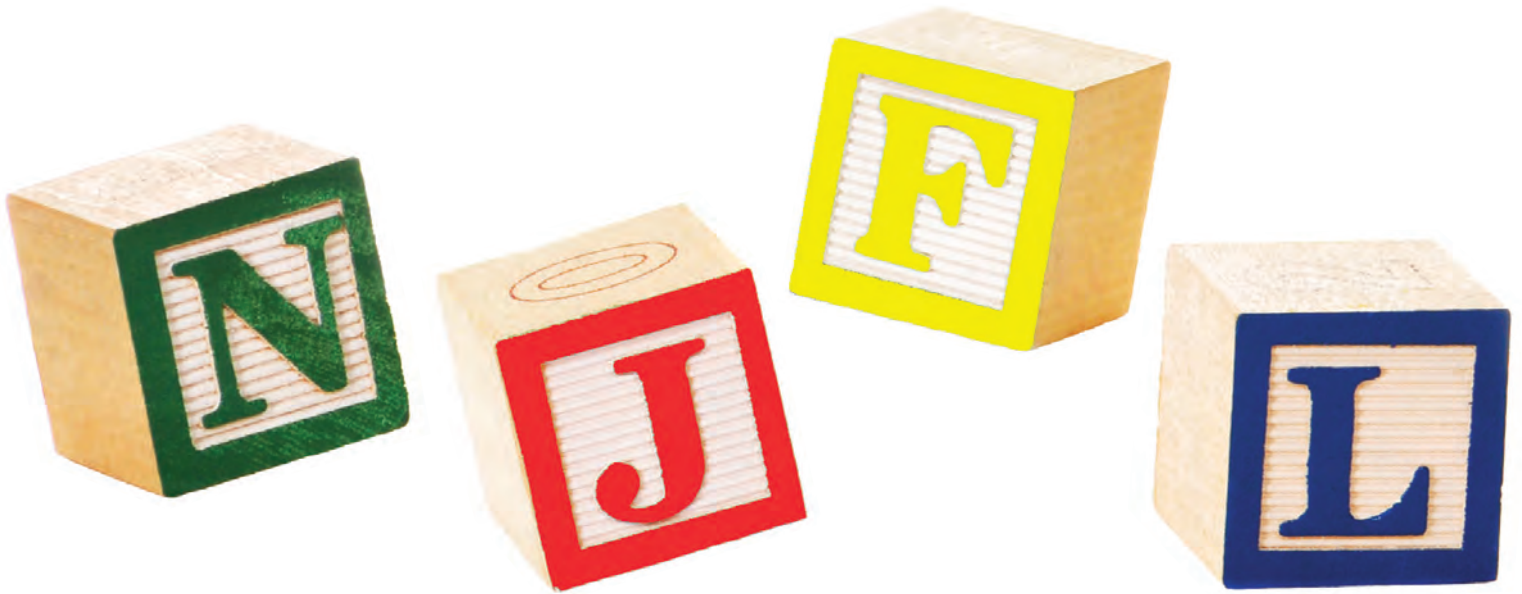


ROSTRUM

MAY 2008

VOLUME 82

ISSUE 9



LEARN ABOUT THE ABC'S OF NJFL

PLUS....

ANALYSIS OF THE 2008-2009 POLICY TOPIC ON
ALTERNATIVE ENERGY

CDE DEBATE HANDBOOKS 2008-2009: Alternative Energy



**ALTERNATIVE
ENERGY 2008-09
Vol. 1**

CDE

W. Bennett

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"Your generic blocks are really good. I get bothered by how much duplication all the other handbooks have, its like they're all written by the same person."

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- **NATIONAL CAMP SURVEY ranks CDE**

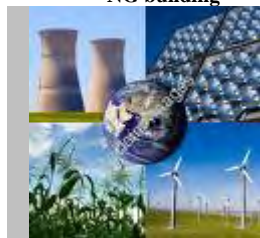
Handbooks "the best in the nation."

- Texas-based speech newsletter finds CDE Handbooks and Affirmative Cases Book the biggest, most complete, and best debate books available.
- The ROCKY MOUNTAIN EDUCATION Survey looked at CDE, Paradigm, DRG, Squirrel Killers, West Coast, Michigan, Communican, and Harvard. They rank CDE best in every category except editing.

CASE SPECIFIC BLOCKS on:

Alt. Fuels Credit
Battery electric vehicle
Big Beef/Methane
Bioconversion
Biodiesel
Bioenergy
Biofuels
Biogas
Biorefineries
Blue energy
Building Codes
Carbon Taxes
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Ocean NG
Ocean Thermal NG
Oil sand/Tar sand
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Photovol. Power stns.
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Pyrolysis
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Two-way Meters
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Wood chips
Wood fuel /pallets
Wood gas
Zero-energy building/Low NG building



**ALTERNATIVE
ENERGY 2008-09
Vol. 2**

CDE

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DISADVANTAGES & Harm Turns

Cost-Benefit/Expense
Env. Harms of NG Gen.
Environmental Ethic
Ice Age
OPEC
Terrorists
Tipping point

COUNTERPLANS

Building Codes-Local/State
NGOs,
Int'l Organizations
Interstate Compacts
States/Federalism

HARMS

Fuel poverty, Global Warming
Peak oil, Tipping Point, water or air pollution, Runoff, import vulnerability,

national security, war, deforestation, desertification, petroauthoritarianism
KRITIKS
Anthropocentrism
Deep Ecology, Earth-talk
Ecofeminism
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SOLVENCY & ATTACKS

Person power shortages
Bureaucracy
Infrastructure
Enforcement
Export Growth
U.S. action not enuf

INHERENCY

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

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Once again, Good Luck and see you in Vegas!



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EXTEMPORANEOUS COMMENTARY

1. THE GREENING OF AMERICA.
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3. NAMES IN THE NEWS.
4. AFRICA.
5. PRESIDENTIAL ELECTIONS "PRIMARILY".
6. THE AMERICAN FAMILY.
7. AMERICA'S CRUMBLING INFRASTRUCTURES.
8. ANNIVERSARIES BY THE DECADE, E.G. SOMETHING THAT HAPPENED 10, 20, 50, 100 YEARS AGO WHOSE ANNIVERSARY IS BEING CELEBRATED IN 2008.
9. "MORTGAGED" UP TO OUR EARS.
10. "WE ARE THE PEOPLE" AND OUR BROKEN GOVERNMENTS.

Rostrum

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Topics

National Tournament Public Forum Debate Topic:

Resolved: US policies established after September 11, 2001 have substantially reduced the risk of terrorist acts against the United States.

National Tournament Lincoln Financial Group/ NFL L/D Debate Topic

Resolved: Limiting economic inequality ought to be a more important social goal than maximizing economic freedom.

National Tournament Storytelling Topic:

Tales of Adventure

National Tournament Policy Debate Topic

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

2008-2009 Policy Debate Topic

Go to www.nflonline.org

Call for LD Topics Prior to May 15th

The NFL L/D Wording Committee meets during the National Tournament and does the selection and wording of topics for January through December of the following calendar year. The NFL L/D Wording Committee requests topic suggestions from coaches and students. The quality of the end product is dependent on your submissions. The Committee promises to consider each and every suggestion. Simply mail this year's suggestions to:

Lowell Sharp
12680 W. 38th Dr.
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-or-
email nfl@nflonline.org

Submit Public Forum Topic Ideas

Go to www.nflonline.org to share your ideas for good Public Forum Debate Resolutions with the National Topic Selection Committee.

Submit Articles for Publication

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

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

Topic Release Information

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

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

L/D Topic Release Dates:

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

Public Forum Topic Release Dates:

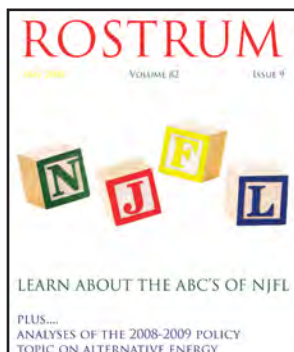
<i>August 15</i>	--	<i>September Topic</i>
<i>September 1</i>	--	<i>October Topic</i>
<i>October 1</i>	--	<i>November Topic</i>
<i>November 1</i>	--	<i>December Topic</i>
<i>December 1</i>	--	<i>January Topic</i>
<i>January 1</i>	--	<i>February Topic</i>
<i>February 1</i>	--	<i>March Topic</i>
<i>March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

Policy Debate Topic for New Year

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

ROSTRUM

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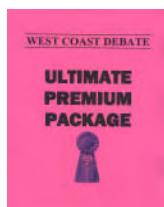
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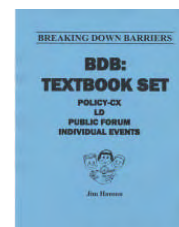


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Terrick Brown - July 13, 2008
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Student Challenge

“What is the most valuable lesson you’ve learned from participation in forensics?”

JOSE FROM NORTH CAROLINA

Audi et alteram partem: hear the other side too. This simple mantra has guided me in debate ever since I began as a freshman in high school.

HEATHER FROM NEW YORK

Though it would be hard to pinpoint the most valuable lesson I have learned from forensics, I would have to say learning to hold my own and not to back down would be in the top few.

MICHELLE FROM TEXAS

I’ve become the person that would stand up to people and contribute in conversation with groups of people I had never met before.

CHRISTINA FROM MISSOURI

Of EVERYTHING I learned, I think the most valuable lesson is that helping someone be great is more rewarding than being great yourself.

MATTHEW FROM WYOMING

I have learned that even if you beat a guy from a rival team in duet at Districts and see him in 3 rounds at State, when you’re both sitting around jamming on trumpet and ukulele during some down time at a tournament, you’re the greatest temporary friends in the world.

EMILY FROM OHIO

The most valuable lesson I learned from my participation in forensics is to never underestimate myself. Since I joined my school’s team, I’ve succeeded in various I.E. events that I never would have imagined being capable of competing in. I’ve gained a tremendous amount of confidence and have learned to “never say never.”

CHRIS FROM KENTUCKY

The most valuable lesson that I have learned from participating in forensics is becoming an effective public speaker. Since I have participated in forensics I have more opportunities to speak to audiences besides just in rounds.

ALEX FROM MINNESOTA

I have seen people who were considered “weird” or “strange” enter into forensics and are immediately shocked at the level of acceptance they receive without question...there is truly a category for everyone, and there will be no judging of character other than what you exhibit. You need not worry about being accepted here, because you already are. That’s why the most valuable lesson I’ll take away from high school forensics is the look on people’s faces when they’re having fun and enjoying speaking with others just like them.

DONALD FROM KANSAS

From my participation in forensics I’ve learned that if you work hard, don’t down yourself, and no matter how strong or how weak you are in an event to just keep striving for excellence, one day all the hard work you have committed to that specific event will kick in and work unbelievable wonders.

BROCK FROM IDAHO

The relationships you form with your team and fellow competitors are far more important and valuable in life than any of the wins or losses. Those are the things you will carry with you beyond forensics.

DENNIS FROM MISSOURI

The most valuable lesson that I have learned this year in debate and forensics is that when arguing you don’t have to be mean or overly aggressive to beat the opponent.

JENNA FROM OKLAHOMA

Never ever try your debate tactics on your parents! It doesn’t always end up well.

NUMU FROM OKLAHOMA

What I have learned in forensics is how to speak up in class and how to work with people. It’s helped me learn more with what is going on in the world today and I started paying more attention to the news.

JOE FROM IOWA

The most valuable lesson I have learned while participating in forensics would have to be the ability to speak openly about my opinions on any topic and also to prepare an argument on which I might have controversial views on.

ABIGAIL FROM MISSOURI

The most valuable lesson I have learned from forensics is to quickly identify my beliefs and then share them with people. Nothing else could better prepare me for college, the business world, and society.

WILL FROM MISSOURI

Each year as I went through I learned not to judge myself by how many trophies I won or how well I did compared to my teammates. Instead I enjoyed watching myself get better, learning, and making memories I’ll always remember.

ROBERT FROM NORTH DAKOTA

You must always persevere against the impossible.

RYAN FROM CONNECTICUT

The most valuable lesson I have learned from my participation in forensics is **TEAMWORK**. Without teamwork and without cooperation among the participants and without a common plan it is extremely hard to succeed.



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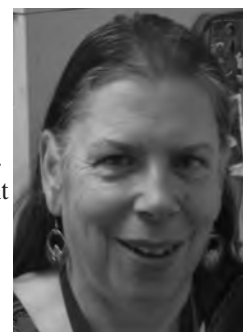
VICTOR JIH, WEST LOS ANGELES DISTRICT

Victor Jih has been coaching for the past twelve years and has been a district chair for the past 4 years for the West Los Angeles District. Mr. Jih describes the West Los Angeles district as diverse, emerging, and collegial. "Our district is made up of very established programs and many, many up-and-coming programs. As established coaches retire, our district is seeing a larger and larger number of new coaches or temporary coaches. Our goal is to help those coaches succeed, to get them hooked on forensics, and to build a solid foundation for the continuation of existing programs and the establishment of new programs." In his spare time, Mr. Jih enjoys marathon running, volleyball, tennis, and Stanford basketball. Even with these outside interests, his heart is with forensics. "Above all else, the opportunity to compete at the NFL Nationals is the highlight of the year for the many schools in our district. For many of the schools, most of the school year consists of local and in-state competition. The chance to compete against the best from across the country energizes programs, students, and school administrators. In general, the

NFL gives us access to coaches, insights, and ideas from outside our area to keep things fresh and improving."

DR. ROBERTA RICE, INLAND EMPIRE DISTRICT

Dr. Roberta Rice has been chairing the Inland Empire district for the past four years. In her 14 years of coaching experience and 34 years teaching experience, Dr. Rice has received the Thomas S. Foley Ambassador Award for Lifetime Achievement in Education, TOH Karl Coach of the Year (2004); Washington State Debate Coach of the Year (2007); Who's Who of America's Teachers (2007); and the CV Tireless Teacher Award (2005). While she is certainly a busy teacher at her school, she still has big goals for her Inland Empire district. "We want to try to build our programs and covert more affiliates to chapters so that we can end our red status! We want to help NFL headquarters understand how geographically challenged we are and how important it is that we keep a district for Eastern Washington/Northern Idaho." Dr. Rice describes her district as committed, enthusiastic, and energetic. Dr. Rice's outside interests include reading, needlework, stained glass, swimming, horseback riding, and working on the monolithic dome that she and her husband built. As for her vision for the NFL, Dr. Rice would "like to see NFL bring poetry and/or prose from the supplemental events to the forefront of competition."



PEGGY DERSCH, EAST MISSOURI DISTRICT

Peggy Dersch has been coaching and teaching for 26 years and chairing the East Missouri district for 12 years. She is a four diamond coach, a Missouri STARR teacher (2007-2009), Parkway West National Honor Society Teacher of the Year (2007), Parkway West High School Teacher of the Year (1998-1999), Outstanding Teacher Award (1997) and the Loren Reid Service Award by the Speech and Theatre Association of Missouri (2001). As for Ms. Dersch's goals for the District, she "would like to see the district reach out to nonmember schools and get them involved in the League, especially now that the League is offering so many helpful services to new programs. NFL provides the greatest student motivator there is. We all need recognition for our efforts, and the NFL point system provides recognition for all, regardless of tournament success." Ms. Dersch describes her district as supportive, friendly, and full of community-spirit. Her interests include traveling, hiking, exploring the outdoors, and learning Italian. Ms. Dersch is currently training to climb Mt. Kilimanjaro in 2009.

BETSY BALLARD, WEST OKLAHOMA DISTRICT

Betsy Ballard has been coaching and teaching for 32 years. In the past eight years, Betsy has served as district chair of West Oklahoma. Her goals for the district include sending more students to Nationals in each event. Additionally, Betsy wants to get the message out to more students and teachers that participation in the NFL is "awesome!" Ballard is a past Norman Public Schools Teacher of the Year, a past state Outstanding Speech Educator, and a National Board Certified Teacher. Ms. Ballard describes her district as friendly, talented, and busy. Her interests outside of forensics include: reading, teaching English, gardening, and spending time with her husband. Her vision for the future of NFL is to continue to be more and more accessible to students and teachers from all sizes of schools. Ms. Ballard believes that the NFL as an organization "is really important to our district because it opens up perspectives to reveal a bigger world."



Is Morality Part of Human Nature?

Marc Hauser's "Moral Mind," and its
Implications for Lincoln Douglas Debate

by
Rusty McCrady

Perhaps Immanuel Kant was right after all.

About two centuries ago, the renowned German philosopher asserted in his "categorical imperative" that one's conscience is one's guide to moral behavior; that a person's intuition (which Kant believed to be essential to human nature) is the only valid guide *toward* morally correct action, and *against* ever using another human being to achieve an end, no matter how desirable or "prudential" that end might be.

Since the contentions in Lincoln-Douglas debate always hinge on values, questions regarding morality and consequences inevitably come into play. Time and again, the Kantian philosophy of pure intent and his intuitive rules about what is right and wrong are seen as antithetical to utilitarianism (or consequentialism), a philosophy which seeks results that constitute the greatest good for the greatest number of people, thus negating Kant's idea of an *a priori* intuition of morality.

