a>	7640 NW Tiffany Springs Parkway .....	816-891-7788.....	\$111.....	FC, IP, GL
19	<b>Hyatt Place Kansas City Airport</b> .....	7600 NW 97 <sup>th</sup> Terrace .....	816-891-0871.....	\$109.....	CI, CB, OP, AS
14	<b>Residence Inn Kansas City Airport</b> ..... <a href="http://www.marriott.com/hotels/travel/mciar-residence-inn-kansas-city-airport/">http://www.marriott.com/hotels/travel/mciar-residence-inn-kansas-city-airport/</a>	10300 N. Ambassador Drive.....	816-741-2300.....	\$107.....	CB, GL
7	<b>Holiday Inn KCI Airport and Expo Center</b> .....	11728 NW Ambassador Drive .....	816-801-8400.....	\$103.....	CI, R, IP, FC, AS
17	<b>Courtyard Kansas City Airport</b> ..... <a href="http://www.marriott.com/hotels/travel/mcica-courtyard-kansas-city-airport/">http://www.marriott.com/hotels/travel/mcica-courtyard-kansas-city-airport/</a>	7901 N. Tiffany Springs Parkway.....	816-891-7500.....	\$99.....	GL, AS
16	<b>Drury Inn &amp; Suites KCI</b> .....	7900 NW Tiffany Springs Parkway .....	800-436-1164.....	\$99.....	CB, AS, IP, OP
23	<b>Guesthouse Int'l Hotel, Suites &amp; Conf Center</b> .....	1601 N. Universal Avenue.....	816-245-5512.....	\$99.....	IP, OP, FC
5	<b>Radisson Hotel Kansas City Airport</b> .....	11828 NW Plaza Circle.....	816-464-2423.....	\$99.....	IP, FC, AS, R
26	<b>The Elms Resort and Spa</b> .....	401 Regent Street • Excelsior Springs, MO.....	816-630-5500.....	\$98.....	CI, FC, IP, OP, R
12	<b>Candlewood Suites KCI Airport</b> ..... <a href="http://www.ichotelsgroup.com/h/d/cw/1/en/hotel/MKCCW">http://www.ichotelsgroup.com/h/d/cw/1/en/hotel/MKCCW</a>	11110 NW Ambassador Drive .....	816-886-9700.....	\$96.....	FC, GL
6	<b>Fairfield Inn &amp; Suites Kansas City Airport</b> .....	11820 NW Plaza Circle.....	816-464-2424.....	\$94.....	CB, AS, GL
24	<b>Hampton Inn - Kansas City / Liberty</b> .....	8551 N. Church Street .....	816-415-9600.....	\$94.....	CB, GL, IP, FC
25	<b>Holiday Inn KC Northeast</b> ..... <a href="http://www.ichotelsgroup.com/h/d/hi/1/en/hotel/mkcne">http://www.ichotelsgroup.com/h/d/hi/1/en/hotel/mkcne</a>	7333 NE Pervin Road.....	816-454-2629.....	\$94.....	IP, FC
4	<b>Four Points by Sheraton KCI Airport</b> ..... <a href="http://www.starwoodhotels.com/fourpoints/property/overview/index.html?propertyID=1567">http://www.starwoodhotels.com/fourpoints/property/overview/index.html?propertyID=1567</a>	11832 Northwest Plaza Circle.....	816-243-5561.....	\$91.....	AS, FC, OP
15	<b>Chase Suite Hotel</b> .....	9900 NW Prairie View Road.....	816-891-9009.....	\$90.....	CB, FC, GL, OP
13	<b>Comfort Inn KCI Airport</b> .....	1201 Branch Street • Platte City, MO.....	816-464-5500.....	\$90.....	CB, CI, AS, IP, FC
1	<b>Best Western Airport Inn and Suites</b> .....	2512 NW Prairie View Road.....	316-214-6027.....	\$75.....	CB, FC, IP
22	<b>American Inn</b> ..... <a href="http://www.myamericaninn.com/northkansascity.htm">http://www.myamericaninn.com/northkansascity.htm</a>	1211 Armour Road • North Kansas City .....	816-471-3451.....	\$69.....	R, OP, GL
3	<b>Hawthorn Suites by Windham Kansas City Airport</b> ....	11951 Ambassador Drive.....	816-464-5500.....	\$69.....	AS, CB, FC, IP
10	<b>Super 8 / Country Inn KCI Airport</b> ..... <a href="http://www.super8.com/">http://www.super8.com/</a>	11900 NW Plaza Circle.....	816-464-2002.....	\$69.....	AS, CB, CI
21	<b>Howard Johnson Plaza Hotel KCI Airport</b> ..... <a href="http://www.hjo.com/HowardJohnson/control/Booking/property_info?propertyId=01240&amp;brandInfo=HJ">http://www.hjo.com/HowardJohnson/control/Booking/property_info?propertyId=01240&amp;brandInfo=HJ</a>	7301 NW Tiffany Springs Road.....	816-268-1600.....	\$67.....	AS, CB, FC, CI
20	<b>Sleep Inn Airport</b> .....	7611 NW 97 <sup>th</sup> Terrace .....	816-891-0111.....	\$58.....	AS, CB, CI
9	<b>Microtel Inn and Suites Kansas City Airport</b> .....	11831 NW Plaza Circle.....	816-270-1200.....	\$50.....	AS, CB, CI
8	<b>Extended Stay America</b> ..... <a href="http://www.extendedstayamerica.com/minisite/?hotelID=724">http://www.extendedstayamerica.com/minisite/?hotelID=724</a>	11712 NW Plaza Circle.....	816-270-7829.....	\$34.....	GL, AS

## MAP LEGEND

## CONGRESS SITES

- 2 • Marriott Kansas City Airport  
11 • Hilton Kansas City Airport

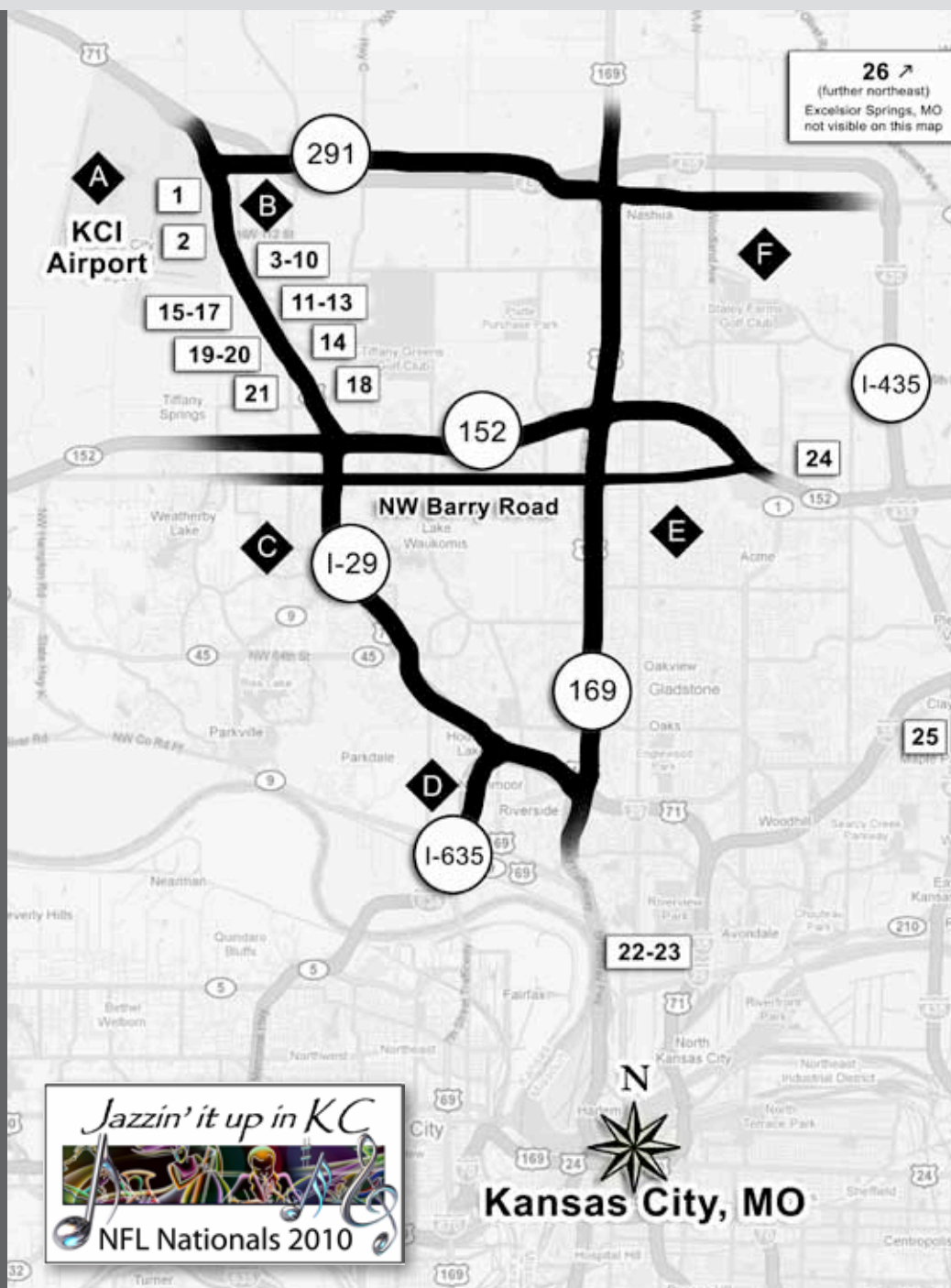
## VENUES

- A • KCI Airport  
B • KCI Expo Center  
C • Park Hill High School /  
Congress Middle School  
D • Park Hill South High School  
E • Oak Park High School  
F • Staley High School