But what if this is a false dichotomy? What if ground breaking new research forced us to reexamine this either/or (Kant vs. the utilitarians) paradigm that has dominated value debate for decades?

Indeed, such research has been grabbing headlines all over the world in recent months. One pioneer at the forefront is Marc Hauser, a Harvard psychologist and evolutionary biologist whose book Moral Minds is one of the year's best selling non-fiction titles. What Hauser's experiments in human moral decision-making have to tell us may lead to a re-thinking of how both the intent and the consequences of a person's actions are judged on a scale of morality.

Hauser's current book is based upon experiments that he and fellow researchers

have been conducting to determine choices that individuals make when presented with moral dilemmas. The results of these experiments are fascinating on a number of levels; for one thing, they seem to be universal and cross cultural, and they seem to be similar in all age groups, indicating that the "moral grammar" (Hauser's term) of human beings is pre-programmed, much like the universal potential to speak and form language.

Since the purpose of this article is to find practical applications of Hauser's research to Lincoln Douglas debate cases, let's look at some key scenarios that Hauser chose to present to his experimental subjects. In one, he presented five patients, each of them in critical need of a vital organ in order to survive. In the clinic's waiting room is a healthy man who of course possesses the five healthy organs needed for the survival of each of the patients. The question proposed in the experiment is: should the healthy man in the waiting room be killed so that his healthy organs can be harvested and given to each of the five patients, thus assuring the survival of five humans at the cost of one human life? The subjects were nearly unanimous in their rejection of this idea; they knew immediately that it is wrong to intentionally sacrifice an innocent human even if in so doing we save the lives of five other humans.

In another experiment, the subject is told that a speeding train is headed toward five oblivious hikers who are on the track ahead. The subject of the experiment is given the choice of switching the train to another track where only one person is ahead on this alternate track, thus ensuring that the five will be saved and only one human will likely be killed. Given this choice, nearly all subjects agreed to switch the train toward the lone victim, thus saving five lives at the cost of only one. But in part 2 of this experiment, the

subject is given the option of not switching the train to another track but instead throwing an extremely large person in front of the train, thus stopping the train and again saving the five humans who are further down the track. Given this option, nearly all subjects were immediately repelled by the idea of actively and intentionally sacrificing the human by throwing that person in front of the train, even though the outcome (one human life lost in order to save five) would be the same in both parts of the speeding train experiment.

As debaters and debate coaches, we may ask: what can we glean from these experiments with regard to both Kantian morality and utilitarianism (advocated by John Stuart Mill, among others)? Clearly both philosophies come into play. Without question, the subjects in the experiments go along with the notion that it is a good deed to save the five people on the track ahead of the speeding train. Doing the instantaneous calculation of the five lives saved per one lost, they agree to switch the train to the lesser tragedy. However, here is where the findings get interesting. In stage 2 of this experiment (pushing the large person in front of the train), and in the first experiment (healthy person in the waiting room), the universal decision was that it is immoral to intentionally and actively use a person to create the greater good of five survivors and one dead person, as opposed to one survivor and five dead. Thus while the principle of "greatest good for the greatest number" is implied by all three scenarios, the subjects in the experiments knew intuitively that all three scenarios were NOT equally moral; their moral calculations went beyond the simple math of how many people would survive in the end.

Thus Kant's maxim that people must be seen as ends and never used as a means seems to be vindicated here. In effect, when

Is Morality Part of Human Nature?

faced with theoretical moral dilemmas such as these experimental scenarios, people really do use BOTH utilitarian calculations AND Kantian intuition. Moral intent seems to be just as important as the calculation of consequences.

But is Kantian intuition more important than consequentialism? It would seem so, but here we get an interesting caveat from Professor Hauser. He emphasizes that we humans do apparently have an inborn aversion to using other people; in addition, we seem to sense that doing active harm is worse than allowing a bad result to occur (as in the healthy patient /organ donor and the person thrown in front of the speeding train) in order to achieve a good end. Hauser points out that this is probably why we are much more sympathetic to passive euthanasia (removing life support from a terminal patient) than to active euthanasia (administering an overdose of a painkiller to end a terminal patient's misery). Yet Hauser points out that in real life, active euthanasia could in effect be the more humane choice for many dying patients, since it quickly ends the prolonged agony of the dying process, and thus could be result in a greater good for countless dying patients who are in terrible pain. Therefore, like a good debater, he points out that our instinctive morality (Kantian) can at times be trumped by a utilitarian view (see Greg Ross's July 2006 interview with Hauser in The American Scientist online).

So to summarize, let me give some direct quotations by Marc Hauser. We humans seem to possess a "universal moral grammar—a set of principles that every human is born with." Hence there "appears to be some kind of unconscious process driving moral judgments without its being accessible to conscious reflection." (Sounds an awful lot like Kant's moral intuition.) Yet, as illustrated above by the passive vs. active euthanasia dilemma, "moral judgment can be accomplished by multiple systems; some moral principles are available to conscious reflection –while others are better characterized by an intuitionist model."

Finally, I encourage debaters and their coaches to read not only Marc Hauser's writings, but those of other researchers in

these exciting fields within psychology and neuroscience, which have such profound implications for both philosophers in general and debaters in particular. For example, read about the brain scanning research being done at the National Institutes of Health by neuroscientists Jorge Moll and Jordan Grafman. The Washington Post article "If It Feels Good, It Might Be Only Natural" (about reward activity in the brain for moral behavior) listed below presents a summary of their findings and cites other researchers (Antonio Damasio and Adrian Raine from the University of Southern California; Joshua Greene at Harvard) who are studying the brain's responses to moral dilemmas. Jonathan Haidt at the University of Virginia has also published studies of the role emotions and intuition play in moral decision making. These are just some of the more prominent researchers on the cutting edge of this exciting field.

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(Rusty McCrady is a debate and forensic coach at Walter Johnson High School, Bethesda, Maryland.)

---"moral judgment can be accomplished by multiple systems; some moral principles are available to conscious reflection - while others are better characterized by an intuitionist model."

Coach Profile

MEET SUSAN MCLAIN

by
Tyler Billman
NFL Staff



Four-diamond coach Susan McLain began her teaching and coaching career in 1971. McLain has been an NFL District Committee member for over 25 years and co-hosted the NFL Tournament in Portland, Oregon in 2000.

When was your first NFL experience?

My first experience with NFL was the spring of my freshman year in high school when I was inducted into NFL as a member of the Canby High School, Oregon Chapter. We went on a bus to Jesuit High School and they had an afternoon tea for our chapter. It was pretty exciting, and my coach Wilma Hicks made sure we understood that this was an honor and a responsibility to represent ourselves and our school well! She was a wonderful lady and a character that made speech fun and a positive learning experience from the start.

What is your team philosophy and/or team motto at Glencoe HS?

My coaching philosophy for the teams that I have coached simply says, "There is a place for anyone on the team that wants to work, and improve their abilities to communicate, and learn to be a contributing part of any communities that they are involved in!" We work toward an open, caring, and diverse team that supports each other.

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

It depends on the year, the size of the squad, and if there are more junior or senior division speakers. I have averaged about seventeen tournaments a year and the years that I did 21 to 25 tournaments a year it was more hours and effort. I was younger and found more energy to do those

extra weekends in my 20s and 30s! So saying all of that, I would say with the weekends thrown in that it averages over 35 hours a week, easy. I have learned to do more "one on one" coaching instead of the big team meetings; we seem to get more completed that way. Administration, transportation, and fundraising are still very labor intensive for this job.

What do you consider to be your coaching strengths?

I enjoy students and the activity of speech and debate and find that I still have energy and enthusiasm for coaching. I know that the experience of coaching has made me a better teacher and person. I find that the give and take of coaching is good way for continuing to be a life long learner; keeping life still fun and fulfilling on many levels. I would say that my coaching strength is finding places for students to succeed at their level of commitment and ability.

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

Glencoe, Hillsboro, and Mid-High fundraising primarily included a commitment to concessions at sporting events. We do the football varsity and J.V. games every week in the fall up to December if our teams are doing well! We have done baseball, soccer, and basketball games in the years we needed more funds. I found that keeping the students focused on just one major fundraiser was more successful

than a bunch of small efforts. I have done this since 1971 and my husband, two sons, two daughters as well as good friends have helped when the squad was small.

Glencoe HS has attended the National Tournament 20 times in the history of the team? That's quite a standard! What keeps you motivated year after year?

I have been to the National Tournament 24 times as a coach and 3 years as a judge. I find the National Tournament to be a wonderful experience and a lasting memory that brings fantastic connections and resources for the students later in life. I love the fact that we have taken students from our school in debate, student congress and all of the individual events. They all have their pluses and minuses. I am a big supporter of the secondary events. They help balance out the experience with more speaking and involvement with many different types of competition. I am motivated to take students to the tournaments because of all the stories I have had from former students that write or call and say they have met someone that was at the tournament the year that they went or that they stay in touch with people they meet on the trip. I also find it to be a renewing time for coaches because of the involvement with many wonderful coaches from other states that have such great advice and ideas to share.

Do you have any recruiting strategies to gain members to the Glencoe HS speech and debate team?

We go to our junior highs to speak and share about every other year. Glencoe Speech Team members try and export information to other students in their classes. We look for younger family members to join us! We try to display our awards and do a good job with public relations in the school and in the community. We are lucky to usually have members on the school newspaper, or who write a column in our local newspaper, and they have been super getting us exposure. We host two tournaments a year. We have a student congress in December and a full tournament with all events in January. Those are good events to get students to come and see a competition.

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

I had two of the best mentors in the world with my high school coach, Wilma Hicks, and my college coach, Marion Rossi. They were honest, sincere, and they believed in the activity being an educational tool for a more informed mind! They created an atmosphere that was challenging but safe! Wilma was getting her Masters Degree in Political Science at Reed College when I was on the squad and I found a love for political discussion and involvement that led me to serve four terms from 1991 to 2006 as an elected Metro Regional Government official that dealt with many community issues such as land use, transportation, clean air and water, natural green spaces, recycling and solid waste and regional facilities such as our Zoo and Convention Center. I got to put some of her good debate training to work in the community. They also both wanted their students to be active informed citizens that voted in local and national issues. Wilma and Marion believed we all have the responsibility to be part of the solution in a civil way. When I was a young coach I remember getting excellent advice from them when I would call with a new challenge of being a beginning coach. They took time to help me think it out and give guidance that always worked!

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

I was on the small committee that planned for the National Tournament in Portland for the year 2000 and that was a very exciting time to be an NFL coach in the

state of Oregon. It was our first tournament for NFL in Oregon and we had to really spend many hours making sure it was going to work the way we wanted it to. I even told my son that he would have to get married in 1999 or 2001 when he came to tell me he was engaged because the National Tournament was my big commitment for 2000! I have been on the local NFL Committee for over 25 years so March is always exciting as we hold another District Tournament. I love to watch the students at their best doing what they do well. Every year there is another success story to enjoy! It is also a time to work with other coaches in a very positive way to support the NFL and our students.

What is your favorite memory from a National Tournament?

I have so many National Tournament Memories. It is very hard to pick out just one. So I preface by saying: the year a Kentucky coach asked me to help his state start Impromptu as a State event because he loved the Oregon Impromptu speakers was special. The time that my student Lisa took seventh in the Nashville Nationals in Impromptu was exciting; a wonderful student named Suzanne taking 5th in Editorial Commentary was a rush! The best moment was having my daughter, Emily Rose, qualify for the Atlanta Nationals in 2003! She qualified in extemporaneous speaking, which is one of my favorite events. She had come to Nationals the first time with me when she was 30 days old, and this felt like the circle was complete! It was fun to share an activity I loved with my daughter! She is just finishing up with being the President of the University of Oregon Student Body. She gets to use her speech and debate skills in so many ways!

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

Finding new material and topics to help the students pick relevant topics and interpretations for competition is an on going challenge. The new challenge that seems to be more difficult every year is trying to work around very talented and involved students and their schedules. I want this event to be part of a number of opportunities that they get to experience. We have many of our students on athletic teams, in school government, science fair activities, drama, and the like, and it is always a jigsaw puzzle to pick the tournaments that they will attend that will keep them

competitive on the speech and debate team and still be very involved in other parts of the school. Home life and their academics must also be considered in the schedule and it is a crazy dance we create to assist them being competent and agile in many places.

What is your vision for the future of NFL?

My vision for NFL is to continue to be the fine network of opportunities and resources that are known in this nation for helping young people and schools. I believe that you continue to add value to your tool box by training new coaches with workshops and materials. You add more value as you find ways to network NFL with business, government, and the international community. You add more value with your partnering with organizations such as National Federation of High School Activities, and debate and other speech organizations.

What advice would you give a new NFL coach?

I would tell a new coach to really look at your NFL materials and online services. They help give context and short cuts to your new coaching challenges. I would also say if you have an opportunity, attend a National Tournament as a judge or extra helper with a team that is going. You will find it inspirational and helpful as you set up goals for your new team! You will find time to be with other coaches and mentors which is as helpful as workshops and summer classes.

Has forensics changed since you first entered the activity?

Everything has changed since I was 14 years old and was a beginning speaker! I would say that the biggest change is the technology for research and support for our activity. It is a blessing - and a curse. The curse there is so much information it is daunting and the blessing: it is easier to get research done with more depth than was possible without computers. The use of computers in debate is a blessing and curse because equity issues are on many levels are challenging but the students say it is easier to flow!

"When students on my team graduate from Glencoe HS, I hope I have taught them to believe in themselves and use the talent and skills that they have honed in our activity of speech and debate!"

-- Susan McLain



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Contesting Alternative Energy: Benefits, Drawbacks, and Alternative Approaches

by Stefan Bauschard

Resolved:

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

Introduction

This year's resolution introduces three central questions: Should alternative energy (AE) technologies be developed; should those technologies be developed through approaches that rely on incentives; should it be the United States federal government that develops those technologies? This essay will focus on unpacking arguments that affirmative and negative teams can use to address the central questions that have just been discussed.

In order to answer all of these questions, it is important to understand what "AE" technologies, "incentives," and the "United States federal government" are.

AE technologies are generally considered to be energy forms that are focused on transitioning away from fossil fuels. Fossil fuels include all fuels that are derived from fossil sources, such as oil, coal, and natural gas. These sources are considered "non-renewable" because human consumption of the fuels exceeds the decay rate of the fossils that make the fuel possible. Many affirmative advantages and negative disadvantages stem from the consequences of reducing reliance on these fossil fuel sources.

The term "incentives" is rather ambiguous, but is certain to include direct financial payments, and possibly regulations and regulation-based systems that include positive incentive schemes such as tradable permits. The workability and desirability of most affirmative plans will come down to the merits of particular incentives, and the best negative counterplan ground will stem from offering non-incentive stimulants or incentives that are distinct from the incentives offered by the affirmative plan. There is little debate over whether the "United States federal government" refers to the central government in Washington, D.C., but there is a debate about whether or not the United States federal government should be the agent that offers the incentives. Many negative teams will argue that the

incentives should instead be offered by state governments or by other international actors such as the European Union.

Affirmative Advantages – The Harms of Fossil Fuels

Most affirmative advantages will stem from the harms of the continued consumption of fossil fuels. These harms can be broken-down into a number of separate arguments that will serve as the basis for distinct advantages.

Climate change. Climate change is arguably the biggest harm that results from the continued reliance on fossil fuels. Climate change occurs because the burning of fossil fuels to produce energy emits CO₂ into the atmosphere. This CO₂ then functions to trap heat in the atmosphere, warming the planet. Such warming is potentially responsible for food production declines in the southern hemisphere, the melting of the polar ice caps and rising sea levels, the greater frequency of high-intensity storms, and the bleaching of coral reefs. There is outstanding evidence that all of these impacts, and many more, threaten the survival of life on the planet. The terms "global warming" and "climate change" are used interchangeably, not only through this essay but also both in the media and professional resources, because scientists now believe that that all of the impacts do not stem merely from the warming of the earth but from changing climate patterns that result from the trapping of greenhouse gases by CO₂.

Oil dependence. The second most frequently cited harm to the continued reliance on fossil fuels results from the United States being dependent on foreign countries for the oil that it consumes. Approximately sixty-six percent of all oil consumed in the United States is from foreign sources. This dependence is problematic for a number of reasons. First, it makes the U. S. vulnerable to supply cut-offs. In 1973, Arab states embargoed

the sale of oil to the U. S. and other allies of Israel that were supporting Israel in the Yom Kippur war. As supply dropped, this embargo led to dramatic price increases in the U.S. and threatened the economy. While most experts believe that another embargo is unlikely, a supply cut-off could occur in the future as a result of the outbreak of conflict in the Middle East. One of the most frequently cited scenarios is that in a conflict with Iran, Iran may militarily shut down the Strait of Hormuz. Since 30% of the world's oil passes through the strait, closing it down would also likely result in a dramatic increase in oil prices.

Second, heavy oil dependence requires the U. S. to project considerable military power into the Middle East in order to secure a steady supply of oil both to itself and to its allies. Rationales for both Iraq wars included preventing Iraq's Saddam Hussein from threatening regional oil supplies. The U. S. has built many alliance relationships in the Middle East in order to protect the flow of oil. These relationships are incredibly costly both in terms of the direct economic price, but also in terms of the lives of many U.S. service members and the strain it places on our military. A strong U.S. military presence in the Middle East may also contribute to the radicalization of many societies and greater instability.

Third, reliance on foreign oil widens the growing U.S. trade deficit, which accounts for the low financial value of exports vs. imports. A rising trade deficit threatens the economy because it increases our dependence on foreign capital to finance development in the United States. If foreign entities stop financing our deficits, the economy could crash.

Fourth, and related to the third argument, is that heavy oil dependence in a world of skyrocketing prices is resulting in a dramatic shift of wealth from Western countries to the developing world. This wealth transfer threatens the foundations of the economy and overall U.S. global leadership.

Oil shortages. Related to the issue of oil dependence is the issue of oil shortages. Since fossil fuels take thousands of years to generate, practically speaking there is a finite supply of oil, and all of the oil that does exist is not necessarily recoverable due to geopolitical restraints. Dwindling supplies of oil could trigger military conflicts over remaining resources and could result in price spikes that threaten the economy. Oil demand is projected to continue to grow worldwide, increasing both prices and the risk of conflict over dwindling supplies.

Pollution. Pollution that results from the generation of energy from fossil fuels takes many forms. The burning of coal produces acid rain that threatens human health and the environment, particularly in the Northeast. Particulates that result from the burning of fossil fuels also threaten human health. The transportation of oil risks oil spills that threaten aquatic ecosystems.

U.S. leadership and soft power. The failure of the United States to commit to specific, binding emissions reductions arguably undermines overall U.S. global leadership. Action to reduce U.S. dependence on fossil fuels could boost U.S. global soft power and boost our international leadership and global hegemony.

Affirmative Advantages – The Harms of Particular Alternative Energy Sources

While most affirmative advantages will stem from replacing fossil fuel consumption with energy derived from AE, affirmatives will also claim advantages that stem from undermining existing AE technologies.

Nuclear power bad. Affirmatives will claim that developing renewable energy technologies crowds out the development of nuclear power and that nuclear power is bad. Teams will argue that nuclear power risks nuclear accidents, nuclear proliferation, nuclear terrorism, and will leave us with a dangerous collection of nuclear waste.

Ethanol bad. Ethanol is an alternative energy resource that relies on burning biomass to make energy. The biomass that is burned is usually food products, particularly corn, and the argument is that the burning of this biomass threatens the environment and creates upward pressure on the price of food, placing millions of people at risk of starvation.

Affirmative Advantages – The Benefits of Alternative Energy

In addition to avoiding the problems associated with continued reliance on fossil fuels, the development AE can also produce many direct benefits.

Competitiveness. The most general benefit of increasing the development of AE technologies in the United States is that U.S. companies will be able to compete better internationally when exporting those technologies to other countries. These exports will reduce the trade deficit and improve the overall U.S. economy.

Specific benefits. Most AE technologies, such as solar and wind power, do not have benefits that are independent of the advantages obtained from reducing fossil fuel consumption. Some, however, such as solar powered satellites (SPS), may have independent advantages. SPS, for example, may promote international cooperation in space.

International cooperation. One interesting thing about this resolution is that it is only the incentives that have to be increased in the United States, not necessarily the AE. This makes it possible, for example, for the affirmative to increase incentives for the development of solar power satellites. The incentives to develop the satellites would be provided in the United States, but the AE would be used in space. Similarly, affirmatives may provide incentives for U.S. companies to cooperate with Chinese companies on AE projects. Significant advantages could be accrued from diffusing U.S.-China energy competition and those advantages would also provide a rationale for why it is essential for the United States federal government to provide the incentives. The U.S. and China have already started cooperating on biofuels development and the U.S. and Japan have been cooperating on nuclear energy development. Nina Hachigan and Monica Stuphen discuss the potential for cooperation on nuclear fusion:

In 2006, China and India both joined the U.S.-initiated FutureGen project to develop a zero-emissions coal-fired power plant by 2012. We need more multilateral alternative energy projects, like FutureGen and nuclear fusion, that put Asian scientists to work on problems Americans want to solve also. Such initiatives and similar ones would address the pollution from China's energy policy that also affects American quality of life... (continued, p. 188)...The nuclear fusion project ITER is a promising model. As we discussed in the Introduction, every pivotal power is investing in the

first every truly international, large-scale independent, scientific research effort in the history of the world. (Nina Hachigan and Monica Stuphen, Stanford Center for International Security, 2008, *The Next American Century* p. 107).

Affirmative Plans – Incentivizing Alternative Energy

Before we start to look at specific means of incentivizing AE, we need to take a closer look at what constitutes AE. It is safe to say that everyone agrees that renewable energy sources such as solar, wind, hydroelectric, and biomass are AE sources. Affirmatives that argue in favor of expanding renewable energy resources are likely to be more specific and identify subsidies, for example, for solar photovoltaics, solar thermal, corn ethanol, geothermal, cellulose ethanol, switchgrass ethanol, E85 ethanol, wave power, tidal power, dams, or ocean thermal energy conversion (OTEC), or wind power.

Beyond the consensus that renewable energy sources are included in AE sources, there are a couple of important controversies. First, is nuclear energy considered an AE source? Most definitions of alternative energy include nuclear energy, but there are definitions that do not include it. Most of these definitions and contextual uses are usually by opponents of nuclear power who do not want nuclear to be included in government support for alternative energy technologies.

Affirmatives that argue in favor of nuclear power are unlikely to do so generally, but instead are likely to argue for the development of a particular nuclear power resource, such as fusion, the International Thermonuclear Experimental Reactor (ITER), the pressurized water reactor (PWR), or the Pebble Bed Modular reactor (PBMR), and breeder reactors. Affirmatives will work to argue that many of the problems generally created by nuclear power (such as waste, accidents, and insecurity) are inapplicable to the specific type of nuclear power that they support.

Second, can any fossil fuel based resources be included in the category of AE? Natural gas when used as part of coal gasification has also been considered as an AE source.

Based on this brief discussion, affirmatives can certainly support the development of solar, wind, geothermal, hydro, and biomass sources of energy. They can most likely win that they can develop various forms of nuclear power, and they

may be able to win that some new/alternative energy technologies that still take advantage of fossil fuels constitute AE.

This brings us to a more in-depth discussion of what the affirmative can topically due to incentivize alternative energy development. The word “incentives” is the most ambiguous of all of the terms in the resolution. It is certain to give rise to a nearly endless, largely irresolvable, yet incredibly important series of topicality debates. Most definitions of “incentives” indicate that it at least includes some financial reward. For example, companies that invest in alternative energy may be incentivized by a direct cash payment to assist with the cost of development (a “subsidy”), they may receive a direct payment to cover the cost (a “grant”), they may receive a reduction in their taxes for their actions (a “tax credit”), they may receive a guarantee to a bank that the government will cover the cost of a loan a made to a company to develop a product if that company defaults on the loan (a “loan guarantee”), or they may receive an offer by the government of a loan to any company developing an individual alternative energy product (a “loan”). These incentives do not necessarily need to be limited to companies or individual businesses, but could also be provided to individual people who wish to make AE investments. Individuals, for example, could receive tax credits for purchasing solar panels for their homes.

It is likely that most will agree that the affirmative should have the option of providing a direct financial incentive to companies or individuals that wish to develop alternative energy technologies. Agreement will breakdown, however, when affirmatives begin to work with other mechanisms to encourage AE that they will define as incentives.

The first topicality issue related to “incentives” is whether or not “regulations” constitute incentives. Regulations are requirements that entities do something. For examples, affirmatives may adopt a “renewable portfolio standard,” requiring that utilities produce a certain amount of energy, say 20%, from renewable energy sources.

Intuitively, a requirement is different from an incentive. If your parents offer you \$20 to complete your homework, that is certainly different than them simply requiring you to do your homework. The distinction starts to break-down, however, when you consider that the requirement that you do your homework is really meaningless

without a penalty – say less computer time or a direct financial penalty (regulatory requirements usually come with financial penalties for failure to comply). That penalty is therefore simply a “negative incentive.” The affirmative argument will be that since the resolution doesn’t specify that the affirmative provide “positive incentives,” that negative incentives (a regulation --- do x or be fined) are topical.

Contextually, it is difficult to limit incentives exclusively to positive incentives. An article in *Building Operating Management*, for example, breaks incentives down into two categories/types – financial and regulatory. And, there are other general definitions that indicate that incentives can be negative. Wikipedia’s discussion of the term, for example, includes the option of “coercive incentives.”

A second question related to incentives is whether or not hybrid negative/positive incentive schemes are topical. The most common example of a hybrid scheme is an emissions trading system that would cap the overall amount of CO2 emissions at a given level, but would enable companies that reduce emissions below their own emissions caps to sell what is essentially a permit to emit CO2 to other companies that are not meeting their own caps. The ability to reduce below the mandated level and sell off permits to other countries that pollute is a positive incentive for emissions reductions. Since these systems include both positive and negative incentives, affirmatives will need to win that negatives incentives are acceptable forms of incentives.

There is also a separate, but related, question as to whether or not cap & trade systems are alternative energy incentives. These systems incentivize AE development as a means of meeting (and exceeding) CO2 emissions caps, but they do not necessarily directly function as an incentive to develop AE technologies. At the very least, cap & trade may incentivize the development of many different technologies (such as clean coal technologies), many of which will not reduce fossil fuel consumption.

Moreover, since these systems require a regulatory cap on the amount of CO2 that can be emitted, negatives will be able to argue that instituting the cap is extra-topical and essentially allow affirmatives to fiat a reduction in CO2, enabling them to solve even if no AE is developed as a result of the plan. And, since the development of AE is a result of the plan, the negative may claim that the affirmative is only effects topical. Negatives should argue that even if negative

incentives are topical that the regulation has to be on the AE technology and not the pollutant. For example, it would be topical to require that a certain percentage of energy be produced with renewable energy – a renewable portfolio standard – but not to cap emissions at a certain level with the goal of encouraging AE development.

While the argument just discussed has a lot of persuasive appeal, attempting to limit affirmatives to incentives that are unique to AE technology is difficult since there is no defined set of “alternative energy incentives.” If AE incentives are simply incentives that encourage alternative energy development, and if a permit schemes encourage AE development, then it is as much of a financial incentive as any other. The Yale Forum on Climate Change and the Media explains:

A tradable permits system can regulate emissions at the point where carbon enters the economy, the point where greenhouse gases are actually released, or somewhere in between. Under an upstream program, producers and importers of GHG-producing fuels would be required to hold permits for any fuel they sold, based on the GHG emissions associated with those fuels. The price effect of an upstream permit system would spread out throughout the economy, raising the price of energy produced in proportion to carbon releases and creating an incentive for increased energy efficiency and more use of alternative energy generation technologies.

The outcome of these topicality debates will have a tremendous impact on the development of the topic.

If affirmatives are left without any regulatory options because negatives win that “alternative energy incentives” are limited to direct financial transfers for the development of AE, affirmatives will largely be sitting ducks against the states counterplan. Since funding provided by state governments is worth just as much as federal funding, states counterplans will be able to solve most affirmative cases. Although affirmatives will otherwise be able to make strong arguments about the value of federal enforcement of regulation vis-à-vis state regulation, even stronger arguments about the value of federal regulations to instigate international action, they will be deprived of those arguments if the accepted interpretation of the topic limits the

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affirmative to direct subsidies.

And, if the negatives win the argument that cap & trade mechanisms are both extra and effects topical, affirmatives will be particularly hard-pressed to answer cap & trade counterplans which are likely to solve the advantages, especially climate change and oil dependence advantages, faster and with a more optimal mix of tools. These counterplans are also likely to avoid market manipulation turns as well as politics and spending disadvantages that are linked off of providing substantial cash infusions to industries. Fred Krup, the President of the Environmental Defense Fund, explains:

Subsidies and mandates have several critical weaknesses. For one, they depend on a degree of detailed knowledge and prescience about the technology beyond the reach of government regulation. They also reward lobbying prowess more than the technologies that actually perform, and can result in perverse outcomes....

The European model of feed-in tariffs richly rewards certain players,” says John O’Donnell, a solar power entrepreneur you will meet in the next chapter.” And it creates bizarre situations which have nothing to do with slowing climate change.” He points to the German subsidy for photovoltaic power as a prime example. Because Germany is a generally un-sunny place, it takes a much as six years for a photovoltaic cell to generate as much electricity as it took to manufacture it. Demand for fossil electricity, therefore, has to drop says O’Donnell: “Not a single coal plant has yet been shut down by this initiative,” even while the net cost of electric production (including the big government subsidies) has risen to 50 cents per kilowatt-hour....Market reform is a much more durable and sustainable platform on which to build our long-term investments. We strongly believe that mobilizing capital markets is the best method for deploying these technologies rapidly....That brings us to the cap-and-trade system – the best way to harness market forces to fix a market failure. Instead of forcing polluters to pay certain prices or to back particular technologies, the cap-and-trade system mandates

only the pollution limit, then lets the competitive machinery of the market figure out the cheapest, most efficient way to get there. Mobilizing the market ensures that the hunt for the cheapest technologies will be as broad as possible, ranging as far as the human imagination; only with such a far reaching search will the United States be able to reach the 80 percent reduction in global warming emissions that scientists tell us is necessary to stabilize climate. That broad hunt, in turn, sets in motion a valuable cascading effect: as the market finds the most efficient technologies, and quickly brings down the cost of reducing pollution, the political will builds for even steeper carbon cuts – without the backlash that inevitably follows when the government tries to pick technologies and too often makes the wrong choice. (2008, p. 39-41)

And, since most of the evidence discussing the importance of “U.S. leadership” on climate issues is in reference to the need for the U.S. to adopt a binding cap on emissions, these counterplans will also best capture the affirmative solvency. If cap & trade-style schemes are deemed non-topical, negatives will retain these very potent weapons as counterplans.

One way to demonstrate the significance of this topicality debate is to consider how the outcome impacts the focus of the topic. If you ask most people what the 2008-9 debate topic is, they will say it is about “alternative energy.” But if the negative interpretation of the topic that incentives are limited to positive monetary inducements prevails, then I think that this topic really becomes about the desirability of positive incentives for AE vis-à-vis other approaches such as cap & trade that will likely be able to better solve the most common affirmative advantages without risking the downsides of direct financial transfers.

A final issue related to “incentives” is whether or not direct government contracts constitute “incentives.” For example, if the government procures (purchases) solar panels for its buildings, does such a purchase constitute an incentive? Are government contracts incentives for the companies that have them? Intuitively, they are not, but they meet the definition – a positive financial incentive. Government procurement affirmatives have been popular on past high

school and college topics.

Defending the Status Quo – Attacking the Advantages

There are a number of arguments that the negative can make against the most popular affirmative advantages.

Climate change. The climate change advantage is probably the most difficult advantage for the negative to defeat. There is a substantial body of literature that claims that the earth is warming, that the burning of fossil fuels is largely responsible, and that such climate change will produce devastating impacts. Despite this difficulty, I do have a few suggestions.

First, dispute the relationship between increase CO2 emissions and warming. While it is hard to refute the argument that the earth is warming, there is a dispute as to whether or not humans are responsible. The House has published links to more than 100 articles that challenge the relationship between CO2 and warming.

Second, challenge the rate and impact of climate change. Many climatologists contend that the earth is not warming as fast as predicted and that humans will be able to adapt to climate change. The affirmative is in somewhat of a double-bind: If they win that the rate is fast and there are large impending impacts, it is more difficult for them to solve.

While the affirmative literature is plentiful, there are a more limited number of key resources that the negative should consult. These include Roy Spencer’s *Climate Confusion: How Global Warming Hysteria Leads to Bad Science, Pandering Politicians and Misguided Policies* (2008), Dennis Avery’s *Unstoppable Global Warming: Every 1500 Years* (2007), Henry Svensmark’s, *The Chilling Stars: The New Theory of Climate Change* (2007), Bjorn Ljomborg’s *Cool It: The Skeptical Environmentalists Guide to Global Warming* (2007), Lawrence Solomon’s *The Deniers: The World Renowned Scientists Who Stood Up Against Global Warming Hysteria, Political Persecution, and Fraud, And Those Who Are Too Fearful to Do So* (2008), Christine Negureanu’s *Planet Eris and Global Warming* (2008), and Paul Spite’s *Climate Crisis A la Gore: The Real Profit Pushing the Perception of Man-made Global Warming* (2008).

There is also a popular argument that increasing the amount of CO2 benefits agriculture because food crops depend on CO2 for growth. While this argument has won many debates, there are two limitations.

First, the body of literature about the

impact of climate change on agriculture is getting more sophisticated. For example, studies indicate that higher temperatures may lengthen the growing season in northern latitudes, but that increased heat-stress threatens agriculture growth in Africa (You Tube), putting millions of people at-risk of famine. Even if negatives are able to win that increasing CO₂ is generally beneficial for plants, affirmatives will probably be able to win that it is bad for specific regions and have impacts that are specific to that region.

Second, the direct benefits of CO₂ to plants do not account for the indirect problems. For examples, if the affirmative wins that there will be a substantial number of more intense storms as a result of increased temperatures, these storms will threaten agriculture regardless as to whether or not there are benefits that result from increases in CO₂ to plants. Negatives will need to win substantial defense against other climate impacts if they are going to win the CO₂ turn.