## HOTELS

- 1 • Best Western Airport Inn and Suites  
2 • Marriott Kansas City Airport  
3 • Hawthorn Suites by Wyndham Kansas City Airport  
4 • Four Points by Sheraton KCI Airport  
5 • Radisson Hotel Kansas City Airport  
6 • Fairfield Inn & Suites Kansas City Airport  
7 • Holiday Inn KCI Airport and Expo Center  
8 • Extended Stay America  
9 • Microtel Inn and Suites Kansas City Airport  
10 • Super 8 / Country Inn KCI Airport  
11 • Hilton Kansas City Airport  
12 • Candlewood Suites KCI Airport  
13 • Comfort Inn KCI Airport  
14 • Residence Inn Kansas City Airport  
15 • Chase Suite Hotel  
16 • Drury Inn & Suites KCI  
17 • Courtyard Kansas City Airport  
18 • Embassy Suites Kansas City Airport  
19 • Hyatt Place Kansas City Airport  
20 • Sleep Inn Airport  
21 • Howard Johnson Plaza Hotel KCI Airport  
22 • American Inn  
23 • Guesthouse International Hotel, Suites & Conference Center  
24 • Hampton Inn - Kansas City / Liberty  
25 • Holiday Inn KC Northeast  
26 • The Elms Resort and Spa

Note: Map is to scale, but hotel and venue notations are approximate.  
Please look at a road atlas and enlargement of the North KC area to get a better perspective on travel logistics.







**Marriott Kansas City Airport**



**Hilton Kansas City Airport**



**KCI Expo Center**



**Park Hill High School**



**Congress Middle School**



**Park Hill South High School**



**Oak Park High School**



**Staley High School**





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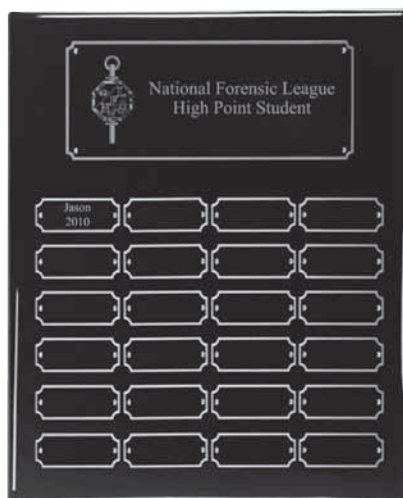
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# Student of the Year Spotlight

by Danielle Camous



I love Disney. Not in the same way that Hannah Montana or Jonas Brothers' fans seem to obsess over Disney, but in the I-was-born-and-spent-my-childhood-in-the-90s way. Like most kids of the 90s, Disney represents television shows like *Boy Meets World*, classic movies like *Hercules* and *The Lion King*, and the most desirable place in the world to vacation. Most importantly, Disney constantly reminds me to dream. Even if—like me—you may be corrupted in the love department by believing that Prince Charming is the only guy who is good enough for you, Disney can help you make the most of your Nationals experience.

## Tip One: Dream Big

One of the most recognizable Disney songs is “When You Wish upon a Star.” First introduced to the world in Disney’s 1940 classic *Pinocchio*, this song has inspired millions for seven decades. Although it may seem like a bit of a stretch to place fate in a star, the true message of the song is one that every Nationals competitor should take to heart. The song reminds us, “If your heart is in your dreams/no request is too extreme.” Especially for first time qualifiers, the idea of competing at Nationals can feel daunting; minds begin to race with doubts and butterflies kick into overdrive.

It’s those overwhelming odds that help us discover what we are made of and remind us to always dream big.

In the 1997 animated Disney movie *Hercules*, Hercules himself must take his

extraordinary gifts and work to fulfill his dream of returning to Mount Olympus. NFL Nationals qualifiers are modern day Hercules, minus the mythological creatures as coaches. Regardless, each National Qualifier possesses remarkable talents and is working toward an ultimate goal of becoming a National Champion. We work hard toward that goal and are ready “to go the distance.” Like Hercules we are faced with challenges and overcome them—and usually discover ourselves along the way.

So when you’re standing on the edge of a cliff overlooking the River Styx, you jump and swim to reach for what you have given up so much to achieve. The final distance may be hard, but when you work hard and dream big, that National Championship is within your reach.

## Tip Two: Remember, “We’re All in This Together”

I might be straying away from what is generally accepted as classic, quality Disney, but I must admit that being in high school when *High School Musical* came out made it somewhat relatable. In no way, shape, or form do I think Disney should allow any of the new cast to participate on a debate team, nor am I encouraging anyone to break out in song and dance in the middle of a prelim or break round—although if you do, let me know how it goes—but none of us should forget, “We’re All in This Together.”

Throughout the course of the regular forensic season, we are used to an us/them

dichotomy in which is it my team (us) versus everyone else (them), potentially harboring strong rivalries. However, at Nationals, the game completely changes. Your team is significantly smaller than it is at a regular season tournament, you’re miles away from the competition that you have become comfortable seeing, and the enormity and intensity of the tournament can be overwhelming. In these moments it is important to remember where you come from—literally.

While each state sends a host of competitors that may be from different regions, those competitors have something in common. They all represent the same state. In essence this makes you a part of the same team; each of you is the best your state has to offer, and all are proud to be representing it. Let this be something that unites you and provides the support and encouragement that your high school team usually does. It makes a significant difference. At Nationals in Birmingham, I was astounded by the difference it made knowing I was there competing with a large team from Colorado. We collectively celebrated advancing to break rounds and offered one another a shoulder when we didn’t. Most importantly, we cheered for, encouraged, and were proud of one another no matter what the final results were. Remembering that “we were all in it together” allowed us to enjoy our Nationals experience with a group that shared our passion and dedication, while creating memories we may never forget.



### Tip Three: Make Magic Moments

One of the things that makes Disney great is its policy of “creating magic moments.”

Magic moments are hard to anticipate or even properly describe, but when you experience a magic moment, you will surely know it. Some call it good customer service; I call it Disney magic.

But Disney isn't the only one who can create these types of moments. At the 2008 Las Vegas Nationals, my partner Libby and I never received a judges' paradigm book because none were at the registration table when we arrived mid-day. Frustrated and leery at how this would affect our preparation for prelim rounds in CX, we spent the better part of our Sunday afternoon scouring our hotel and calling other Colorado coaches to see if anyone had an extra book. About ready to give up, I ran into two boys getting in the elevator and decided to ask if they had a CX paradigm book. Just as luck would have it, they were an LDer and a PFER. Perfect.

The boys told me there was a CX team from their school, and that they would ask to see if they had one. About half an hour later, someone knocked on the door of the

business center in which Libby and I were sitting. I looked up to see a CX paradigm book pressed against the window of the business center door. The boys I had met earlier, Corey Kirkwood, Alex Pruce, and Corey's partner Shane Rumbaugh, brought us their team's paradigm book to photocopy since they didn't have an extra. Without knowing it, these boys created a magic moment and encouraged us to do the same. If three guys we had just met could go out of their way to help us, then we could easily “pay it forward” the next time we saw someone in a situation we could help fix.

### Tip Four: Celebrate!

This may be the one thing coaches *don't* want to hear when they bring a team of high school students across the country to compete, but celebration is equally important. Making Nationals is truly an honor and speaks to your skill, dedication, and determination. It is an experience that should be rewarding and enjoyable. Don't let yourself get bogged down in the stress of competition. Compete seriously and with intensity, but never forget that you do this because you love it. Nationals offers the unique opportunity to compete

with the best of the nation, to meet and make friends with competitors from every corner of the US, and to celebrate successful careers and seasons. Disney makes every day a celebration, and Nationals can be the same. Enjoy each moment because there may never be another like it.

Good luck to all who are competing for a spot in the 2010 National Tournament in Kansas City, MO, and congratulations to all who have already qualified! Never forget, “It takes faith and trust and a little bit of pixie dust” (Peter Pan). ■

### About the Author

**Danielle Camous** is the 2009 NFL Student of the Year. An alumna of St. Mary's High School in Colorado Springs, CO, Danielle earned awards in debate, Congress, and US Extemp during her four-year career and achieved a degree of Premier Distinction.