Oil dependence. It is an incontestable truth that U.S. dependence on foreign sources of oil is increasing. As a result, negatives need to attack this advantage at the impact level and not at the uniqueness level. Unlike the global warming debate where most of the literature favors the affirmative, this impact is highly contestable.

There is good evidence that an oil embargo will not succeed and that Iran's military would be defeated if attempted to close-off the Strait of Hormuz. There is substantial skepticism of the oil peak thesis, that eventually oil prices will return to lower levels and that the U.S. military presence in the Middle East is not driven exclusively by oil consumption.

Pollution. The major affirmative limit of the pollution advantage is that it has a very limited impact. There is evidence that indicates that 500,000 people die each year from pollution. But in the grand scheme of debate impacts, 500,000 lives is not that many dead and even that number assumes the total number of deaths from all sources of pollution – affirmatives will only solve for one form of pollution, and they will probably not be able to isolate the number of deaths from that source.

U.S. leadership. There are two weaknesses to the U.S. leadership advantage. First, most of the evidence that discusses the need for U.S. leadership is on climate change and assumes the need for the U.S. to agree to a binding emissions cap. Many affirmatives will not deal with climate, and those that do are unlikely (for topicality

reasons) to address it with an emissions cap. There are also more visible threats to U.S. leadership – Guantanamo Bay, the war in Iraq, and the Bush presidency in general.

Defending the Status Quo – Attacking the Solvency

There are two ways the negative can go about attacking the affirmative solvency.

Attack the mechanism. Since there are fewer incentive approaches to developing renewable energy than there are AE resources, negatives should begin by preparing strong attacks against the ability of different incentives to boost AE development. There is good evidence that subsidization is a failure and that government generally fails to pick the best technologies when providing subsidies. Those who prefer market approaches argue that the subsidies disrupt the market. For a general discussion of the impact of subsidies on energy development, see NEI Nuclear Notes and Studies of Federal Government Energy Interventions. Wikipedia also has an informative general discussion.

There is also a good debate about the merits of prizes – another form of an incentive. Negatives will want to attack prizes if the affirmative chooses that as their incentive, but may also want to consider a prizes counterplan if the affirmative picks subsidies as their plan mechanism.

There are also strong criticisms of regulatory approaches that rely on mandates. Most of the criticisms are similar to those directed at subsidies – they involve the government picking a technology by mandating it rather than letting the market decide which is best, involve significant enforcement and compliance issues, and are very costly for businesses.

Notice again that the cap & trade hybrid approaches that were discussed earlier avoid many of the criticisms discussed here – the government picking the technology winner, market disruptions, and compliance costs are all significantly lessened under these approaches, making them strong plan or counterplan options.

Attack the ability to solve the harm. The most significant affirmative harms – climate change & oil dependence – will be very difficult for the affirmative to solve. There is good evidence, for example, that in order to avoid the climate impacts discussed in the IPCC reports, fossil fuel-based energy consumption would have to decline 25-40% below 1990 levels! Krupp (2008) argues that an 80% reduction beyond current levels is needed! These are staggering reductions

that would be nearly impossible to achieve without a questionably topical carbon cap (and even with one). Even if the U.S. were to substantially lessen oil dependence, the U.S. would be just as vulnerable to the price impacts of supply disruptions and shortages because the price of oil is set globally. So if the U.S. only consumed a minimal amount of oil, we would still be vulnerable to high international prices.

Attack the alternative energy source. There is considerable debate about the ability of nuclear power to significantly reduce climate change. Although the generation of nuclear power does not produce CO₂ emissions, the construction of the power plants does, and most scientists say thousands of new nuclear plants would have to be built before any significant reduction in climate change occurs. There is also a question of whether or not that many plants could be built quickly enough to address climate change.

The arguments against more conventional renewable energies generally relate to their reliability: Wind farms will not work when it is not windy, solar panels will not collect energy in poor conditions and will not collect it regularly, there is limited space for the expansion of dams, ocean thermal energy conversion projects are not yet feasible on a wide scale, and we lack enough usable biomass for a substantial expansion of ethanol use. Even if energy can be captured and produced, it is incredibly difficult to store, substantially negating any value of producing it in the first place.

It is also important to point out that since a majority of oil is consumed in transportation, and that most of the proposals for expanding the use of AE are for expanding it in the electricity sector where mostly coal is consumed for energy production, many AE proposals would do little to reduce dependence. Affirmatives may focus on developing fuel cells to store the energy for use to replace oil, but the storage technology for these uses is incredibly limited.

Negative Disadvantages – The Harms of Reducing Fossil Fuel Consumption

Disadvantages that stem from the harms of reducing fossil fuel consumption are mostly related to undermining the economies of various countries in the world as a result of reductions in oil consumption. There is substantial evidence that the economies of Russia, Saud Arabia, the Gulf States, Iran, and Nigeria are heavily dependent on the sale of oil and that reductions in demand

will lower prices, threatening the economies of these countries and regions. Economic downturns in these regions could negatively impact the global economy and/or facilitate regional conflicts that could escalate to wider wars. Substantial reductions in oil consumption could also harm our important strategic relationship with Saudi Arabia since reducing purchases may undermine our friendship.

There is also a related, but more complex argument called Backstopping. The argument is best summarized here. The basic idea is that if the U.S. were to initiate a policy that were designed to substantially reduce oil consumption, oil producing states would act to backstop U.S. efforts by dramatically lowering the price of oil. This dramatic drop in prices would hurt their economies in the interim, allowing the negative to get to all of the oil disadvantage scenarios and impacts just discussed, but it would also result in dramatic increases in consumption because the price of energy would fall so dramatically. Low energy prices also mean less revenue for oil companies and less money to invest in finding new energy sources, turning the oil shortages advantages. Long-term increases in consumption would turn the affirmative case.

If the affirmative can topically mandate reductions (see the topicality discussion as to what constitutes an “incentive”), they may be able to avoid this turn, but they will be unable to do so if they are simply providing a subsidy or other generic economic incentives. Subsidies simply lower the price of AE technologies so that they can compete with fossil fuel energy sources, but if the price of the fossil fuel energy resource were to decline so substantially, that subsidy would not be enough to enable it to compete. This argument will turn all or nearly all of the case advantages because it proves that fossil fuel consumption will increase as a result of the plan.

The disadvantages that have been discussed so far all relate to oil, and historically this is where the strongest “fossil fuel good” disadvantages can be found. Disadvantages related to coal consumption have been much more difficult to find. One argument that has survived is a railroads disadvantage. The argument is that without being able to transport coal, the railroad industry in the U.S. would collapse since coal transportation is a large part of its revenue and that a strong rail industry is important to other parts of the economy.

Negative Disadvantages – The Harms of

Alternative Energy

The harms of nuclear power and ethanol have already been discussed in the affirmative advantage section. If teams run cases to expand those energy sources, those same arguments apply here as disadvantages. Those two AE sources have the most sizable disadvantages.

Other alternative energy sources do not have sizable disadvantages. Wind farms are considered to be unsightly and kill a number of birds that get caught in the blades. This is also referred to as the “avian mortality” problem. Dams can substantially change the flow of water and threaten regional ecosystems. The production of solar panels releases many toxic chemicals into the environment.

While there is certainly some truth to these harms, remember that the advantages that the affirmative claims will likely be very large, so it is unlikely that the harms of the sources will outweigh the benefits. If the affirmative wins, for example, that their plan avoids climate change that will outweigh the death of some birds from windmills! Unless you are debating an ethanol or nuclear affirmative, the environmental downsides of AE sources are not likely to win too many (if any) negative debates.

Negative Disadvantages – The Harms of Providing Incentives

This section on the “harms of providing the incentives” focuses on the disadvantages of government action to provide the incentives.

Politics. A significant expansion of AE incentive will certainly be, at the very least, quite controversial. There are strong links to the typical political capital and concessions stories. Some of the strongest AE advocates argue that it is difficult to get the government active to incentivize AE because of the strong lobbying power of coal and oil interests.

Elections. There is good evidence that the public wants action to move the U.S. toward AE technologies. Passage of such a policy could be a win for Bush, a win that McCain may share in, and, consequently, a victory for McCain on Election Day. Negatives can argue that a McCain victory will be bad for any number of reasons, but can also use the disadvantage to turn the case – to argue that one of the Democratic candidates (most likely Obama at this point) will promote AE. This disadvantage obviously has utility for only a couple months of the season, but it will be a popular disadvantage with large impacts that the negative can also use to turn

the case.

Spending. Substantially expanding incentives will cost a lot of money, widening the deficit and threatening the economy.

Business confidence. The Bush administration has made significant efforts to limit the regulation of businesses. New regulations could create investor uncertainty and undermine business confidence, threatening the economy. And, while business confidence disadvantages usually feature regulation links, the decision of the government to choose to support certain technologies over others may also undermine business confidence because it sends the signal that the government is no longer supporting a level playing field.

Energy prices. Regulations on energy providers to switch to AE technologies would likely raises costs and energy prices. A substantial increase in energy prices could have a negative impact on the economy because businesses and consumers will be spending a disproportionate amount of money on energy.

Global negotiations. At the Bali conference, the U.S. agreed to begin a process of climate negotiations that would aim to produce a new treaty in 2009. This Bali disadvantage argues that the plan would be a unilateral action that would upstage and undermine an international negotiated solution. Even if you do not present this as a separate off-case disadvantage, you may wish to use the argument as a solvency turn. EU/Japan leadership. These disadvantages argue that if the U.S. undertakes a major initiative to boost its environmental leadership and soft power that these efforts will undermine the ability of the EU and/or Japan to do the same and that leadership by these two is more likely to produce global stability than leadership by the U.S.

Negative Counterplans – Contesting the Incentive

As discussed at the end of the topicality section, I think the focus of the debate will turn on what incentive and non-incentive approaches will best solve the affirmative harms. Are prizes better than subsidies? Are regulations better than prizes? Are cap & trade systems superior to regulations and/or case subsidies?

Negatives have a huge strategic incentive to contest the affirmative’s incentive mechanism for two reasons. First, the “most topical” incentives (direct financial payments) are probably the least likely to solve. Negatives that advance “non-incentive” approaches such as cap & trade

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systems will probably be able to solve the advantages better than the affirmative plan. Second, given the nature of the 1AC, the affirmative will not have a lot of time in the debate to defend their mechanism, especially to defend it against all possible alternatives that the negative may introduce. The affirmative will likely read an inherency card or two, a number of harms cards, a plan, a solvency contention with two or three cards on how their mechanism will lead to the development of AE and a few cards as to why AE technologies can effectively address the harm. If the negative runs a mechanism counterplan, the only part of the 1AC that the negative needs to challenge is the two to three pieces of evidence that talk about the workability of the incentive mechanism.

If the negative is well-prepared to debate many of the disadvantages that have just been discussed, they can argue those as net-benefits to their counterplan – the counterplan will be less costly for businesses, it will be less politically controversial, cheaper for the government, avoid election year politics, not undermine status quo international negotiations on climate, and may be less coercive. With an incentive alternative counterplan, the negative can focus the debate away from what the affirmative wants to discuss (its advantages) and to what the negative wants to discuss (its generic disadvantages).

Negative Counterplans -- Contesting the Agent

As with all topics, affirmatives will also be required to defend their agent of action against other alternative agents. Most generically, the 50 states will be able to provide nearly all of the incentives that affirmatives will choose to offer, meaning that the affirmative choices will be limited to instances where they can identify the necessity – not just the workability – of federal government action. Similarly, if the EU, China, India, or Japan were to commit to significant emissions reductions, they could at least solve the climate impacts (or at least solve them as well as the affirmative does).

Negative Counterplans – Plan Inclusive Counterplans

Affirmatives that aim for the broad development of “alternative energy” or “renewable energy” resources are likely to be challenged by counterplans that contest the desirability of supporting all of the energy sources identified in the plan. Affirmatives that mandate that a given

percentage of utility-generated energy be produced with “renewable energy,” for example, may face counterplans that exempt biofuels from the plan mandate. These negative teams will argue “biofuels bad” as the net-benefit to the counterplan.

Negative Kritiks – Three types

This topic will give rise to three basic types of kritiks that apply to this topic. The first type is solvency-based kritiks. This type of kritik will argue that until we solve some underlying problem – capitalism/neo-liberalism, the oppression of women, our bad relationship with nature (deep ecology), or our technocratic approach to dealing with the environment (environmental managerialism) we will not really be able to solve our environmental problems.

A second type of kritik will focus on the problems of the extreme rhetoric of environmental apocalypse that is used to justify the affirmative plan. Negatives that advance these latter kritiks will argue that the focus of the debate should be on the rhetoric that we use to justify our actions rather than on the desirability of the actions themselves.

A third type focuses on the morality of plan action. Negatives will argue that any government intervention into the market place is immoral because it infringes on freedom. This coercion kritik was first run by Wake Forest more than 10 years ago on a similar energy topic and continues to be popular today.

Negative Topicality – Reigning in the Affirmative

This essay is not meant as a broad topicality essay. The focus is on the core topic issues – the affirmative and negative arguments that center on increasing “alternative energy incentives.”

As discussed in this essay, there are a couple of important ways to interpret the phrase “alternative energy incentives,” and different interpretations drive considerable differences in both affirmative and negative ground. Negatives should work to box affirmatives into more limiting and strategically valuable definitions of incentives – positive cash transfers. If negatives are able to do this, they will not only limit the size of the topic, but also create very solid counterplan ground for themselves.

Negatives should also work on topicality arguments that prevent affirmatives from arguing that alternative energy includes alternative fossil fuel-based energy sources.

If the affirmative wins that these are topical AE approaches, they will be able to link turn all of the coal and oil disadvantages that have been discussed.

Affirmative Strategic Choices

In order to build-up a strong affirmative win percentage, affirmatives are going to need to do a number of things: (1) win that their incentive is the optimal incentive; (2) win that their incentive is topical; (3) win that their incentive is best made available by the federal government; (4) win that the incentive will spur AE in a way that solves the advantages; (5) win that the AE technology or technologies that are spurred by the plan is the best way to solve the advantages; (6) win the advantages; (7) win that the affirmative advantages that the plan is able to solve by the end of the debate outweigh the disadvantages; (8) win that the affirmative approach to solving the harm can overcome negative critiques; (9) win that the combination of AE technologies that is supported by the plan is the best available mix.

This is a very tall order for the affirmative, so despite the fact that the topic’s advantage ground, particularly climate change advantage ground favors the affirmative, the affirmative will have to work hard to create a case that is able to overcome these hurdles.

Negative Strategic Choices

Again, the strongest ground for the negative is in contesting the affirmative’s mechanism. If I were a 2NC and responsible for sailing the negative ship, I would invest considerable energy (pun intended) in doing significant research into various incentives that could be used to develop AE. I would also focus on some of the generic disadvantages that have been discussed, especially politics, energy prices, and business confidence, and federal market intervention because those arguments have the greatest potential to be net-benefits to the counterplan. These counterplans will win debates; strategies that focus on articulating some of the limitations of alternative energy sources probably will not win many debates.

The Strategic Balance

At a broad level, the topic encourages debates on two very interesting and contemporary issues – climate change and the growing price and shortage of fossil fuel-based energy resources. At a very general level, the resolution asks the affirmative to advocate replacing those fossil resources

with alternative energy technologies.

At first glance, this resolution appears to favor the affirmative. The overwhelming preponderance of evidence indicates that the climate is warming, that humans are responsible for the increasing in warming, and that the warming will be catastrophic. Energy prices are increasing dramatically and there is more and more evidence of impending and catastrophic shortages of fossil fuels. There is also excellent evidence that investing in alternative energy technologies will improve them, enabling conventional energy sources to be replaced.

While these arguments do favor the affirmative, it will be tough for the affirmative to win that incentive approaches, particularly positive incentive approaches, are the best way to confront these problems. And, on top of that the affirmative will have to confront the oil disadvantages, disadvantages focused on having the government provide the incentives, and kritiks of their approaches. This combination of negative approaches will make life

difficult for the affirmative.

Where Will the Topic Go? Altering the Strategic Balance

I suspect that initial research and strategizing into the topic will focus on broader energy concerns related to climate and how to confront them. This issue is the intuitive core of the topic, and given past high school and college energy topics, it will be a place that many feel comfortable beginning. Certainly, understanding these issues is important to getting a broader grasp on the topic.

But as the debates begin and negative strategies get better and more focused on the mechanism, affirmatives will, by necessity, focus away from these broader concerns and towards more specific subsidies for particular ends – such as, perhaps, the development of a renewable energy technology that has a specific military application or on the development of cellulose ethanol to replace corn ethanol. These affirmatives will allow the affirmative

to focus more generally on a specific/less generic advantage and to defend “more topical” positive subsidies. Broader cap & trade counterplans may not be able to capture the benefits of a targeted incentive for these technologies.

If you are a 2A and reading the essay, I encourage you to start exploring these more specific options sooner rather than later. I think it is where the best affirmative ground will end up. If you are 2N, I encourage you to spend a little time thinking ahead to what your strategy will be against these types of smaller cases, but for now I encourage you to delve into the incentive mechanism and generic disadvantage literature to set yourself up with some winning counterplans.

(Stefan Bauschard is President of PlanetDebate.com, Director of Debate at Lakeland Public Schools and Assistant Debate coach for Harvard Debate.)

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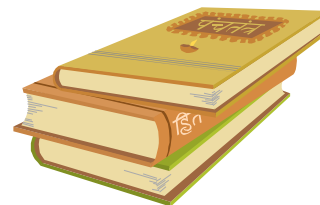
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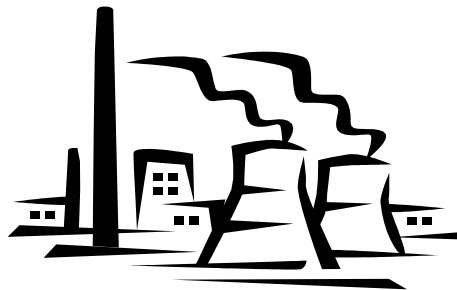
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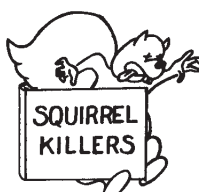
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First Observations on the 2008-2009 Renewable Energy Topic

by
Michael J. Ritter

Introduction

In January, state and national debate organizations voted for Renewable Energy over Health Care for the 2008-2009 high school policy debate topic by a strong majority of 84%. The topic addresses whether “the US federal government should substantially increase alternative energy incentives in the United States.” The 2008-2009 resolution addresses, mainly, the topic of alternative energy in the United States, within the context of the federal government increasing incentives for that alternative energy. Before diving into your topic, a few important observations should be made about the resolution.

A. Generally

Like almost all high school debate resolutions before it, the 2008-2009 resolution keeps the US federal government as the agent of action and has the US federal government make a substantial change to the status quo. The main difference is the topic the resolution addresses – in this case, the US increasing alternative energy incentives in the US. The most recent resolution addressing this topic was the 1997-1998 resolution: “Resolved: That the federal government should establish a policy to substantially increase renewable energy use in the United States.”

B. Increase Incentives vs. Increase Alternative Energy

This resolution requires all affirmative plans to defend the US increasing alternative energy incentives, rather than increasing alternative energy. The importance of this distinction is largely a topicality vs. solvency question. Is a plan that increases alternative energy incentives but does not result in an increase in alternative energy topical? According to the structure of the resolution, the affirmative is bound only to defending increases in incentives rather than increasing alternative energy itself. Another implication of this distinction is that a plan may fall completely within the parameters of the resolution if it substantially increased incentives for people to *continue* to use the *same* amount of alternative energy they are currently using!

Why would an affirmative team ever want to increase incentives for alternative energy and claim that no alternative energy would increase as a result? Strategic and clever affirmative teams realize that most negative teams will be ready to debate the merits of the different types of alternative energy (wind, solar, hydroelectric power, etc.). However, if it is the affirmative contention that the incentives are ineffective or would otherwise not result in an increase of alternative energy, all these negative arguments about the effectiveness of particular alternative energy resources do not apply to the affirmative plan.

For the negative, this distinction is important, most noticeably, for the point of not confusing *increasing alternative energy* with *increasing alternative energy incentives* on a topicality argument.

“...the affirmative is bound only to defending increases in incentives rather than increasing alternative energy itself.”

Instead, negative teams should keep the topicality argument that the plan does not increase incentives separate from the solvency argument that the plan results in no increase of alternative energy.

C. To Whom?

The resolution specifies no recipient(s) of the alternative energy incentives. Nor does it provide any words that provide clear limitation as to whom should receive these energy incentives. Should it be to US citizens? US Businesses? Foreign businesses located in the US? Foreign citizens in the US? One particular company? A class of companies? Traditionally, negative teams have used the word “substantially” to exclude affirmative cases that would be too “recipient-specific.” The subjectivity of the word “substantially” (and, usually, the subjectivity of the definitions of “substantially”) tends to be a difficult barrier to overcome for negative teams making this argument. Crafty affirmative teams will most likely exploit the “To whom could incentives be given to?” question left open in

the resolution to argue a variety of plans.

D. What are “incentives”?

The question of what qualifies as an “incentive” will definitely be the center of many “T” debates in 2008-2009. Most basically, the Encarta World English Dictionary, 2007 defines “incentive” as “something that encourages somebody to action.” However, this explanation is not particularly helpful to narrow down “incentives” to something concrete. It does, on the other hand, provide insight to how broad the definition is. The breadth (and depth) of the definition is not the only troubling aspect about this term.

Another peculiarity is that the definition and probably many other definitions of the word “incentive” includes the phrase “encourages somebody.” While many people may find similar offer “encouraging,” (e.g. an offer of money) the same offer to another person may not be so encouraging. Bear with the following example:

If Person A offered a copy of “The Jungle Book” to Person B who loves to read, in exchange for Person B giving Person A a back massage, this would probably be an encouragement to Person B since Person B loves to read. However, what if Person B already had a copy of “The Jungle Book” or already read it? Would the offer still be an incentive to Person C who didn’t like to read? What if the copy of book had pages missing? Would Person A’s offer of still be an incentive?

This poses another potential problem with defining “incentive.” It may be difficult to define “incentive” objectively. What is encouraging to every person? What if there was someone that hated money? Would offering that person that hated money be an “incentive,” even though most people probably like money? Probably not. One way around this issue may be to argue a definition of incentive in terms of what most people would find encouraging. On the other hand, how does a team go about

proving that most people find a particular “incentive” encouraging?

Without such an interpretation, however, it leaves open the possibility of a more subjective interpretation as to include anything that anyone could find encouraging. In the hypothetical above with the person who hated money, taking away the money that person did have could arguably be an incentive in that circumstance. The implications of this are clear. If both giving money and taking away money could be an “incentive” in different circumstances, then the affirmative could argue completely opposite positions in different debates. While this is not necessarily undesirable, it can be quite confusing!

“...would decreasing taxes on electricity from alternative energy be an increase of an incentive? Or would it be the decrease of a disincentive? Are the two even different?”

E. Incentives vs. Disincentives

Sometimes it is helpful when defining a word to exclude from the definition what it is definitely not included. The antonym of “incentive” is “disincentive.” The Encarta dictionary defines “disincentive” as “something that deters somebody from taking an action.” Already, we have a similar problem as the one posed previously. Instead of “encourages somebody” the problem arises from “deters somebody.” What may deter someone may not deter another person.

Moving beyond this problem, we have two other words (aside from “incentive” and “disincentive”) with which to analyze the meaning of the “incentive”: “encourage” and “deter.” One may conclude that the resolution is thus requiring the US to encourage alternative energy rather than deter uses of non-alternative energy. But this begs the question: If encouragement is giving people what they want, and if to deter someone is forcing people to have something they do not want, then would removing a deterrent necessarily be an encouragement? In other words, would decreasing taxes on electricity from alternative energy be an increase of an incentive? Or would it be a decrease of a disincentive? Does decreasing a disincentive have the same effect as increasing an incentive? Are the two even different? Or, does decreasing a

disincentive *always* increase an incentive?

There are no easy answers to these questions. In fact, many would not even ask themselves these questions and would not understand the importance of raising them. The point is here is that, when there are no easy answers and the questions seem to get more and more confusing, take a stand with one interpretation and argue why using that interpretation (arbitrary or not) is better for debate, in theory, than leaving the term undefined. This is (should be) the nature of topicality debates, anyway.

Literature will be a good way to help you determine what is an incentive and what is not. Do not over-rely on dictionary definitions that leave you with more questions than answers. As you do research on the topic, pay attention to what scholars and experts in the field of energy policy are labeling incentives or disincentives to guide your preliminary understanding of the topic and, later, as the basis for your topicality arguments.

“...teams could reroute the debate to increasing different incentives to continue the use of fossil fuels... negative teams may be left with no choice but to throw Hail Marys to the judge’s sense of reasonability...”

F. Incentives for Alternative Energy vs. Alternative Energy as an Incentive Itself

The resolution uses the phrase “substantially increase alternative energy incentives.” Most people, (myself included) probably read this and thought that the resolution required the US to increase incentives for alternative energy. On taking a closer look though, the structure of the resolution does not necessarily require this. What if the US federal government were to offer everyone in the US free solar power if they stopped smoking? This plan would substantially increase alternative energy incentives, but the alternative energy is the incentive rather than the end goal achieved with an incentive.

One plausible and valid response to this may be that giving someone alternative energy as an incentive falls entirely out of the resolution. No words in the resolution mention smoking! On the other hand, what if a plan had the US federal government buy free packs of cigarettes for everyone that used solar power? Would that be an alternative energy incentive? If the resolution says nothing remotely close to

smoking as one might argue above, then would this not also be clearly outside of the parameters of the resolution?

G. “Alternative Energy” Incentives vs. Alternative “Energy Incentives”

The intent of the resolution (as demonstrated by the content of the topic paper and the resolution’s nick “Renewable Energy” Topic) is clearly to pose a question of renewable energy resources. But in a debate where the exact wording of the resolution plays a determining role, it is not difficult to see how creative (or bored) debaters could manipulate the reading of this resolution. Instead of alternative energy (as referring to renewable energy) incentives, some affirmative teams may try to claim the US should increase different incentives or alternative “energy incentives” that are different than those that the US offers now. Imagine how this could change the topic.

Instead of debating renewable energy, these teams could reroute the debate to *changing* incentives to continue the use of fossil fuels! Of course this would invite a tubful of topicality charges brought by the negative. But wouldn’t a team (who may be particularly bored or creative) have anticipated this and written a 40+ point block to those topicality arguments? Negative teams may be left with no choice but to throw Hail Marys to the judge’s sense of reasonability if not prepared.

H. Must Incentives Be Conditional?

Plans that are topical (i.e. increase incentives for alternative energy) and that also serve to increase alternative energy will generally make three changes to the status quo: (1) the legal change that the plan (i.e. changing the law to offer alternative energy incentives), (2) the government will act to provide the incentive (or, in the alternative, act to remove disincentives), and (3) the recipients of incentives will change their positions regarding alternative energy (e.g. using alternative energy, investing more money in alternative energy resources, etc.).

However, if the recipients of the incentive refuse to accept the incentive, then the US stops actively providing the incentive. One obvious exception to this is plans that offer incentives for people to *continue current* use of or investment into alternative energy. For all other plans, though, incentives will probably be conditioned on whether the recipient accepts.

The importance of this comes into play when the negative is arguing both solvency deficits and disadvantages. Imagine the following hypothetical:

The affirmative plan gives \$100,000 in annual tax breaks for energy companies that invest in the development of wind power. The advantages to the plan are (1) that wind power helps decrease global warming and (2) that taxes are evil. The negative team argues “The Birds DA,” that constructing more wind turbines for wind energy will kill birds that fly into them causing certain keystone species of birds to become extinct. The negative also argues that incentives of \$100,000 will fail and that only incentives of \$1 million annual tax breaks would solve.

The negative team should be wary that winning the solvency argument (that no companies would accept the incentives - and thus those companies would not be constructing wind turbines) would kill the link to Birds DA since no additional turbines constructed as a result of the plan would be killing birds. The affirmative advantage of global warming would be extinct as a result of the solvency argument, but the affirmative may still have a decent argument for retaining its “Taxes are Evil” advantage. With a reasonable argument for

that advantage, the negative may have no offensive arguments to weigh against it.

The point is that negative teams should watch out for their solvency arguments fouling the links to their disadvantages. Affirmative teams may also want to consider structuring the 1AC so that they would have this strategic option in the 2AC as a way to nullify most if not all of the negative’s offensive arguments made in the 1NC.



For example, suppose a plan gives all US energy companies federal tax breaks if they start joint ventures with companies in China that develop renewable energy. This plan would increase alternative energy incentives in the US because the federal tax breaks are incentives, and since federal taxes relate to taxes paid in the US to the US government, they would be incentives “in” the US, while the renewable energy resources are being increased in another country.

Conclusion

While the 2008-2009 resolution may have appeared to be straightforward at first glance, the structure and possible interpretations of the resolution make the resolution much more complex. However, this is largely true on almost all topics and is not a reason that this resolution should be changed or discarded. Rather, these observations should be kept in mind when beginning preliminary research on the topic, while digging through backfiles and while developing strategies on both sides.

I. Incentives in the US & Renewable Energy Outside the US?

The resolution requires only that the US increase alternative energy incentives *in the United States*. However, it does not limit where the alternative energy should go.

(Michael J. Ritter is President of The Forensics Files. He has a B.A. in Speech Communication from Trinity University, San Antonio, and is a J.D. candidate at the University of the Pacific, Sacramento.)



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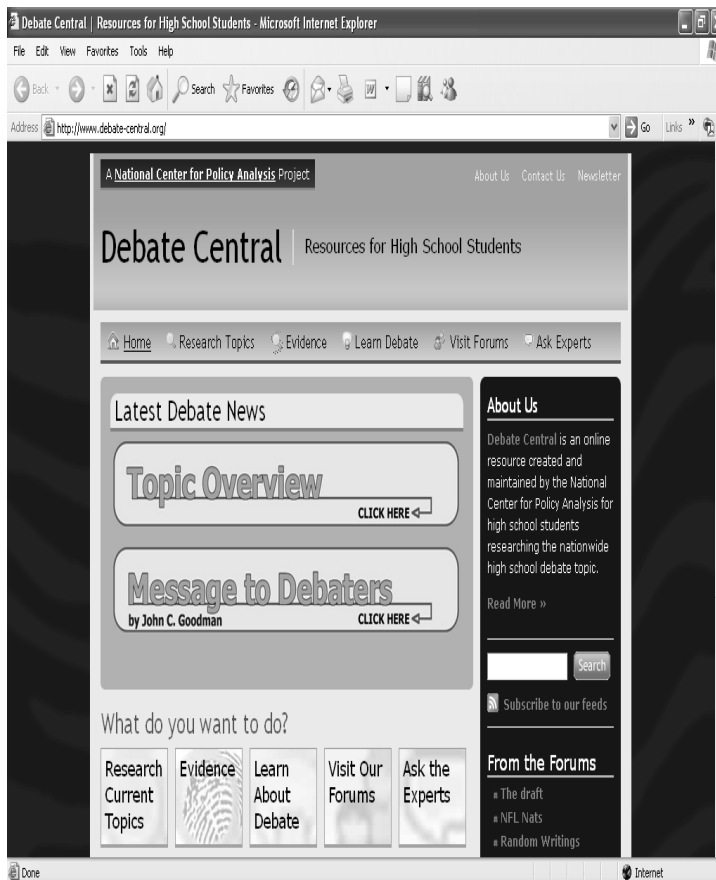
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Online Debate and Forensics Communities;

How they can benefit you and how you can get involved

A popular development in online media has been the creation of weblogs or blogs. Blogs connect people in new ways and allow new avenues of communication. Several blogs focus on high school forensics and debate, and many individuals have questioned the value of these websites. Some suggest that these sites create student-celebrities and reward exceptional students with an unhealthy level of attention. Others argue that these sites encourage conformity of style, rewarding individuals that engage in practices that these sites recognize. Whether or not these arguments are true, they ignore the value that these websites provide to forensics and debate. Blogs provide a forum to create grassroots change and community cohesion in high school debate and forensics. What follows are two essays by the Editor-in-Chiefs of two forensics and debate blogs: Nick Bubb of Wisconsin Forensics Daily and Mike Bietz of Victory Briefs Daily. Nick's essay offers a perspective to what online communication can accomplish, while Mike's offers some suggestions for adult coaches to engage in online communication.

Community Collaboration in Wisconsin

By Nick Bubb

The Wisconsin forensics and debate community is divided along many fronts. The state's oldest organization in forensics, the Wisconsin High School Forensics Association, focuses on festivals, rather than on competition and involves more schools and students than the Wisconsin Forensics Coaches Association, which emphasizes competition. Those that compete in forensics do so in two major centers of the state: the Fox Valley and Milwaukee. This poses many problems in a geographically large area. Schools from the west side of the state have to travel three or more hours simply to find a tournament. At the same time, schools in the immediate regions of Milwaukee and Appleton thrive because of the concentration of competitions in their areas.

Wisconsin's debate community experiences more problems than the forensics community. Because debate is a competitive activity, few schools that participate in festival forensics opt to participate in debate. This leaves a smaller number of schools and greater geographic disparity between the locations of competitions. Additionally, debate faces an intense philosophic difference as to how the activity ought to operate. Some coaches enjoy a slower, less evidenced round, while others embrace a national circuit style. This difference causes teams to select the tournaments they attend based on the philosophic orientation of the tournament director, rather than the geographic location of the tournament. In the debate governing organization, the different perspectives of debate often cause long, drawn out meetings that do little to make our students'

experiences better. Far be it from debate coaches to give up on an argument, these discussions often focus on persuading the opposing viewpoint, rather than working to build a consensus.

Recognizing this division, Wisconsin Forensics Daily (<http://wiforensics.com>) was created to help unify the forensics and debate communities. Establishing links among coaches and students, where none existed is critically to the survival of debate and forensics in Wisconsin. A community website creates and nurtures these links in three ways.