She is now a student at the University of Colorado at Boulder.



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# Stanford National Forensic Institute

## Policy Debate 2010

July 25- August 14

August 14 - August 21

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**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 2010. The Sophomore Scholars lab is an intense program emphasizing technique and research skills for rising sophomores.

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Jon Sharp - U. of Kentucky  
Judy Butler - Augusta Prep, GA  
JR Maycock - Highland HS, UT  
Alex Zavell - Emory Univ  
Brian Manuel - Harvard Univ & Lakeland  
Rich Boltizer - Stanford Debate

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  
Jeff Martin - Stanford Debate (coach)

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

*- Justin Mardjuki, previous SNFI Participant*

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### Three Week Program Accelerated Program

July 25 - August 14

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July 25 - August 14

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August 14 - August 21

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The Sophomore Scholars Lab July 25 - August 14  
Resident: \$3,385\* Commuter: \$2,665\*

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

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***Nominations should include the name and school of the nominee, the reasons  
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identity of the person submitting the nomination.***

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# We Prefer Community, Not Cult:

## A Student's Defense of Policy Debate

*by Matthew Cebul*

I will admit, at first glance Professor Dan O'Rourke's article, titled "Policy Debate is Committing Rhetorical Suicide: Let's Save Lincoln Douglas" was shocking (to say the least).

However, reading his article gave me a chance to reflect upon my four years of Policy Debate, and their incredible influence on my personality and character today. My aim in writing this article is to address main points in Mr. O'Rourke's article, while affirming the unique intellectual merit and opportunity that only Policy Debate can provide. I hope that this article conveys an alternative perspective of the issue at hand, and helps to provide a debater's viewpoint of what future Policy Debate rounds could and should entail.

To begin, Policy Debate's positive influence in my life is simply undeniable. Policy Debate proved to be a rich academic experience, in a few different ways. For one, the yearly resolutions for Policy Debate are both highly diverse and pertinent to current national and international problems. The expansive list of affirmatives on these topics, coupled with various negative strategies, make each policy round different from every other. I feel that such immense argumentative variety is simply non-existent in any other category.

Furthermore, Policy Debate provides access to a national community, full of high achieving, academically driven students, all focused on one resolution. Web sites like cross-x contain forums on every imaginable topic, and friends I made at summer camps linked me to high school teams across the country. Asking for advice is as simple as catching a friend in an online chat; despite the inherently competitive nature of debate, the Policy community is at heart an academic one, focused as much on the spread of knowledge as it is on success at tournaments.

Most importantly, Policy Debate instills numerous qualities in its participants that, in my experience, prove invaluable to successful high school and collegiate studies. Critical thinking is a major part of Policy Debate; I soon realized that it was a cardinal sin to take anything on face value, and that full comprehension of the issue at hand was essential for success. This critical analysis serves a clear academic purpose, as it forces debaters to be sharper and more aware of their intellectual surroundings. Additionally, knowledge of current events is a crucial aspect of Policy Debate. Every important political event has its repercussion in the debate world, and successful teams are on top of all of them. From the current number of senators in favor of the healthcare legislation to the status of captured US journalists in Iran, up-to-date knowledge of current events

of the event. I learned to multi-task, both in pre-tournament preparation as well as in the actual debates themselves. Policy Debate demands the ability to maintain control over multiple levels of argumentation simultaneously, without losing sight of the "big picture." The best debaters are the ones who not only win the individual arguments, but connect them together to create a cohesive story that is entirely compelling as a whole. I feel that this level of multi-tasking is also unique to Policy Debate.

The last quality debate gave me is by far the most influential: confidence. It took a long climb, but I eventually reached my peak on the steep learning curve of Policy Debate. I know that this peak was far from the summit, but that isn't the point of the activity. I learned how to compete in an academic activity of the most strenuous caliber. Debate

**"Coaches should continue to teach the importance of a cohesive set of argumentation, as making connections between arguments is the ultimate form of persuasion."**

is the James Bond Q-Gadget of Policy Debate: seemingly minor accessories that ultimately prove vital for success.

Yet another key value I find integral to Policy Debate is the value of hard work and focus. Policy Debate was extraordinarily difficult for me. While I was comfortably successful in my high school classes, more often than not I was completely overwhelmed with the intricacies of debate. Yet I, like many others, am irresistibly drawn to Policy Debate, as a challenge both in the competitive and academic aspects

helped me to discover an immutable inner confidence, one that positively impacts every other facet of my life.

I hope I have managed to convey the level of significance that Policy Debate holds for me. On this note, I would like to address a few of Mr. O'Rourke's concerns. He describes key improvements with which he plans on "saving" Lincoln Douglas Debate from the "fatal flaws" of Policy Debate; thus, my responses will center on these flaws with Policy Debate, and how they could possibly be addressed in the future.

It is clear that one of Mr. O'Rourke's major criticisms of Policy Debate is the high rate of delivery of information. He asserts that his judging experience was an "impossible task," as the round was simply too fast. To an extent, I agree with Mr. O'Rourke. Poorly executed policy rounds are often difficult to watch; in my experience, some teams attempt to jump into the speed without the evidence analysis skills required to back it. However, speed and clarity are not mutually exclusive. I see no need for all debaters to slow down to "normal" speed throughout a debate, if they are able to clearly articulate their line of reasoning. In fact, a dramatic decrease in speed may prove problematic for the category. Policy Debate has become highly critical of assertions not grounded in evidence. This is great; it forces debaters to provide logical explanations for their claims, using documented work. However, slowing down the rate of delivery would naturally lead to decreased variety of argumentation. Or worse, it would create a world of one sentence evidence, with less and less warrant to every claim made. Policy Debate's diversity is one of its major assets, and removing all speed could hamstring its educational value. I feel that a happy medium would be a far more appropriate

the category. On the issue of persuasion, I mentioned previously that tying up the loose ends and creating a cohesive story line is a goal that every Policy debater strives to attain. Policy debaters are expected to highlight decision calculus for the judges in final speeches, by outlining the key logical arguments upon which the round hinges. Moreover, Policy debaters must be in tune to each individual round; they have to know which arguments are ringing true with which judges, and therefore must make calculations on which points to emphasize. To say that Policy Debate does not rely on persuasion seems to contradict the entire activity. But far more worrisome is the latter of Mr. O'Rourke's stabs at Policy Debate. I hope that I do not need to re-articulate the academic benefits of Policy Debate, so I will suffice to say this: Policy Debate was the single most academically beneficial activity of my life. Mr. O'Rourke sees a waste of time in the Glenbrooks final round, taking a criticism of excessive speed, and translating it into a lack of academic merit. I see an incredible (albeit rapid) display of the intellectual rigor and multi-tasking efforts of the participants, and the obvious preparation that went into both side's argumentation. Perhaps excessive speed is indeed a flaw of

to the judges. Judging by Mr. O'Rourke's article, his response should have been something along the lines of, "I want this debate to focus on clash between affirmative advantages and negative disadvantages, I don't like kritiks very much, and a rate of delivery beyond normal conversational speed is unacceptable." If the debaters refused to adapt, they should lose! Keeping with my theme of tying arguments together, I would like to note that this is the mechanism by which we should enact change within Policy Debate. Judges have the ability to regulate rounds, by setting the ground rules for the debate. We see that debate is a self-correcting system, one that adapts round to round to suit the needs of the judges first, and debaters second. I would far prefer to debate a slow round and win than ignore the judge's preferences and lose. This is one major answer to Policy Debate's exclusivity.

Second, O'Rourke's "common" examples of jargon are misleading. He portrays Policy Debate speak as confined to such impenetrable rhetoric, when in reality this is far from the truth. Even the most skilled ex-Policy judges abhor the use of such dense jargon—I honestly have no clue what "eco-Buddhism" means. The key is that judges aren't expected to understand arguments based on jargon. Debaters are aware that it is their responsibility to clearly convey complex arguments; their job is to tell the judge a cohesive, intelligent story, regardless of his/her experience in Policy Debate. As a judge, I expect debaters to tell me what everything they say means, even if they have told me the same story five times before. Therefore, it is simply untrue to argue that jargon entirely precludes effective argumentation in Policy Debate; more often than not, debaters are punished for its excessive use.

Additionally, it is certainly possible for "parent judges" to successfully judge a Policy round. We adapted constantly to the preferences of different judges during my high school career, some of which had little or no Policy experience. I even know a few judges who were Lincoln Douglas debaters. Perhaps there will be rounds where debaters refuse to adapt, or adapt poorly. However, in the majority of rounds, Policy debaters have common sense enough to modify their style of argumentation to suit the needs of

## **"If you're reading this article, you are already part of our Community. We all are."**

solution, and unlike Mr. O'Rourke, I feel that this is certainly attainable in Policy Debate. Contrary to Mr. O'Rourke's portrayal, not all Policy debaters are "racing" through evidence as if on a time trial.