First, a community website creates a space for conversation for coaches to talk. Conversations among coaches are difficult because coaches tend to only talk with those who share their philosophy of debate, tournaments do not provide the best place to hold a conversation, and the geographic disparity makes a face-to-face conversation difficult. Wisconsin Forensics Daily brings coaches from across the state and gives them the time and space to discuss issues, solve problems, and build consensus. Having these discussions and building consensus online makes it more likely that forensics and debate organizations can improve the activity, rather than rehashing old arguments.

Second, a community website shares information among students, parents, and judges that otherwise only be provided to individuals physically at the tournaments. For example, websites can clearly recognize the names of winning individuals, not just their school and code. This is a positive development for a state too often fractured.

Knowing what is going on in other parts of the state is helpful towards coaches in building their programs. Knowledge also can create camaraderie among competitors that can lower the pressure of competition and, in some cases, be the seeds of lifelong friendships. None of these things would exist without a community website linking individuals together.

Third, a community website is an important public relations tool. With many individuals actively searching the Internet for information, it is important for forensics and debate to have a space online. This online presence is often all that is needed to reconnect former competitors and to get them involved in the activity again. This has occurred numerous times with Wisconsin Forensics Daily; judges have found teams and tournaments to work for, alumni have gotten in touch with their high school programs, and coaches can have found new resources to improve their instruction. We are even running a service to connect out of state teams with local judges for an upcoming, large national competition. All of these actions were possible because there was a space to let people explore forensics and debate in Wisconsin and to get in touch with the right people.

Online involvement can help overcome many problems. But how might coaches who are afraid of the Internet get involved?

Long time Internet activist and successful Lincoln-Douglas coach Mike Bietz has some suggestions:

Coach Involvement: A Pathway to Improve Online Communication

By Mike Bietz

Given the recent report by an Oregon doctor indicating that an addiction to the Internet is much like an addiction to crack, I probably should not be encouraging coaches to spend more time on the Internet. However, many believe debate is taking a change for the worse. If you believe that debate has debaters who are running (and winning) arguments that you believe to be unwarranted, illogical, anti-educational, anti-competitive, disingenuous towards the spirit of the activity or simply intellectually lazy, I must insist you increase your online involvement.

A while back, on Victory Briefs Daily, Nick Bubb asked a question in regards to a discussion involving Lincoln Douglas Debate practices: Who owns the activity? Fifteen years ago, the answer was coaches. Coaches could ostensibly shelter their students from types of debate in which they disagreed. They could discourage practices they didn't like. Ultimately, coaches had a lot of control over the experience of their own debaters. In fact, entire leagues and even states could create a culture and insulate that culture from outside influence.

That was fifteen years ago. So, who owns the activity now? The people participating online. I have been involved with participating and building online communities since 1995 - the LD-L and CX-L email listserv. It was there where we attempted to do an actual debate round whereby prep time was measured in days and speeches measured in word count. In 1997 I was involved with administering the Minnesota Debate Web - one of the very first ever discussion boards on the Internet (the owner actually lived with the founder of Cold Fusion/Allaire). Through the latter 90s I continued to help online debate communities grow. In 2000 I joined a company that was building online (and real) communities based on online video gaming. In 2003, along with Victor Jih, we launched Victory Briefs Daily. I have seen these communities grow and I have

seen what they do to attempts to centralized power.

Today the Internet has many online debate and speech communities. While each has its own flavor and focus, the impact of each is similar in regards to determining the direction (and maybe even the purpose) of the activity. When you couple these online, centralized communities, with email, cell phones, text messages, and instant messaging, the ability to actually control how our activity is changing is more difficult. A coach's attempts to insulate or regulate what their students see or think about the activity are often in vain.

Insofar as coaches can no longer just forbid a student from reading a website, watching online videos or instant messaging with debaters from all over the country, how can we, as coaches, regain control of an



activity many of you feel is unrecognizable to that which you remember or hoped it would become.

Should we be surprised that the kids we coach look for justifications for rules? Don't we teach kids to question and think critically about power? This is our job as debate coaches.

Joining committees and making rules might be helpful. But to encourage real change, you must also be willing to change

your approach. So let's get our hands dirty. Here's a list of things you can do to interact online, change your approach towards these new technologies, and improve debate.

1. Jump in to debates where you don't think that you have the answer. No one likes a know-it-all. Don't be one. You should enter conversations humbly and willing to listen.

2. Be willing to engage in the line-by-line debate but don't lose track of your overall reason for posting. Like any good debate coach will teach their students - the central advocacy should not get lost in the minutia of the flow. The same goes for the online discussions.

3. You don't have to "win" online debates. All of us are debate coaches.

However, in real life we don't have to always win arguments. Ever have a parent or colleague say "don't debate me?" We have this problem because we are taught that winning is how we resolve things in debate rounds. You don't have to do that in discussions about debate.

4. Find others coaches to get involved.

Victory Briefs Daily, and I'm sure every other site, does not have enough adult

(coach) participation in the discussion threads. If we truly want to make change, we have to increase coach participation.

5. Be consistent. There is an appreciation among kids for those who take the time to show they care. There is always huge resistance to people who just simply announce rules and then don't take the time to engage the students about these rules. Also, as you become more familiar

Coach Involvement: A Pathway to Improve Online Communication

to these kids, what you say will have more credibility - this is your best way to encourage and help debate take the shape you envision.

6. Do not condescend. Your voice will not be heard and your opinions will be marginalized.

7. Do not name-call. Obvious. Be the adult. You will be respected for it.

8. Do not quit just because some people ruin threads. Just because there are suddenly three or four kids being jerks, or trying to turn things into jokes doesn't mean you should not engage with those who are trying to have real discussions.

Every weekend I sit in tab rooms and judges lounges and listen to coaches complain about the kids these days. "The arguments these days." "The judges these days." What would you tell your own students to do if they saw something wrong in their world? Sit and complain? I challenge anyone who has complained about a practice in modern debate to start the discussion where the kids are. Victory Briefs Daily averages nearly 18,000 unique visitors and 4 million hits per month. Write something and I would be happy to make it a featured story. I'm sure any other website owner would do the same thing. We are always looking for content.

If you have any questions, please do not hesitate to contact me at bietz@victorybriefs.com.

(**Nick Bubb** is a diamond coach at James Madison Memorial High School in Wisconsin and is the founder of Wisconsin Forensics Daily. He has helped coach several national qualifiers and Wisconsin State Champions.)

(**Mike Bietz** is the director of debate at Harvard-Westlake School and managing director at Victory Briefs, LLC in LA, CA. He coached the NFL & TOC National Champions in 2004. His students have also placed in the top 3 at NFL Nationals in 2003 & 2006.)

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One Week Session: July 06-13—\$550

Two Week Session: July 6-20 —\$950

Three Week Session: July 06-27—\$1250

Kansas State University

Special Programs in Policy Debate at the 2008 Stanford National Forensic Institute

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

The Swing Lab July 24 - August 13

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

The Sophomore Scholars Lab July 24 - August 13

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



Phone: 650-723-9086

Web: www.snfi.org

Email: info@snfi.org

Stanford National Forensic Institute Policy Debate 2008

July 24- August 13

August 13- August 20

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

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

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

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

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

Jon Sharp - U. of Kentucky

Judy Butler - Augusta Prep

JR Maycock - Highland

Jacob Polin - UC Berkeley

Bobby Lepore - Stanford

Jenny Herbert Creek - Stanford

Matt Fraser - Stanford/Head Royce

Toni Nielson - CSU Fullerton

Nichelle Klosterboer - Idaho State

Janelle Rivard - U. of Georgia

Doug Dennis - St. Francis H.S.

Erik Holland - Stanford/Head Royce

Rachel Schy - Redlands

Reuben Schy - U. of Kentucky

Three Week Program

Accelerated program

July 24 - August 13, \$3185

Core Program

July 24 - August 13, \$2385

Extended Week

August 11 - August 18, \$1350

**ALL DATES AND PRICES
ARE TENTATIVE**

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

*Justin Mardjuki, 2007
SNFI Participant*



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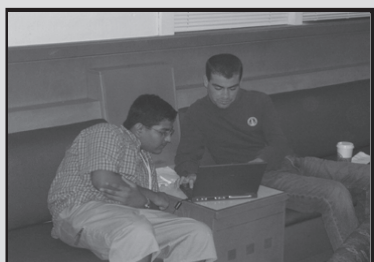
The Stanford **Parliamentary Debate** program brings the same professionalism to parliamentary debate that SNFI has brought to Policy debate and Lincoln-Douglas debate for the past 17 years. Serious student of parliamentary debate wanting to take their activity to the next level are encouraged to attend,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

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

These exclusive one-week programs will feature:

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

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



Stanford National Forensic Institute

2008 Parliamentary Debate Program

August 13 - 20, \$1100

2008 Public Forum Debate Program

August 7 - 13, \$1100

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

*- Victoria Anglin
2007 SNFI
Parliamentary Debate
Participant*

Stanford National Forensic Institute

2008 Lincoln Douglas Program

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

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

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

- A precision-guided academic curriculum led by seasoned experts

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

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

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

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

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



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APPLICATION NATIONAL FORENSIC LEAGUE ACADEMIC ALL-AMERICAN AWARD

Name _____
 School _____
 School Address _____

 NFL District _____

To the National Forensic League:

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

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

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

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

 NFL Sponsor (coach)

 Principal

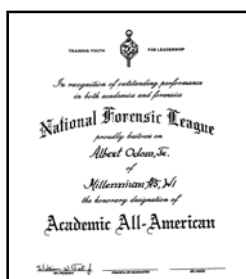
 Student

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

ACADEMIC ALL-AMERICAN PIN



Elegant Gold Plated Pin with
 Alternating Blue and Gold Stripes



**COMPLIMENT your
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 Certificate of Achievement!**

**I have enclosed money
 for the following:**

Quantity

_____ \$10 Application Fee
 (includes a Certificate
 of Achievement)

_____ \$10 Academic
 All-American Pin

Total Enclosed \$ _____

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

ACADEMIC ALL AMERICANS

(February 1st through March 31st)

ARIZONA

Dobson HS
Andrew Ferrante
Mesa HS
Justin Curtis

CALIFORNIA

Alhambra HS
James Luo
Diana Ren
Jonathan Truong
College Prep
Leo Chingcuanco
Tyler He
Lily Saadat
El Dorado HS
Kayleigh Salstrand
Gabrielino HS
Bill Chen

COLORADO

Longmont HS
Christine Davis

FLORIDA

Berkeley Preparatory Sch
Ekaterina Leonov
American Heritage HS
Paul GLicksman

GEORGIA

Calhoun HS
Dana Higgins

ILLINOIS

Hinsdale Central HS
Natalie Chan
INDIANA
Canterbury HS
Ronnye Rutledge

IOWA

Muscatine HS
Kaley Ahmann

KANSAS

Emporia HS
Chase Lee Miller
Fort Scott HS
Sterling Braun
Dale Reichard
Jacoby Zielinski
Lawrence Free State HS
Kate Falkenstien
Wes Phipps
Olathe South HS
Nicholas Holle

MINNESOTA

Walker HS
Bridget Corson

MISSISSIPPI

Hattiesburg HS
Daniel Krebs
Hallie Paul

Petal HS

Matthew Harrell
St Joseph Catholic School
Elizabeth Younger

MISSOURI

Camdenton HS
Kaitie Huffman
Cassville HS
Kelly Walsh
Central HS-St Joseph
Andrew Ellis

MONTANA

Flathead HS
Katie Hoag

NEBRASKA

Gothenburg HS
Megan Frazho
Karina Kelly
Millard North HS
Lauren Schaal
Emily Schlichting

NEVADA

Green Valley HS
Kathleen Phelan

NEW JERSEY

Montville HS
Andrew Sidebottom

Randolph HS

Alex Zhao

NEW YORK

The Bronx HS of Science
Matt Dunay
Saieed Hasnoo
Sarah Hom
David Morse
Melanie Plaza
Vineet Singal

NORTH CAROLINA

East Chapel Hill HS
Peter Sheng

OHIO

Gahanna Lincoln HS
Margaret Chiu
Sylvania Southview HS
Maxwell Zorick
Wadsworth HS
Nabil Darwich

OKLAHOMA

American Christian Sch
Sarah Swygard
Norman HS
Andrew Connery
Jordan Dupuis

Owasso HS

Mark Duvall
Putnam City HS
Niekia Franklin

PENNSYLVANIA

North Allegheny HS
Nazih El-Khatib
Jack Grennan
Claire Kairys
Brenna Thorpe
Greg Vose

SOUTH CAROLINA

Bob Jones Academy
Catherine M Adams

TEXAS

Edward S Marcus HS
Vivian Ho
Friendswood HS
Crystal Chu
Seminole HS
Kelby Aten

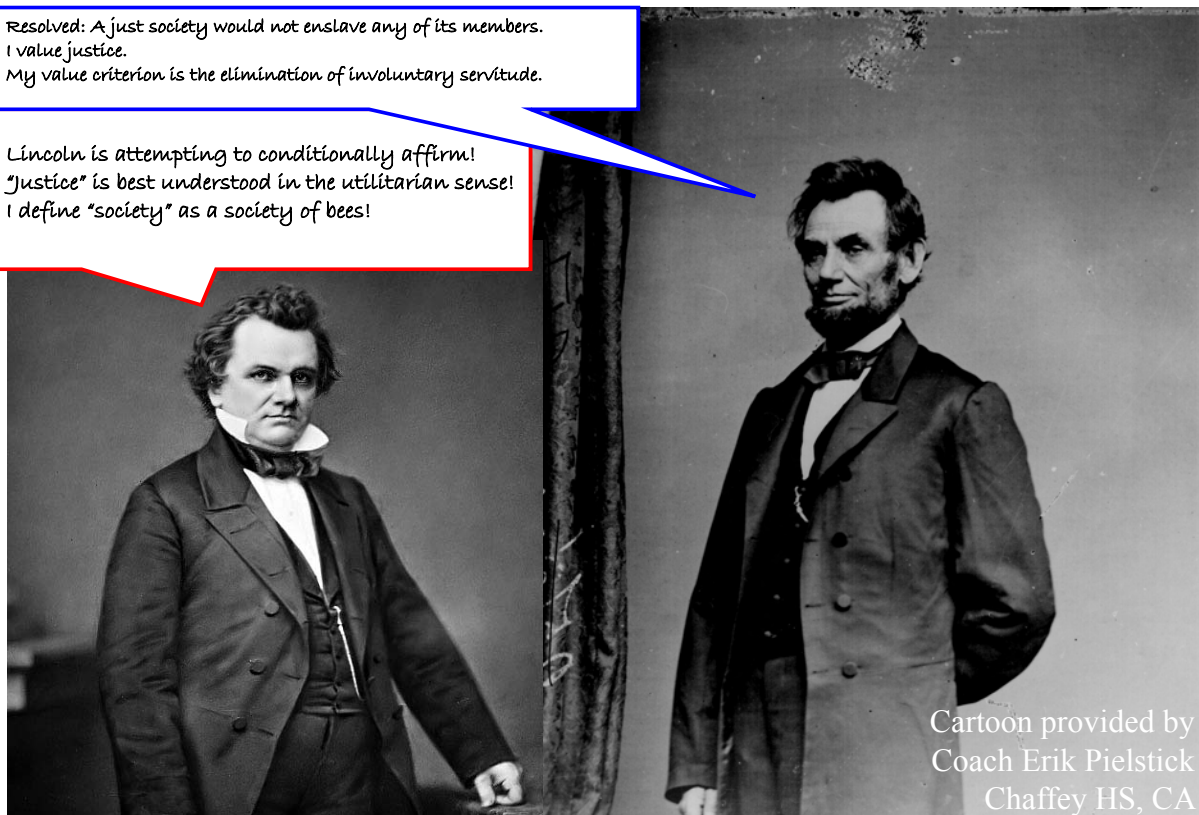
WYOMING

Douglas HS
Elizabeth Brown
Green River HS
Kalib Simpson

Tired of getting clobbered by Lincoln, Stephen Douglas goes to debate camp.

Resolved: A just society would not enslave any of its members.
I value justice.
My value criterion is the elimination of involuntary servitude.

Lincoln is attempting to conditionally affirm!
"justice" is best understood in the utilitarian sense!
I define "society" as a society of bees!



Cartoon provided by
Coach Erik Pielstick
Chaffey HS, CA



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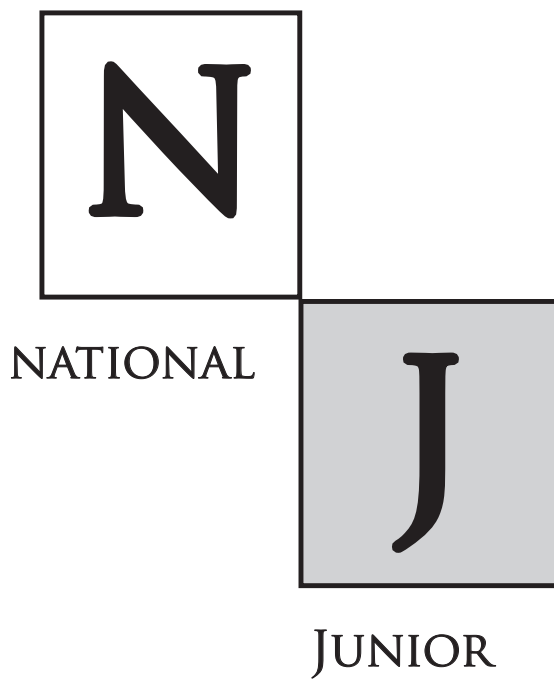
“We cannot always build the future for our youth,
but we can build our youth for the future.”