Mr. O'Rourke then goes on to claim that "tools of persuasion, eloquence, and audience-analysis, are deemed irrelevant" in Policy Debate, citing the final round of the Glenbrooks tournament as proof of his argument, "where is the academic application to Policy Debate?" I know I am not alone in calling such generalizations hasty and unfounded, as one Policy Debate judging experience is not an adequate representation of the persuasive or academic elements of

Policy Debate, but it is entirely unwarranted to assert that it undermines all academic value within the category.

Mr. O'Rourke's second major concern with Policy Debate is the use of jargon. He notes that the debaters "assaulted" him with the question "what is your paradigm?," ultimately concluding that "common" debate jargon is unintelligible to the average judge. First, I find it somewhat ironic that Mr. O'Rourke would complain about judging paradigms, as the debaters were simply asking him "what do you find acceptable and unacceptable in a Policy Debate round?" They were doing exactly what every policy coach teaches their debaters to do: adapt

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their judge. The National Tournament in Birmingham last summer clearly illustrates this point; many of the judges on the final panel were speech coaches, and the debaters slowed down, even modifying affirmative and negative positions to better persuade the panel. Thus, Policy Debate is not an all-exclusive ticket to “Policyspeak.”

But by far, my gravest concern is my last one. Mr. O’Rourke has a fatalistic outlook on the future of Policy Debate. His article is filled with suggestive language, that leads the reader to believe that Policy Debate must be a lost cause (rhetorical suicide, anyone?). Such pessimism leaves me more than disappointed, for two main reasons. First, Mr. O’Rourke talks of the Policy Debate community as a “cult,” implying that we are unwilling and unable to adapt to the times. He seems to forget that many Policy coaches have been involved in the activity for quite some time, and are therefore acutely aware of the dramatic changes Policy Debate has undergone. Does he think they are blind to Policy Debate’s faults? I do not know how else to phrase my point—Policy coaches are intelligent, committed people. The reason they spend the time working with high school

students, sacrificing weekends just like Mr. O’Rourke enjoys doing for Lincoln Douglas, is because they care about Policy Debate enough to come back to it. I find it highly unlikely that such a group would lead Policy Debate to its grave. If Policy Debate needs to change, I am glad that we have such strong leadership to guide the category through the process. Secondly, Mr. O’Rourke’s article speaks of a larger problem with forensics as a whole. Mr. O’Rourke’s concern for the welfare of Lincoln Douglas debate is admirable. But it is shameful to think that he is willing to simply cast away an integral component of the forensic community, as if it is a cancerous tumor to be excised from the healthy body that is forensics. This, more than anything else, is my major concern; in all its diversity, forensics is at its heart a unity. The loss of Policy Debate would be a failure of the forensic community as a whole, one that we should not be willing to accept.

In conclusion, Policy Debate has been an experience all its own. Policy Debate will need to change to ensure its continual success as an academic activity. The rate of delivery will fluctuate round to round, as debaters adapt to judges with preferences

similar to those of Mr. O’Rourke. Policy Debate should encourage these new judges to participate, with the clear understanding that debaters will adapt to their needs, and not the other way around. Coaches should continue to teach the importance of a cohesive set of argumentation, as making connections between arguments is the ultimate form of persuasion. I am confident that these changes can and will occur. Therefore, I refuse to admit that it is “too late to save” Policy Debate. Policy Debate is grounded in an incredible academic community, dedicated to preserving and upholding the intellectual rigor Policy Debate has and always will provide. You can join our “cult” anytime: we would love to have you. After all, if you’re reading this article, you are already part of our community. We all are. ■

### *About the Author*

**Matthew Cebul** is a freshman at Haverford College and a four-year Wooster High School Policy debater.

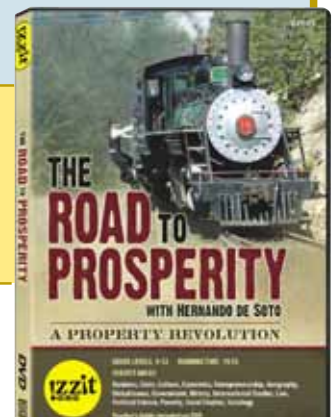


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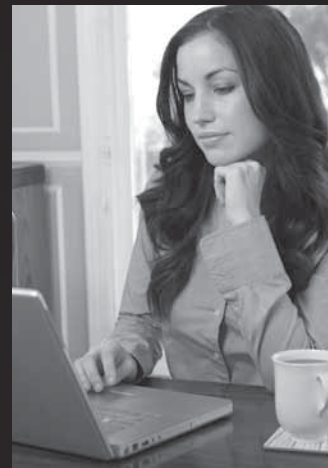
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## Citing Sources: Academic Honesty

by Adam Jacobi

**T**he classical approach to persuasion continues as the gold standard in several debate and speech events. Of the three Aristotelian appeals, ethos holds particular importance for several reasons. First, it establishes the speaker's credibility. Absent the experience and expertise, students must research valid supporting evidence for their claims. Second, it represents a speaker's reputation as credible. Indeed, the NFL's Code of Honor lists integrity as its first pillar value, which is so important in ensuring fairness in competition. Finally, it ensures that communication is used in an ethical manner. Adolf Hitler wielded words to unify his followers behind an insidious purpose, whereas Abraham Lincoln and Dr. Martin Luther King, Jr., unified people behind more honorable causes. Needless to say, the historical record shines brighter on the latter examples while it decries the former.

In an age where information is instantaneously available from a variety of media, it is more critical than ever that forensic educators ensure students are using effective research methods to prepare speeches and debate cases, not to mention papers and assignments for any class.

### Generative Topics

A high profile example of eroded credibility from plagiarism is that of Vice President Joe Biden during the 1988

presidential race. Biden adopted several anecdotes and groupings of ideas from other noted political figures, and incorporated them in his candidacy speeches as if those were his own words. Ultimately, he withdrew from that race, and no further incidences ensued in the next two decades.

Several times I discovered plagiarism—reading speeches/cases, or grading papers—students were earnestly ignorant to their

for students to understand the ultimate implications of plagiarism.

The importance of originality of thought cannot be overstated. Students often fall into the trap of stringing together quotations from outside sources to create analysis, rather than developing their own analysis, backed by those sources. Thank goodness for the limitation of 150 quoted words in Original Oratory, upholding the first word in its title!

**“It is more critical than ever that forensic educators ensure students are using effective research methods to prepare speeches and debate cases, not to mention papers and assignments for any class.”**

transgression. Often, they just did not know how to attribute the appropriate source. It's important to be proactive in ensuring students understand how to cite sources, to avoid the bad habit and reputation of dishonesty. After all, building credibility takes time, effort, and proven experience. Ruining it can happen in an instant.

In the world of commerce, copyright infringement is an example of how co-opting others' ideas can have litigious consequences. Just sharing examples of recent cases of intellectual property theft can be enlightening

### Understanding Goals

In researching for this column, I could not find an explicit standard in secondary content areas relative to teaching academic honesty. While we decry cheating and plagiarism, instruction in information literacy and bibliographic processes often seems to be lacking in empowering students how not to cheat. In searching the Web on the subject, most hits turn up helpful pages of tips from collegiate libraries. A few high school libraries have done the same, but with a weakened economy, the amount of



### Works Cited (MLA):

Migdalovitz, Carol. "Israel: Background and Relations with the United States." Congressional Research Service. August 14, 2009. Web. 28 Jan. 2010.

### Example of Direct Quotation:

"Israel has an advanced industrial, market economy in which the government plays a substantial role. Most people enjoy a middle class standard of living. Per capita income is on par with some European Union member states. Despite limited natural resources, the agricultural and industrial sectors are well developed. The engine of the economy is an advanced high-tech sector, including aviation, communications, computer-aided design and manufactures, medical electronics, and fiber optics. Israel greatly depends on foreign aid and loans and contributions from the Jewish diaspora" (Migdalovitz 13-14).

### Example of Paraphrase:

Israel has a capitalist economy with most of its population at comfortable, middle class income levels. Its per capita income is comparable to that of European Union countries. It has diversified industries, but specializes in technological sectors. A great amount of aid and loans flows into the country to support it (Migdalovitz 13-14).

### Example of Summary:

Israel has a stable, modern economy with a technology-focused industry. The country has some foreign aid debt (Migdalovitz 13-14).

staff time and accessibility of high school libraries—and librarians specifically training in information literacy—has shrunk.

I have concluded, therefore, that academic honesty transcends disciplines. Therefore, it is incumbent on content area teachers to make a concerted effort to ensure students understand how to avoid plagiarism, as well as the difference between original analysis and supporting proof. Finally, it's important

to note ethical considerations of taking evidence out of context and implications of significant omission, paraphrasing, or summarizing.