Franklin D. Roosevelt

A black and white photograph of four young people running on a beach towards the ocean. They are silhouetted against the bright, low sun, which creates a strong backlighting effect. The people are holding hands and running in a line, with their arms outstretched. The beach is sandy and shows some footprints. The ocean is visible in the background with gentle waves.

Support the Bruno E. Jacob Youth Leadership Fund
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Make an online donation today at
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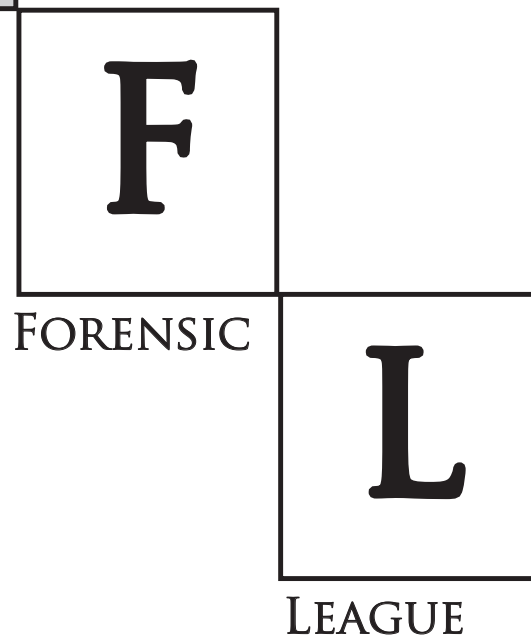
The ABC's of NJFL

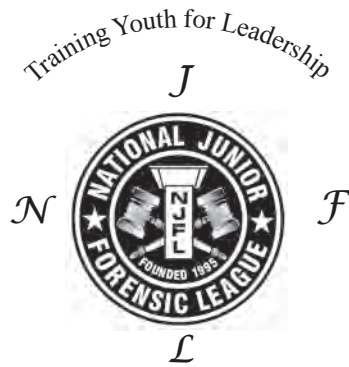
A - Advance. NJFL not only helps members perform in rounds, it also tends to improve academic performance, increase critical thinking and communication skills, and develop character. NJFL membership is more than speech and debate -- it is about advancing as a person.

B - Believe. NJFL is a great place to develop self-confidence. Through developing their performance, commanding the audience in-round, and making friends with other like-minded people, NJFL members come to believe in themselves as performers and as people.

C - Consider. NJFL teaches members to consider new ideas from a diverse body of authors and experts. In doing so, NJFL membership opens the door to a new world of information, enabling members to consider ideas and form their own opinions.

Are you ready to start building your future?





California **Saint Philip the Apostle School Speech & Debate Team**

submitted by

Linda Kerr



Members of the Saint Philip the Apostle School Speech & Debate Team

From a desire by one of the parents to create an after school activity that would give students an opportunity to hone their public speaking skills, the Saint Philip the Apostle Speech & Debate team was formed in 2003 with about 24 seventh and eighth graders.

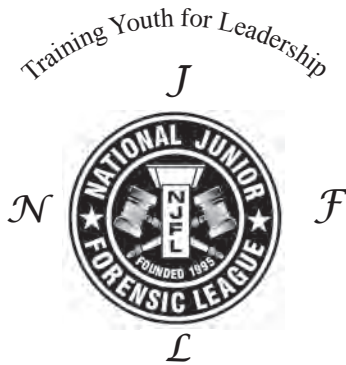
After watching a 60 Minutes episode that spotlighted an inner-city debate team that rose from nothing to being state champs, and with the prodding of her son who wanted to participate, this mother of a St. Philip grad and a 6th grader took this idea to the principal, who gave it her blessing. The Principal told the Mom that the team needed a parent as coordinator, and several coaches and a faculty moderator. It wasn't long before she had these helpers in place. The students were notified of the new activity forming, and after contacting the National Junior Forensic league for advice on starting up the team, they were on their way!

Mrs. Leilani McHugh, the founding parent, states, "I wanted to form this team because I knew how important it is for children to learn to speak well in public. The skills learned in Speech & Debate are the sort of skills that will be useful throughout their lives. Besides learning how to speak clearly, comfortably and effectively in public, other skills are learned: writing, critical thinking, and social skills such as courtesy and team work."

Today over 50 students meet once a week with parent and faculty coaches, and compete in four local tournaments a year. In addition, several students and their families traveled to the National Tournament in Greeley, Colorado last year, an activity that we hope will continue annually.

The success of the program is spreading, as two new schools have asked to join the competitions this year.

The best way to predict the future is to create it!
-- Jason Kaufmann



Alabama

Oak Mountain Middle School Speech & Debate Team

submitted by

Joy Pittman & Becky Coulter

The Oak Mountain Middle School team placed 1st in the season for the Birmingham Area Debate League. The following students had top speaker placements: 9th place, West Knowles, 6th place, Jared Anderson, 4th place, Ameen Barghi and 1st place, Matthew Moore. This year's membership totalled 14.

Illinois

Hauser Jr. High School Speech & Debate Team

submitted by

Leslie Berman

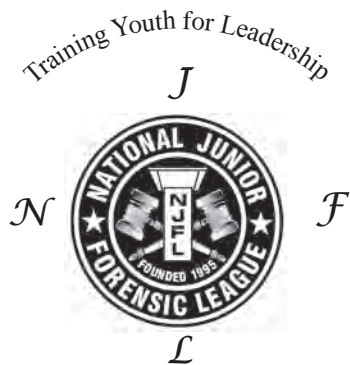
The Hauser Jr. High School Speech & Debate team was the first team for this NJFL school. The class/club met for two sessions, each of which were for ten weeks (a total of 20 weeks for students in both sessions) and they met for 1 1/2 hours each session, after school.

In the first session students were introduced to oration, extemporaneous speaking, Lincoln Douglas Debate, Radio Speaking, Humorous and Duet Acting and ended with a competition where best speaker awards were presented.

In the second session, they focused on trial advocacy techniques. This included learning openings, closings, and direct cross examinations. The session ended with a complete mock trial at the state court house in Chicago with volunteer jurors and witnesses from a law firm. The presiding judge from the courtroom also addressed the students. A verdict was rendered after deliberations by the "jury" and prevailing counsel awards were presented.

The major accomplishment for the students this year was having so many young people work so hard and perform at a very advanced level. They gained tremendous confidence and are much more poised speakers.

*The future is simply infinite possibility waiting to happen. What it waits on is human imagination to crystallize its possibility.
-- Leland Kaiser*



Indiana CLAY MIDDLE SCHOOL Speech & Debate Team

submitted by

Sylvia Hyde



Clay Middle School Speech Team



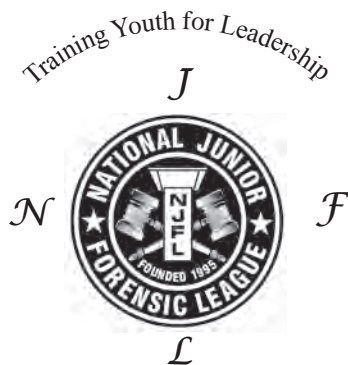
Callie Dowrey, Maggie Zhang, and Emma Dossey after the first meet of their Clay career.

This inaugural year for the Clay Speakers brought stellar success both to individual speakers and to the team. They set out to field a team at all five area meets and exceeded that goal by bringing home a sweeps trophy from all five.

Their first home meet garnered praise from coaches and parents for the smooth flow of rounds and timely awards. They had four champions at their first meet and every team member placed. They had eight other event winners in the remaining meets with only ten active members competing. Those ten speakers scored as much as 65 sweeps points in a meet. Our sights are set on the national meet in June!

Outstanding eighth grade speakers for Clay Middle School included Maggie Zhang, who won three meets in Oratorical Interpretation, twice in Poetry, and once in Prose. Scott Jackoway won Broadcasting four times, and Patricia Spears placed first or second in a season of Discussion. Brandon Clemons placed in Drama and Poetry at every meet, and Emma Dossey placed in Duo or Prose at every meet.

The challenge is to "bring order to the whole."
--Stephen Sondheim



Indiana **Lincoln Jr. High School Speech & Debate Team**

submitted by

Sarah McKenzie



The Lincoln Junior High School Speech Team (Plymouth, Indiana) had another great year. They began practicing in September and their first tournament was in November. They had a “short” season this year competing at only three tournaments (Columbia Middle School where they placed 2nd with 24 team members competing and 19 placing; Stanley Clark School where they placed 1st where all 25 team members competing placed; and Brebeuf Preparatory where they placed 4th with 27 team members competing and 8 placing).

The Lincoln Junior High School Speech Team this year was made up of 12 seventh graders who all earned the degree of participation for NJFL. They had 20 eighth graders with 14 of them returning team members. Seven earned the degree of participation, ten earned the degree of recognition, and three earned the degree of achievement.

At the end of the season a special awards program was held. The following received awards:

Ashton Morrow, *Most Improved Speaker*;
Mrs. McKenzie, Coach
Jason Pickell, *Most Improved Speaker*;
Ms. Warren, Coach

Kyser McCrammer, 3rd Place, 7th Grade Public Address Speaker
Becca Houser, 2nd Place, 7th Grade Public Address Speaker
Alex Moore, 1st Place, 7th Grade Public Address Speaker

Patrick Felke, 3rd Place, 8th Grade Public Address Speaker
Gage Pynaert, 2nd Place, 8th Grade Public Address Speaker
Kelsey Shaffer, 1st Place, 8th Grade Public Address Speaker

Allie Berger, 3rd Place, 7th Grade Interp Speaker
Dani Letsinger & Jon Kern tied for 2nd Place, 7th Grade Interp Speaker
Michaila Nate, 1st Place, 7th Grade Interp Speaker

Hunter Sharp, 3rd Place, 8th Grade Interp Speaker
Cassie Gaines & Olivia Hilliard tied for 2nd Place, 8th Grade Interp Speaker
Maggie Morrow, 1st Place 8th Grade, Interp Speaker

Michaila Nate, Outstanding 7th Grade, Sweepstakes Speaker
Maggie Morrow & Kelsey Shaffer tied for Outstanding 8th Grade Sweepstakes Speaker

If you want to be successful, it's just this simple: Know what you're doing. Love what you're doing. And believe in what you're doing.

-- Will Rogers

Lincoln Jr. High School Indiana



Ashton Morrow & Jason Pickell
Most Improved Speakers' Award Winners



Allie Berger, Dani Letsinger & Michaila Nate
7th Grade Interp Winners



Kelsey Shaffer, Gage Pynaert & Patrick Felke
8th Grade Public Address Winners



Maggie Morrow, Cassie Gaines, Olivia Hilliard & Hunter Sharp
8th Grade Interp Winners



Outstanding 7th & 8th Sweepstakes Speakers

*The biggest things are always the easiest to do
because there is no competition.
-- William van Horne*



Alex Moore & Becca Houser
7th Grade Public Address Winners

Indiana
**The Stanley Clark School
Speech & Debate Team**

submitted by

Deborah Girasek-Chudzynski

The team had a brief but successful season. After preparing forty-eight members for competition, they were looking forward to competing and growing. Unfortunately, they were only able to compete in three meets this year, one of which was their own.

They hope that next year will hold more opportunities for them. Because of the lack of meets, they created a Speech Team Open House. It is rare that parents are able to see what their children do at a speech meet. So they organized an evening set up similar to a meet with different categories performing in various rooms. The parents of the speech team members attended as well as students and parents who wanted to learn more about speech. The Speech Team Open House gave their members more experience and they were able to educate their school community and recruit new members for next year.

At the end of the season, they celebrated with a potluck banquet. This special evening is set aside to thank all the parent and teacher volunteers and to honor the Speech Team members by announcing what National Junior Forensic League degrees they earned that year.



Emily Migliore & Alexis McIntosh take a break between rounds.



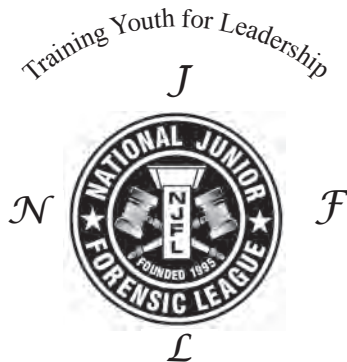
The Stanley Clark team are proud winners of the 1st Place Team Trophy.



NJFL Officers left to right: Lauren Garatoni, Caroline Eberhart, Ryan Killoren & Alexandra Brinker.

The people that get on in this world are the people that get up and look for the circumstances that they want; and if they can't find them, they make them.

-- George Bernard Shaw



Kentucky **Russell Middle School Speech & Debate Team**

submitted by

Mark S. Hess & Jennifer Schallock

The Russell Middle School team competed in five Pikes Peak Region speech meets, the Optimist Club Oratorical Contest, and NJFL/IDEA Nationals last summer. They also performed for two different elementary schools and read to 4th graders during Dr. Seuss Day.

Winners of the team during the Summer 2007 National Quarterfinalists were: Tabi MacMillan and Natalie Baldin in Poetry; Semifinalists JJ Hurst in Poetry; Shae Davis in Humor, and Alex Siverson partner Shae Davis in Duo Interp; and National Champion in Drama was Alex Siverson.

During the 2007-2008 season, the Russell Middle School team participated in four meets: 93 finalists and 21 meet champions (30% of all Pikes Peak Region meet champions from Russell). In addition, for the first the Russell Middle School hosted a speech meet.

The meet champions were as follows:

Shae Davis, 4 meet championships in Humor, 1 in Creative Storytelling.

Alex Siverson - 2 meet championships in Drama.

Jessica Branham - 2 meet championships in Solo Acting, 1 in Drama.

Hannah Ruckman - 2 meet championships in Poetry.

Allie Wilson - 2 meet championships in Extemp, 2 meet championships in Oratory.

Maddie Leonard - Championship in Solo Acting.

Abby Schmidt - championship in Impromptu.

Caroline Ehlers - championship in Storytelling.

Barrett/Heine/Heier/Kanagy - championship in Reader's Theater.

JJ Hurst - championship in Poetry.

Fay Kanagy - 1st place in the Optimist Oratorical Contest.

Seven speakers reached Degree of Outstanding Achievement: Shae Davis, Katie Ehlers, Alex Siverson, Caroline Ehlers, America Copeland, Rachel Chrisman and Gabby Herrin.



Chapter membership totalled 53, 25 were new NJFL members.



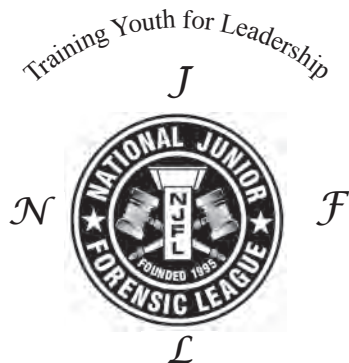
Your persistence is your measure of faith in yourself.
--Author Unknown

Proud trophy winners from Russell Middle School



Cherish your visions; cherish your ideals; cherish the music that stirs in your heart, the beauty that forms in your mind, the loveliness that drapes your purest thoughts, for out of them will grow delightful conditions, all heavenly environment; of these if you but remain true to them, your world will at last be built.

-James Allen



Massachusetts **Milton Academy Middle School Speech & Debate Team**

submitted by

Debbie Simon

The Milton Academy Middle School Speech Team (6th-8th) is a unique collaboration between the upper and middle school speech teams. Every Wednesday, during two activity periods of the school day, middle school speechies meet with Upper School speech coaches. They gather to discuss experiences at recent tournaments at Nashoba Brooks, Oak Middle School, Wilson Middle School, Jewish Community Day School and Milton Academy. They hear about upcoming tournaments and practice, learn, and more practice. However, beyond tournament preparation and awards, what the coaches and members of the Milton Academy Middle School Speech team have realized is that it is, as St Francis Assisi understood, “for it is in giving that we receive”.

I hear repeatedly how much the middle school students learn from their high school coaches, but I also hear just as often how much the high school students are motivated by their middle school speechies.

According to one of this year’s Middle School coaches and co-captain of the Upper School speech team, Lillian Kaiser (senior), “The thing that’s so awesome about the Milton Academy Middle School team is that the majority of kids in the Middle School are on it. It’s inspiring to see everyone get involved in watching each other’s performances and being a part of the creative process, and maybe, as a result of this process the bar has really been raised at middle school tournaments. In the two years I’ve been a middle school coach, the standard of performance has been really high: the kids I’ve worked with have been very talented, and the team itself has been spirited and into speech for all the right reasons.”

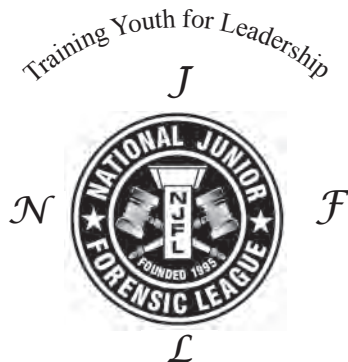
Catie O’Sullivan (sophomore) echoes Lily when she comments, “being a middle school coach has been a very rewarding experience. I remember how important middle school coaching had been to my success in speech. Now I feel lucky to be able to share my passion with my middle schoolers. Seeing their gratitude, effort, and resulting success is the best reward.”