### Performances of Understanding

As part of teaching information literacy and research, it is helpful to model the difference between direct quotation, paraphrasing, and summarizing sources. In modeling, showing effective examples as well as poor examples helps students delineate quality. Asking students to identify examples of plagiarism shows them what to avoid, as well as alerting them that the teacher knows what to look for, therefore discouraging that behavior. To allow students to practice to ensure understanding, teachers can provide articles from periodicals, excerpts from books (with bibliographic information/copyright pages included), as well as other types of sources. These can be applied to independent exercises, or as part of a practice worksheet. They can also be directly applied as benchmarks during an actual long-term assignment involving research (such as preparing a persuasive speech or writing a paper).

- 1. Taking notes:** Ask students to write down important information they might use later. They should include the relevant citation information from which to draw.
- 2. Direct quoting:** Students should use a direct quotation with context and citation.
- 3. Paraphrasing:** Students should take a sophisticated work and put it in their own words (and perhaps within the context of analysis). They must include a citation to demonstrate that while they have paraphrased, they are still using someone else's idea.
- 4. Summarizing:** From a longer passage of information, ask students to summarize the content within a limited amount of words, and to cite the original source with the summary.

- 5. Oral citation:** Have students take any or all of exercises 2 through 4 to correctly cite a source within the greater context of a speech. ■

### Resources

- Center for Academic Integrity <<http://www.academicintegrity.org>>. Produced by Clemson University, this portal of resources includes such helpful handouts as "Avoiding Plagiarism: Mastering the Art of Scholarship," <[http://www.academicintegrity.org/educational\\_resources/pdf/plagiarism.pdf](http://www.academicintegrity.org/educational_resources/pdf/plagiarism.pdf)>.
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- Plagiarism Stoppers: A Teacher's Guide <[http://www.ncusd203.org/central/html/where/plagiarism\\_stoppers.html](http://www.ncusd203.org/central/html/where/plagiarism_stoppers.html)>. Produced by a now retired teacher in Naperville, Illinois, this clearinghouse of resources aids educators in detecting and preventing plagiarism.
- Purdue University Online Writing Lab. <<http://owl.english.purdue.edu/owl/>>. Comprehensive resource with style guide information, research methodology, techniques of writing, and English grammar and mechanics.

### About the Author

**Adam Jacobi** is the NFL's Coordinator of Programs and Coach Education. A former two-diamond coach of three NFL champions and an NCFL champion, he has taught courses in speech communication and International Baccalaureate theatre.



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# NDCA COACHES CORNER

## *A2: K's Bad*

### **Or, How the K Can Bring More and Small Schools to National Circuit Policy Debate**

*by Laila Abdelal McClay*

**W**hen I first started coaching debate five years ago, one of the first and most often repeated comments I heard from colleagues upon my announcement that I hoped to take this small but locally successful program to compete on the national Policy circuit was: don't bother. In the decade or so that I had been away from debate, they contended, the critique, aka "the kritik," aka "the K," had ruined everything. The argument, as I understand it, is that the K is bad for debate because first, it is vague and wishy-washy, detracts from topic specific education and clash, and second, it is full of dense, hard to understand literature that displaces more traditional negative arguments like politics disads and case. There may be more varied and nuanced arguments against the K out there, but these are the ones I hear most often. I'll address each of these below. The bigger picture, however, is that even if some or even most of those arguments may be true in some examples of how the K is run today, the educational value of the kritik to debaters who run the K well, in addition to the value of leveling the circuit debate playing field for small squads, outweigh any of these arguments.

#### **Claim: Kritiks are vague and detract from topic specific education and clash.**

Unfortunately, this is true... sometimes. But, vague with only a whiff of a link is not a necessary quality of a kritik; usually that just makes it easy to defeat. Just like any other argument in debate, the K can be run poorly. I'll grant that the worst debates I have ever seen are bad K debates when not even one of the four debaters has any idea what they are

talking about, how to pronounce the relevant vocabulary, or what the alternative actually advocates. On the other side of the spectrum, the best debates I have ever judged involved kritiks that were researched and written by the debaters in the round and answered by equally well-informed debaters leveraging their own critical advantages against the alternative,

#### **Claim: Kritiks are dense, hard to understand literature that displace traditional arguments.**

Impact turn. Just because K literature may take longer to read and understand than a *Washington Post* article about what is happening any particular week in the health care debate doesn't mean we should exclude

**"Wading through complex philosophical arguments and learning to explain them in succinct ways is the single most important preparation my K debaters had for success in college level classes."**

or better yet, answering the K directly with indicts of the specific argument.

A good K should always be fully understood and researched by the students themselves. (This, of course, alludes to another major argument in the community particularly felt by small programs: coaches and assistants who write lots and lots of arguments for their debaters.) The K should be based on the resolution just as much as any other argument in the debate round. Every year my team and I work on one major critical argument, pulled from the literature of that year's topic. The links are case specific. Each debater is required, before running the argument, to have read the actual literature from which it is cut. The framework debates become pretty simple surrounding these kritiks: how can you possibly exclude a topic specific argument simply because it is more philosophical in nature than other more traditional arguments?

this literature from high school debate. On the contrary, this is the literature our students will have to start digesting as soon as they get to college. Preparing them ahead of time on how to read, understand, and explain these texts is one of the best possible educational mandates high school debate can embrace. Every single K debater I have worked with over the last five years has told me that their experience wading through complex philosophical arguments and learning to explain them in succinct ways is the single most important preparation they had for success in college level classes. In fact, several debaters have told me that many of their required readings at top universities in the country are the exact texts we read in our K preparation.

Furthermore, even if every debater doesn't fully understand the implications of the literature they are reading, they are still being exposed to the complex philosophical literature that they will be reading in college.

And, the second time around, it will make a lot more sense. I remember several “aha” moments my freshman year at Cal when professors were explaining elements of postmodernism in lectures and the pieces finally came together for me of the arguments I had attempted to make the previous year in high school debate. At the same time, my classmates hearing these ideas for the very first time looked bewildered. At best, this kind of debate makes college success much easier for our students. But even if it’s not easy for them, we are at least giving them a head start toward that understanding.

**Finally, leveling the playing field and increasing education outweigh all the “K’s are bad” arguments.**

Coaching a squad with only one or two Varsity teams, no alumni to call on, and maybe one part-time assistant coach means these small programs trying to get off the ground simply don’t have the resources to

compete on the national circuit against squads with four, eight, or more Varsity teams and several assistants. We can’t possibly have the same level of original, case specific arguments as those teams. We can’t research each circuit teams’ plan texts and advantages on the wiki to develop unique strategies for each aff. What we can do is read extensively on one resolution specific idea and understand how asking these philosophical questions about specific aff areas might lead to better policy options in the future. We can question how we arrive at the assumptions of the aff, what specific implications for humanity we should consider as a result of the aff, what role does this aff have in making the US seem more and more isolated from those different than us. These are *real world* questions, even if they do stem from a more philosophical mindset than Policy Debate arguments from 20 years ago. Perhaps if more politicians thought about these kind of critical implications of their legislative proposals in

addition to how their policies affect political capital and hegemony, we might make greater strides as a country toward the common humanity that so much critical literature considers. Maybe this generation of critical debaters will turn into those critical policy makers in the future. ■

***About the Author***

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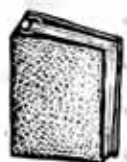
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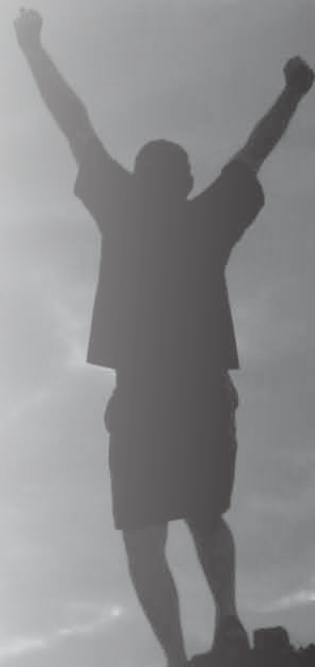
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## Performance Plagiarism

by Adam Jacobi

**W**e normally associate plagiarism with words or ideas copied without attributing the original source. Does a concept of academic honesty extend to qualities of performance? With final round videos available, familiarity with particular performances has become more widespread than just those who witnessed them live. What's more, students can study the finer details of such performances in-depth and repetitively. Hence, performances have arisen that mimic several aspects of physical action and vocal technique, as well as duplicating the exact cuttings of scripts, almost verbatim.

When the International Baccalaureate Organization (IBO) revised its Theatre curriculum a few years ago, advice within its professional development workshop materials included a paper by Nick Connolly, then director of studies at Worth School in England and a former deputy chief examiner for the IBO. Connolly cites three words as central to exploring academic honesty in performance: imitation, influence, and inspiration (Connolly 4). These three descriptors provide a basic litmus test to understanding where students derive ideas and the extent to which that affects their ultimate performance.

So where does one draw the line between these three concepts, and how can mimicry be proven? In the greater scheme of forensics—and academia—there is an understanding that work must be original, or there are consequences. The answers lie, perhaps, in investigating each component.

Rules for literary interpretation events often speak to the efficacy of cutting,

ensuring that adaptations are made for the purposes of continuity only, and that authorial intent is upheld. So, is there an intellectual protection of the cutting itself? The creative process that goes into cutting certainly would seem to justify that mindset. Each reader brings different experiences and perspectives to the literature they encounter, so one person's attempt at cutting may hone in on different plot moments, character, etc., than another person's.

While judges are offered some general guidance in terms of expected standards, much of style and substance is left to subjectivity, particularly in interpretive events. Of course, there are unwritten norms and expectations that pervade the forensic community, including that performance must have some degree of original interpretation to it (hence the use of the term in the title of such forensic categories/events). That is why students today generally avoid popular stage plays or screenplays as well as classic works too well known within the canon of literary studies. They tire of reading comments from judges asserting that their performance is much too similar to a famous actor or does not explore the character in the way the judge imagined it when reading that work. Within Connolly's framework, judges are hesitant toward influence and inspiration that might inform the student's interpretation, and will rank those contestants accordingly.

Then there's the whole notion of mimicking performance by other forensic contestants. Several judges may not have seen videos of performances that have been mimicked, so it is difficult for them to weigh that in their rank decision. Therefore,

contestants imitating others' cuttings, blocking, and other mannerisms may go an entire tournament and earn success by standing on the shoulders of other students' creative efforts. Assuming that most coaches would agree this is unethical and a brand of academic dishonesty, it begs the question of whether mimicry of other forensic performances is a disqualifiable offense.

Some proactive discussion among coaches regarding performance plagiarism may help raise awareness of this problem and encourage students and judges alike to be cognizant of mimicry and avoid it in developing original interpretations. Healthy discourse at coaching roundtables to explore where the fine line between influence and imitation may also help shape standards in the greater forensic community when it comes to assessing how to uphold integrity of original interpretation in performance. ■

### References

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### About the Author

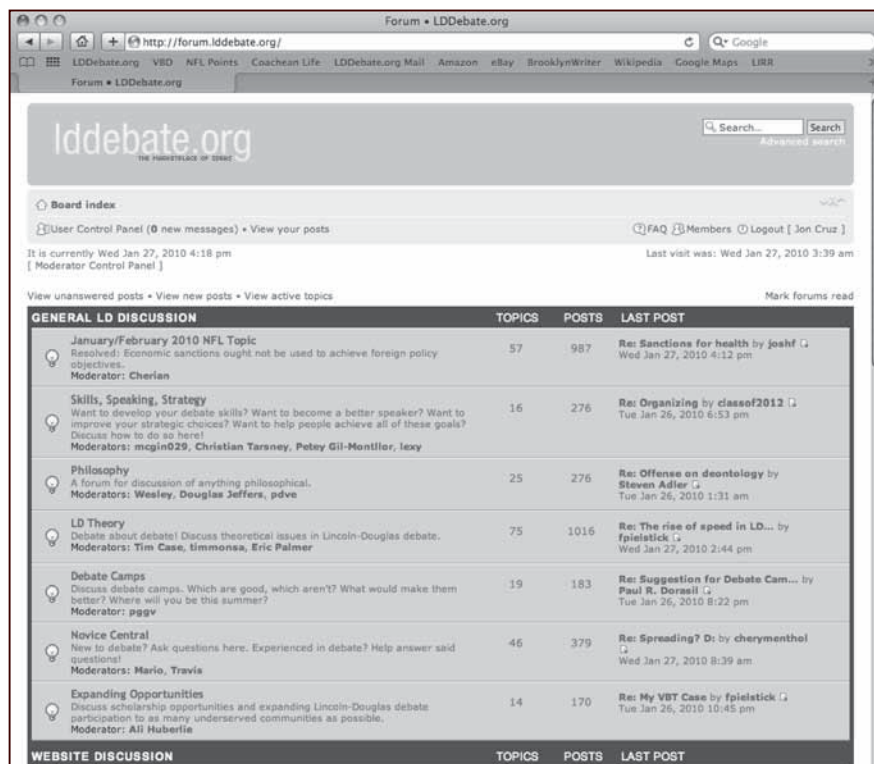
Adam Jacobi is the NFL's Coordinator of Programs and Coach Education. A two-diamond coach of three NFL champions and an NCFL champion, he has taught courses in speech communication and International Baccalaureate theatre.



Jon Cruz presents

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March's Book of the Month:

## Closing the Achievement Gap: No Excuses

Davenport, P. & Anderson, G. (2002). *Closing the Achievement Gap: No Excuses*. Houston, Texas: APQC.

Anderson and Davenport begin their foreword with the quotation from famous baseball player Dizzy Dean, who claimed "If you did it, it ain't bragging" (p. 7). So begins a success story, told by two administrators who skillfully piloted a radical transformation in Texas's Brazosport Independent School District during the 1990s. It's not bragging, they insist, "for the authors were the leaders who 'did it'" (p. 7). The book is much too data-heavy and theoretical to be construed as bragging, anyway (shouldn't the reader understand if you are congratulating yourself?). Still, the ideas that worked in Brazosport are sensible and relatively unconventional. And certainly, they contain valuable lessons for anyone involved with education. For this reason, *Closing the Achievement Gap: No Excuses* is this month's "Billman Book Club" review.

Davenport and Anderson differ from many of the other authors featured in this column because they support the current educational system—lock, stock, and barrel. They write under the premise that standardized tests provide helpful guidance to hardworking teachers. Still, recognizing that many object to "teaching to the test," the authors note, "While exam scores and school labels might have motivated us originally, today we understand that our mission is one of a far greater calling: to be exemplary in every way and to help each child reach his or her potential" (p. 15). Their recommendations, therefore, apply to a number of situations in which learning

occurs. In fact, a few of their lessons may even come in handy in forensics...

- 1. Take a cue from business.** The authors rightly observe that some educators hesitate to adopt methods from corporate America. "We are suspicious of business motives," he states. "We sometimes think business doesn't understand education at all" (23). However, some of the ideas which revolutionized the Brazosport district came directly from the Dow Chemical plant down the road. In particular, the district adopted the PDCA Instructional Cycle ("Plan/Do/Collect/Act"), which provided a framework for problem-solving and decision-making. Rather than try to improve student achievement by trial and error, or—worse still—by doing the same old things they had always done, district leaders had a new, quantifiable way to identify what worked and what didn't. While "Plan/Do/Collect/Act" has its own merits (some extolled in the book), the larger lesson is perhaps more valuable: consider what works in other fields, including business, when evaluating your own work.
- 2. Remember who your customer actually is.** The authors recall that educators in their district once spent two weeks settling a dispute about who their primary customers were. Some argued that the district must answer to parents; others suggested it was beholden to



# **“Recognizing Students as the primary “customers” and adjusting accordingly to meet their needs helped Davenport and Anderson elevate student achievement and create a Culture of authenticity.”**

taxpayers. Only after a long, vehement debate did an elementary school teacher point out that students were the primary “customers” (p. 23). Unfortunately, the district had done little to engage the students in their own education. District leaders set out to correct this oversight by explaining individual test scores to each student. They also amended their mission statement so that students could understand it, and began to focus on student achievement as their primary measure of success. Focusing on students sounds intuitive, but as is often the case, a large gap existed between theory and practice. Recognizing students as the primary “customers” and adjusting accordingly to meet their needs helped Davenport and Anderson elevate student achievement and create a culture of authenticity.

- 3. Don’t fix blame, fix the system.** The authors noted that when the district fell short of its goals, it was incredibly easy to place blame: A high school teacher could blame the middle level or elementary school teacher, who could blame the parents, who “blamed it on the genes” (p. 25). While finding reasons for low performance proved laughably easy, the authors understood that doing so wasted valuable time and energy. As Anderson explained to his staff, “We need to quit talking about why we can’t do it and start talking about how we can. If we work together, we can get there” (p 29).

Rather than fall prey to finger-pointing, the authors redirected their focus to finding solutions. Assessing data without assigning blame was central to this effort, as it enabled staff to identify systemic problems without fear of recrimination. Making large-scale changes to the school calendar, the outcome of careful analysis and planning, also helped address low scores. In sum, evaluating existing structures and changing them when appropriate proved highly successful in meeting the district’s goals—far more effective than complaining.

- 4. Involve everyone.** Davenport and Anderson recall that one of the underlying problems of the district’s culture stemmed from myopia among stakeholders. To demonstrate, they explained that K-2 teachers used to bring in balloons and cookies on test days. “In truth, the K-2 teachers were probably relieved that their students weren’t being tested,” the authors note (p. 65). However, administrators realized that K-2 teachers served a critically important role in their district, and K-2 teachers were engaged to help introduce concepts on the 3<sup>rd</sup> grade test. In this vein, other teachers across the curriculum were asked to incorporate assessment material into their classrooms. The gym teacher, for example, could ask students to predict their times in the 100 yard dash and then chart the predictions. Collaboration of this sort serves as a reminder that education doesn’t happen

in a vacuum, so educators shouldn’t have to work alone. Viewing the classroom as part of a community, rather than a cubicle from *Office Space*, can enhance students’ education through repetition and different ways of knowing. It can also relieve some of the pressure from individual educators. As they say, it takes a village.

In the end, *Closing the Achievement Gap* is best suited to administrators or those with a borderline obsessive penchant for data. Still, it is hard to argue with data, and this book has data in spades. Further, the book provides valuable insight on a number of themes, including those listed above. Sometimes the most important function of a story like Davenport’s and Anderson’s is to offer a plan, which they certainly do, with the reasonable expectation that it can work again. If you are in the market for just such a thing, it makes sense to consider the recommendations of Davenport and Anderson and evaluate which of their concepts could work for you. ■

## ***About the Author***

**Jenny Corum Billman** is the Coordinator of Public Relations 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 the forensic team and a Scholar of the College.

*Note: This feature is intended to discuss professional literature for the benefit of NFL members. The views expressed by the authors of books discussed in this column do not necessarily reflect the views of the National Forensic League or its employees. Review of a book does not constitute endorsement by the NFL.*



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Events: Policy/LD

### **Bradley University Summer Forensics Institute**

*Peoria, IL • July 11-24, 2010*

Events: Speech/Interp

### **Capitol Classic Debate Institute**

*Loyola College, Baltimore • July 11-31, 2010*

Events: Policy Debate

### **Florida Forensic Institute/National Coaches Institute**

*Fort Lauderdale, FL • July 23-Aug. 6, 2010*

Events: Congress, Speech/Interp, PF

### **Gonzaga Debate Institute**

*Spokane, WA • July 11-24, 2010*

Events: Policy Debate

### **Gustavus Adolphus College Summer Speech Institute**

*St. Peter, MN • July 25-31, 2010*

Events: Speech/Interp

### **James Madison University Speech & Debate Institute**

*Harrisonburg, VA • June 20-July 3, 2010*

Events: Policy, LD, Congress, PF, Speech/Interp

### **Kansas State Wildcat Debate Workshop**

*Manhattan, KS • July 4-25, 2010*

Events: Policy

### **Liberty Debate Institute**

*Liberty University, Lynchburg, VA • June 20-26, 2010*

Events: Policy, LD, Congress, Rhetoric/Logic (Oratory)

### **Mean Green Workshops**

*University of North Texas, Dallas • June 20-July 3, 2010*

Events: Policy, LD, Public Speaking

### **Nebraska Debate Institute**

*Southwest High School, Lincoln, NE • July 23-31, 2010*

Events: Policy, LD, PF

### **Ohio University**

*Athens, OH • July 18-24, 2010*

Events: PF, Speech/Interp

### **The Perfect Performance**

*Creekview HS, Carrollton (Dallas), TX • June 21-30, 2010*

Events: Speech/Interp, Congress

### **Spartan Debate Institute**

*Michigan State University, East Lansing • July 5-10, 2010*

Events: Policy

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**June 27-July 11, 2010**

Events: Congress, LD, PF, Model UN, Speech/Interp & Audition Workshops

*Session 2: Emerson University, Boston, MA*

**July 18-Aug. 1, 2010**

Events: Congress, LD, PF, Model UN, Oratory, Extemp, InterProd (Interp/Audition)

### **Sun Country Forensics Institute**

*St. George, UT • July 18-31, 2010*

Events: Policy, LD, PF, Speech/Interp

### **Victory Briefs Institute**

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Events: LD

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[www.nflonline.org/CoachingResources/CoachWorkshops](http://www.nflonline.org/CoachingResources/CoachWorkshops)



# New Diamond Coaches



• **FIFTH DIAMOND** •

**Dr. Kenny Barfield**

Mars Hill Bible School, AL

December 5, 2009

13,026 points

One of the founders of the Deep South District of the NFL and the Alabama Forensic Educator's Association (AFEA), Dr. Kenny Barfield serves as President and Headmaster of Mars Hill Bible School in Florence, Alabama. He also served as a member of The Alabama Committee for the Southern Association of Colleges and Schools and has been the school's Director of Forensics since 1969. The Mars Hill Forensic Team is well known from coast to coast, having competed in tournaments from Massachusetts to California and from Illinois to Florida.

Dr. Barfield has been named to both the NFL and the AFEA Halls of Fame and has been honored by Emory University (Key Coach), the University of Mississippi (Faulkner Fellow), Samford University (the Bishop's Guild), Carson-Newman University (twice named Coach of the Year), Florida State University (Coach of the Year), and the Memphis Commercial Appeal (Forensics Coach of the Year). He also served one term as the American Forensic Association's Vice-President for High School Affairs.

Dr. Barfield authored *50 Golden Years: The NFL Nationals* as well as serving as co-author of the 2009 NFL Nationals publication, *Stars Fell on Alabama*, and has written articles for *Rostrum* and *Forensic Educator*. He also worked with the National Office to institute and promote the NFL Academic All American Award. On two occasions, he has been recognized by a Special Resolution by the Alabama State House of Representatives.

He is married to Nancy Cordray Barfield and they have two daughters—Amber Gilmer and Lora Retherford.

# Congratulations!

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Second Diamond .....3,000 - 5,999 pts

Third Diamond.....6,000 - 9,999 pts

Fourth Diamond .....10,000 - 12,999 pts

(After the fourth diamond is earned, points are in 3,000 increments)

Fifth Diamond.....13,000 - 15,999 pts

Sixth Diamond.....16,000 - 18,999 pts

Seventh Diamond .....19,000 - 21,999 pts

Eighth Diamond .....22,000 - 24,999 pts

Ninth Diamond .....25,000 - 27,999 pts

ALL COACHES WHOSE DIAMOND DATES ARE AFTER MAY 15, 2009  
WILL BE HONORED WITH THEIR DIAMOND AWARD AT THE 2010 NATIONAL TOURNAMENT.



# New Diamond Coaches



• **THIRD DIAMOND** •

**Jeff Borst**

Sierra High School, CO

November 30, 2009

6,030 points



• **THIRD DIAMOND** •

**Carole Dickey**

Lincoln High School, IA

December 22, 2009

6,002 points



• **FIRST DIAMOND** •

**Greg Holtschneider**

Marshfield High School, MO

October 5, 2009

2,325 points



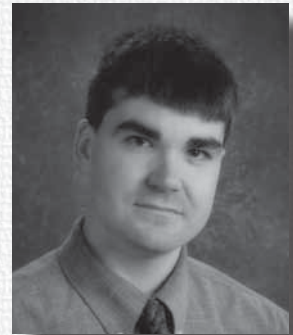
• **FIRST DIAMOND** •

**Jeff W. Roberts**

Mountain Brook High School, AL

October 15, 2009

3,382 points



• **FIRST DIAMOND** •

**Jason Johnson**

Henry Sibley High School, MN

November 13, 2009

2,666 points



• **FIRST DIAMOND** •

**Michael Shackelford**

Rowland Hall - St. Mark, UT

December 7, 2009

1,508 points



• **FIRST DIAMOND** •

**Cheri Shatto**

Spencer High School, IA

December 10, 2009

1,536 points



# NFL DISTRICT STANDINGS

(as of February 1, 2010)

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	214	Blue Valley North High School	637
2	--	Calif. Coast (CA)	188	Leland High School	751
3	1	Northwest Indiana	180	Munster High School	480
4	-2	Kansas Flint-Hills	170	Washburn Rural High School	362
5	2	Florida Manatee	163	Nova High School	614
5	5	Nebraska	163	Millard North High School	373
7	4	Show Me (MO)	162	Blue Springs High School	401
8	-3	East Los Angeles (CA)	158	Gabrielino High School	717
8	-2	New York City	158	The Bronx High School of Science	738
10	4	San Fran Bay (CA)	155	James Logan High School	637
11	2	Rushmore (SD)	154	Sioux Falls Lincoln High School	485
12	-3	East Kansas	153	Shawnee Mission East High School	396
13	-5	Sierra (CA)	152	Sanger High School	706
14	-2	Northern South Dakota	150	Watertown High School	308
15	4	Illini (IL)	142	Downers Grove South High School	376
15	--	Ozark (MO)	142	Central High School - Springfield	601
17	-2	Southern Minnesota	139	Eagan High School	524
18	4	Eastern Ohio	138	Perry High School	349
19	-2	Heart Of America (MO)	135	Liberty Sr. High School	616
20	-2	Sunflower (KS)	133	Wichita East High School	263
21	--	South Texas	130	Bellaire High School	765
21	-1	Southern California	130	Claremont High School	342
23	8	Montana	128	Flathead High School	266
24	1	Northern Ohio	125	Canfield High School	262
25	-2	Northern Illinois	118	Glenbrook South High School	366
26	-2	West Kansas	112	Buhler High School	281
27	4	Idaho Mountain River	111	Hillcrest High School	320
28	1	Rocky Mountain-South (CO)	110	George Washington High School	354
28	-2	New England (MA & NH)	110	Manchester Essex Regional High School	268
30	-1	Carver-Truman (MO)	109	Neosho High School	390
30	3	Utah-Wasatch	109	Sky View High School	260
32	-6	Golden Desert (NV)	107	Green Valley High School	397
33	3	Central Minnesota	104	Eastview High School	467
33	-7	New Jersey	104	Ridge High School	241
35	2	Idaho Gem of the Mountain	103	Mountain Home High School	337
36	-2	Chesapeake (MD)	102	Walt Whitman High School	384
37	8	Sundance (UT)	100	Bingham High School	253
38	-4	South Kansas	99	Fort Scott High School	262
38	5	Colorado	99	Cherry Creek High School	441
40	-2	Eastern Missouri	98	Ladue Horton Watkins High School	210
40	5	Great Salt Lake (UT)	98	Skyline High School	224
42	-2	East Texas	96	Klein High School	217
42	-4	Deep South (AL)	96	The Montgomery Academy	279
44	-4	Tarheel East (NC)	95	Pinecrest High School	179
45	-3	Florida Panther	93	Trinity Preparatory School	305
46	2	North Coast (OH)	91	Gilmour Academy	167
47	-4	North East Indiana	90	Chesterton High School	425
48	2	Wind River (WY)	89	Green River High School	258
49	1	West Iowa	88	West Des Moines Valley High School	284
49	1	Arizona	88	Desert Vista High School	341
51	-4	South Carolina	87	Southside High School	252
51	18	West Los Angeles (CA)	87	Fullerton Joint Union High School	256
53	1	Heart Of Texas	86	Del Valle High School	243



# NFL DISTRICT STANDINGS

(as of February 1, 2010)

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
54	10	Western Ohio	85	Notre Dame Academy	162
54	-6	Hoosier Crossroads (IN)	85	Kokomo High School	234
54	-4	Central Texas	85	Winston Churchill High School	243
57	12	Greater Illinois	83	Belleville West High School	190
57	-1	North Texas Longhorns	83	Flower Mound High School	191
59	-3	Hole In The Wall (WY)	82	Cheyenne East High School	271
59	1	Nebraska South	82	Lincoln East High School	276
61	-5	Carolina West (NC)	81	Myers Park High School	215
62	--	Pittsburgh (PA)	80	North Allegheny Sr. High School	304
63	11	Colorado Grande	79	Central of Grand Junction High School	169
63	-4	Northern Lights (MN)	79	St. Francis High School	235
65	-3	Lone Star (TX)	78	Plano Sr. High School	223
65	11	Inland Empire (WA)	78	Central Valley High School	144
65	-1	Valley Forge (PA)	78	Truman High School	164
65	-5	Western Washington	78	Gig Harbor High School	259
69	--	Georgia Northern Mountain	77	Henry W. Grady High School	252
70	-6	Louisiana	75	Lafayette High School	176
70	-6	North Dakota Roughrider	75	Fargo South High School	195
72	-8	Southern Wisconsin	74	Brookfield East High School	179
73	-4	Space City (TX)	73	Alief Elsik High School	171
73	-18	Northern Wisconsin	73	Appleton East High School	255
75	1	East Iowa	72	Indianola High School	239
75	5	New Mexico	72	Albuquerque Academy	165
77	-8	Michigan	71	Portage Northern High School	154
78	8	Tall Cotton (TX)	70	Seminole High School	137
79	-1	Kentucky	69	Grant County High School	205
79	1	Mississippi	69	Oak Grove High School	180
79	6	Hoosier Heartland (IN)	69	Fishers High School	171
82	1	New York State	68	Scarsdale High School	160
83	1	Rocky Mountain-North (CO)	67	Rock Mountain High School	176
83	-5	Big Valley (CA)	67	James Enochs High School	147
83	-3	West Oklahoma	67	Norman North High School	240
86	-11	Florida Sunshine	66	Pine View School	190
86	3	UIL (TX)	66	Hallsville High School	166
88	2	North Oregon	63	Tigard High School	152
89	-2	Gulf Coast (TX)	62	Gregory Portland High School	182
89	-1	Tennessee	62	Morristown West High School	164
91	-1	Capitol Valley (CA)	61	Mira Loma High School	203
91	-1	South Florida	61	Michael Krop High School	137
93	2	LBJ (TX)	60	Princeton High School	160
93	1	East Oklahoma	60	Jenks High School	233
95	1	Puget Sound (WA)	59	Kamiak High School	150
95	-5	Georgia Southern Peach	59	Carrollton High School	140
97	--	West Virginia	55	Wheeling Park High School	87
98	1	Sagebrush (NV)	53	Reno High School	184
99	2	Maine	51	Bangor High School	96
100	3	West Texas	50	Hanks High School	82
101	4	Hawaii	49	Punahou Schools	137
101	1	South Oregon	49	Ashland High School	123
101	-3	Virginia	49	West Potomac High School	124
104	-1	Pennsylvania	47	Bellwood-Antis High School	141
105	-6	Iroquois (NY)	44	R. L. Thomas High School	100
106	--	Pacific Islands	38	CheongShim Int'l Academy	58





## Donus D. Roberts Quad Ruby Coach Recognition

(December 1, 2009 through January 22, 2010)

Name	School	State	Pts
Noah James Recker	La Vernia High School	TX	1217
David Gardner	Stephen F. Austin High School - Sugarland	TX	1133
Melissa Cortes	Idaho Falls High School	ID	1120
Jeremy R. Martin	Westwood High School	TX	1112
Anne Poyner	Summit High School	NJ	1090
Michael Paul Mattis	Graham High School	TX	1090
Maggie Hunter	South Side High School	IN	1079
Bernard G. Miller	William Tennent High School	PA	1068
James V. Anderson	Capital High School	WA	1067
Chris Palmer	Newton South High School	MA	1061
Jason Habig	Hathaway Brown School	OH	1060
Robert Sheard	Pinecrest High School	NC	1060
Harold H. Easton	Marianas High School	MP	1059
Nancy Nixon	Ouray High School	CO	1059
Daniel Strang	Park Hill South High School	MO	1055
Eric M. Melin	Hockaday School	TX	1047
Erik Fogel	Bronx School For Law Gov't & Justice	NY	1041
Jason Robinson	Wauseon High School	OH	1039
Jacqueline Croswhite	Intermountain Christian School	UT	1035
Shunta D. Jordan	Pace Academy	GA	1033
Marcus Walton	CK McClatchy High School	CA	1029
Lauren Shelley	Westfield High School	TX	1029
Teri Hartline-Belke	Butte High School	MT	1028
John R. Bergum	Duluth Central High School	MN	1024
Meg Bratt	Fordham Preparatory School	NY	1021
Carolyn Connor	Jemez Mountain Home School	NM	1015
Mary Jo Picklo	Rockwood High School	PA	1011
Debbie Greco	Highland High School	ID	1009
Jeff Baker	Lamp High School	AL	1008
Kevin Hamrick	Montgomery Bell Academy	TN	1004
Cindy Pedersen	Karl G. Maeser Preparatory Academy	UT	1003
Jamie Marich	Howland High School	OH	1003
Carol Gilmore	High Point Central High School	NC	1001
Laura Riley	Powell High School	WY	1001
Mikael Meyer	Bellarmine College Prep	CA	1000

## Welcome New Schools!

*Indian Springs High School, AL*

*Beckman High School, CA*

*Milpitas High School, CA*

*R. A. Millikan High School, CA*

*Plainfield North High School, IL*

*New York Mills High School, MN*

*Missouri Academy, MO*

*Leon M. Goldstein High School, NY*

*Central Academy of Tech & Arts, NC*

*Parma Community High School, OH*

*Haskell High School, OK*

*Upper Dublin High School, PA*

*Center High School, TX*

*Liberty High School, TX*

*Lovejoy High School, TX*

*The Oakridge School, TX*

*W. F. West High School, WA*

*Mukwonago High School, WI*





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To the student, Forensics is an opportunity to cultivate life-long friendships, travel the country, and receive college credit for what you already love to do. As a result of the incredibly supportive administration, the students in Forensics at WKU enjoy many benefits, which is why WKU is home to more high school and collegiate national champions than any other program in the country.

simply the best! ◊◊◊◊



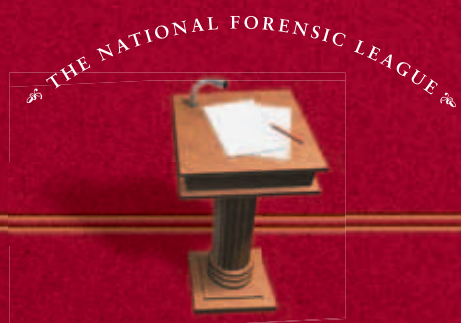
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