Speech team members begin with a blank page or canvas. Their challenge is revealed in a Stephen Sondheim’s song lyric “The challenge: bring order to the whole.” Through words, voice, emotion, logic, creativity and thought, students who participate in speech, whether performing or coaching, realize there are “so many possibilities.” The challenge is to “bring order to the whole.”

The Middle School Speech Team is a vital part of our Middle School but is also a vital part of the Upper School Speech Team. Both teams share spirit, inspiration and a respect for each other that allows everyone to give and receive.



There are some people who live in a dream world, and there are some who face reality; and then there are those who turn one into the other.
--Douglas Everett, American Hockey Player



Missouri **The Barstow School Speech & Debate Team**

submitted by

Heather Townsend

The Barstow School, an independent, co-educational day school in Kansas City, Missouri, is finishing its charter year in the National Forensic League (NJFL) in grand style. Ms. Linda Collier, a debate coach since 1986 and former tenured Associate Professor of Communications Studies at the University of Missouri-Kansas City, uses the skills she honed in law school and in her practice to mentor students, improve her students' communication skills and lead them to championships. Since Collier took the helm of Barstow's Upper School Debate and Forensics Program in August of 2006, her students have been actively participating in and winning on the national debate circuit.

The success of the Upper School program sparked Collier to commence a program in the Middle School this year. The Middle School Debate and Forensics Program has been extremely successful and has allowed Barstow Middle School students to discover an early passion for debate and forensics. Forty percent of all seventh and eighth grade students have participated in activities that have qualified them for NJFL points. This season has been filled with exciting first place debate and speech sweepstakes, travel to out-of-town tournaments and personal successes.

Eighth grade student Jaret Wright, who took first place with his partner, seventh grader Joe Lenart, III, had this reaction to his first-ever debate tournament. "The tournament was awesome. I've been to chess tournaments before, but because there is a lot more action in debate, this was like a chess tournament cubed." Wright and Lenart finished the preliminary rounds with a 3-0 record and then went on to defeat their semi-final and final round opponents.

Shweta Vadlamani, Barstow eighth grader said, "Overall the debate tournament was a new experience for me. Hearing unfamiliar speeches and practicing our critical thinking skills was really fun. I loved meeting other students from different schools, so the tournament was both an educational and social event." She and her partner finished in fifth place, losing only one debate during the four round tournament.

"We held two events we called 'Debate Expos' before we were able to find a debate tournament that would allow our Middle School students to compete," explained Collier. "During those events, my Upper School debaters judged the Middle School debaters as they competed against each other."

Collier reports those self-contained events were a huge success. "It was exponential learning for the Middle and Upper School students. Judging and teaching others about debate gives experienced debaters insight into how they can improve; and the Middle School students find positive debate role models in their Upper School judges. A definite win-win." Collier concluded.

Many of the Middle School debaters plan to enroll in Barstow's Upper School Debate and Forensics Program as they all expressed excitement over what they learned by participating in NJFL activities.

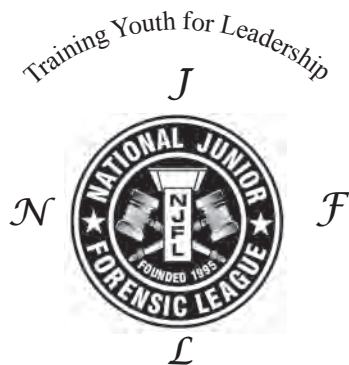
About The Barstow School

Founded in 1884, The Barstow School is an independent, co-educational day school serving preschool through 12th grade on a single campus. The mission of The Barstow School is to promote sound scholarship and to give symmetrical development to mind, body and character.



You can't have a better tomorrow if you are thinking about yesterday all the time.

-- Charles F. Kettering



Mississippi **St. Andrew's Middle School Speech & Debate Team**

submitted by

Mark McNeil & Dr. Randy Patterson



St. Andrew's Episcopal School has implemented the National Junior Forensic League's purpose into its 7th and 8th grade curriculum. Every member of these two grade levels will gain membership as its faculty is dedicated to rewarding students for acts of public speaking, in and out of the classroom.

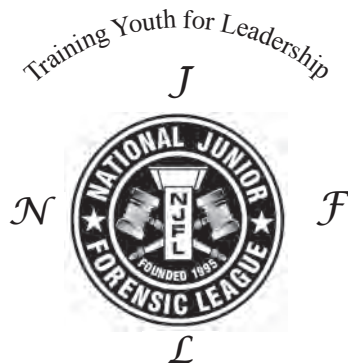
St. Andrew's Middle School had the honor this year, to host Mississippi's first tournament for middle school competition. Two middle schoolers participated in Mississippi's Model UN with great honors. They have high hopes of attending the Western Kentucky University NJFL competition in June.

Under the moderatioin of Mark J. McNeil and Dr. Randy Patterson, the program is constantly evolving to meet the needs of a presentation based curriculum. From classroom projects that require presentation, to student government speeches to the entire school assembly, to readers for weekly chapel services, to middle school speech and debate tournaments, St. Andrew's Middle School speech and debate program is green and growing.



The Pessimist complains about the wind, the Optimist expects it to change and the REALIST adjusts his sails.

-- Author Unknown



North Carolina
Calvary Baptist Day School
Speech & Debate Team

submitted by

Robin Setzer

The Calvary Baptist Day School NJFL program is open to 6th - 8th graders, however, they induct the students into NJFL at the beginning of their 7th grade.

This year Calvary Baptist Day School had 35 eligible 7th graders, and 37 eligible 8th graders inducted.

Each year the Calvary Baptist Day School hosts the ACSI (Association of Christian Schools International) Speech Meet for elementary, junior, and senior high school students.

This year the speech meet included eleven different schools from four different states (Georgia, Tennessee, North Carolina, and South Carolina) and approximately 250 participants. Students recite poems, fables, and Bible verses. Students act out plays, skits, monologues along with putting on the reader's theatre, news casts, and Bible lessons.

The Optimist Club of Winston-Salem (W-S) hosts a writing/speech contest each year with local contests, regional contests, and state finals. Students write essays and the winners then present their papers in different venues. Students are judged on written content and presentation.

At this time, the chapter has not been engaged in more of the public forums/policy debate type of speeches as it has been difficult to find venues to compete in at the Junior level. At the high school level, there are numerous competitions available. It is hoped to expand more in those areas in the future.

From their first group of inductees, 38 of the 45 went on to join their high school, and they further inducted others in the NFL. These students are competing and earning points now in the NFL.

North Carolina
The John Griffin Middle School
Speech & Debate Team

submitted by

Donna Pope

The John Griffin Middle School chapter continues to be busy with competitions. The team place first in team sweepstakes at three tournaments, and a second in team sweeps at the district tournament.

NJFL members produce a daily live news broadcast which includes headline news and school announcements, as well as interviews with special guests. After a variety of speech-making activities throughout the year, they are also working on a year-end video project to practice their video taping and writing skills.

Students compete in six events: Dramatic, Humorous, and Duo Interpretation, Original Oratory, Storytelling and Extemporaneous Speaking. Coach Donna Pope is always on the lookout for new talent!

Students compete in six events: Dramatic, Humorous, and Duo Interpretation, Original Oratory, Storytelling and Extemporaneous Speaking. Coach Donna Pope is always on the lookout for new talent!

There are only two ways to live your life. One is as though nothing is a miracle. The other is as though everything is a miracle.
-- Albert Einstein

The John Griffin Middle School



Taylor Kraft at practice.



Leslie Pyo works on an extemporaneous speech at practice.

Oklahoma **Mounds Middle School Speech & Debate Team**

submitted by

Robert Odle

The Mounds Middle School students competed at tournaments at Verdigris Sequoyah-Claremore, Olive, and Prague. They also helped work at their own tournament.

The team came in 3rd in Sweepstakes at Prague. The chapter has a total membership of 12.

Pennsylvania **Towanda Jr./Sr. High School Speech & Debate Team**

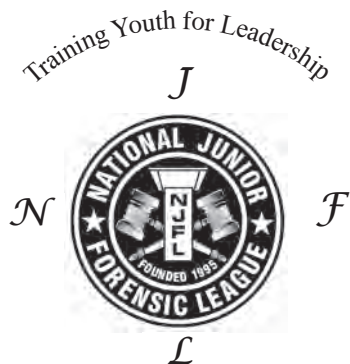
submitted by

Merideth Lezak

The Towanda Jr./Sr. High School forensic team has sixteen active members.

Coach Merideth Lezak writes, "the team hosted their very own tournament last year and it went well. The tournament was held at their school and three schools attended. Coach Merideth Lezak said, "The students were wonderful!"

*Begin doing what you want to do now.
We have only this moment, sparkling like a star in our hand -- and melting like a snowflake.
--Marie Beyon Ray*



Texas **Snyder Junior High School Speech & Debate Team**

submitted by

Ron Hester and Robert Bailey

The UIL district chapter, Snyder Junior High School has had an active season. The Snyder team competed at several high school tournaments. Students were also involved in the Reading Across America program, the Summer Reading Program at Snyder Public Library and reading at the DAR meeting.



Students receiving awards at Odessa High School Speech Tournament



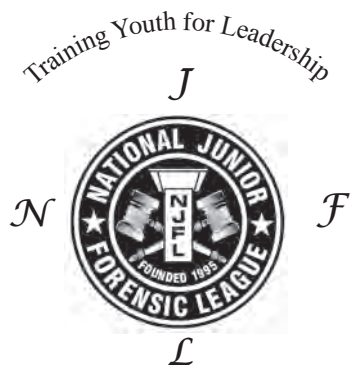
Caleb Hester being introduced
in Barbara Bowen's kindergarten class



The Seussical Musical theatre production

Things turn out the best for the people who make the best of the way things turn out.

--John Wooden



Tennessee **Woodland Middle School**



submitted by

Jim Jenkins



Woodland Middle School's forensic program is five years old, and competes in the Middle Tennessee circuit. This year's team has 40+ members and places 1st regularly at tournaments. Last year it placed 3rd at East Coast Nationals.

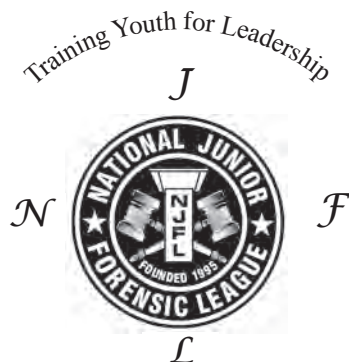
"I love to act, so forensics is great," says 8th grader Deya Maldas. "Even if your friends are doing it, you'll probably make lots of new friends, because you're always practicing for forensics. At first my mom just made me try out for forensics and I had no idea what it was and was really scared. It took me two years to understand how to perform and what's going on because I really didn't; I was just kinda in it. Once you get it, it's really fun because now I know what I'm doing." Deya certainly does know what she's doing. This year she has placed in the top three at every tournament.

Casey Rasmussen has also competed in forensics all three years of middle school. "I like forensics because you get to show your true self and who you really are," she says. "And you don't have to worry about other people watching you because they're doing the exact same thing. So, if you're looking stupid, they're looking stupid too!"

"There was this one time where my sister and I were competing at a Tennessee tournament in Duet Acting and we didn't think we were going to get first. Next thing you know they're calling all the placements and it was just two of us left. My sister Morgan was already stunned that we were in the top two. When we found out we took first, she almost fainted!"

What lies behind us and what lies before us are tiny matters compared to what lies within us.

--Ralph Waldo Emerson



Wisconsin
**Trinity Lutheran School
 Speech & Debate Team**

submitted by

Gena Uhlenbrauck

At Trinity Lutheran School, all students in grades 5th-8th are encouraged to find ways to speak publicly. Some find ways in community groups like 4H. Many find opportunities in their church. The teachers in all grades are always encouraging students to find ways and giving them opportunities to do this in their own classrooms.

Sixty-four 5th through 8th grade students will participate in our annual Forensic Festival coming up in April. Many of these students will then take their piece to the Shoreland Lutheran High School Grade School Forensic Tournament in May.

Excitement for the NJFL forensic program grows every year. The students learn at a very young age how older students work hard and have fun at the same time.

Currently the program has fourteen NJFL members.



Wisconsin
**Whitman Middle School
 Speech & Debate Team**

submitted by

Mrs. Joan Boyce

Whitman Middle School held its annual forensics banquet on Wednesday, April 3. The students were greeted by members of the Wauwatosa West High School Forensic Team.

"There is a lot of talent out there," states Samantha McClellan-Johnson, co-captain of Tosa West Forensics who greeted the students. "We will have alot of competitiors next year." McClellan-Johnson is a graduate of Whitman, and is a forensics coach to its students.

Approximately 50 students attended the banquet. Parents also attended and were enthused about their children becoming a part of the Tosa West team upon entering high school.

Maturity is the ability to express one's own feelings and convictions balanced with consideration for the thoughts and feelings of others.

--Hrand Saxenian

Whitman Middle School

“We should have a strong team this coming year,” states Katie Hewett. “I know that the student I coached should be on the team next year.” Hewett is a graduate of Whitman, a forensic coach at Whitman, and is the recorder for the National Forensic League for Tosa West Team.

The students were excited to mingle with the high school forensics team members. Awards were presented to Whitman’s team members for a successful forensic year.

“I just returned from China a few hours ago,” states Jonathan Spence, team captain, and a graduate of Whitman. “I am glad to know about your great accomplishments. I hope each of you will join us next year.” Jonathan had just returned from China within minutes after completing a successful performance tour with the Wauwatosa West Orchestra.

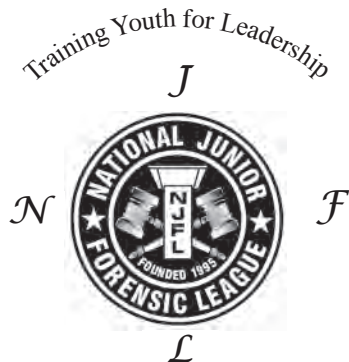
Students from Whitman, who will be graduating in June 2008, will have the opportunity of being integrated into the Tosa West Forensics Team. They will be able to continue their professional growth in the forensics arena.

Mrs. Joan Boyce and Maggie Mulroy are the forensic coaches at Whitman Middle School. They are assisted by parents and alumni from Whitman.



(Pictured left to right) Whitman Middle School Forensics Team Members: Nolan Kresnak, grade 6; Hannah Krueger, grade 8; Mrs. Joan Boyce, Team Manager, Coach, & Instructor; Wauwatosa West High School Forensics Team: Samanatha McMlellan-Johnson, team co-captain and vice president, a junior; and Jonathan Clarence Parrish Spence, team captain and president, a junior.

Of all human power operating on the affairs of mankind, none is greater than that of competition.
-- Henry Clay



Wyoming **Clear Creek School Speech & Debate Team**

submitted by

Walter Farwell

The Clear Creek School Speech Club was honored to host another great tournament this year, as well as attend two others during the season.

Chapter Advisor Walter Farwell writes, “We are very proud of our students’ success and the fact that our focus here in Buffalo is to heighten awareness at the middle school level about speech and debate. To that, we keep the middle school speech program fun and fairly light - emphasizing the joy in public speaking and not the competition.

Wyoming **Douglas Middle School Speech & Debate Team**

submitted by

Theresa Jansen-Kolf

Douglas Middle School has never had a forensic team and so this past fall they started the first ever in the history of their school. Modeling what they could after the very successful program from their high school, they began recruiting members from grades six, seven and eight. Eighteen students showed an interest and eight showed for regular practices.

The program started with four main events: drama, humorous, duet, and poetry. Choosing material was their greatest challenge in the beginning. They were fortunate to have the help of high school students who came and performed for them, gave them tips, and continued to coach students as the season progressed. They even had a middle school English teacher who remembered their own high school poetry piece come and perform for them.

As the season progressed, they found out that not only were they a grassroots program in their school, but also in their state. They sent out “feelers” to other middle schools to see if they could host a competition with other middle schools from their area. While others expressed interest, no one felt ready at the time. That didn’t stop them. They set up their own “meet” one afternoon at their school and asked the high school forensic students, their coach, parents and board members to be their judges. They weren’t looking to “place” as there weren’t enough members in each strand, however it was an opportunity to receive written comments on their accomplishments. Those who participated were awarded National Junior Forensic League pins.

Besides their “local” meet, they performed for parent groups, younger students in their district, and several middle school classes. The middle school forensic students were asked to help with the high school meet and served as runners and hosts during a February weekend.

It's not hard to make decisions when you know what your values are.

-- Roy Disney

Douglas Middle School

Their greatest accomplishment this year was getting a brand new program started. Each student worked hard at choosing a piece that felt right to them, practiced creating characters that were believable and entertaining, and tried to keep their bodies from swaying to hide their nervousness. Along with this accomplishment, they have planted the seed for other schools around them who are very interested in joining them next year for a true “speech meet.”

Significant details of this year’s chapter activities stated that the six week season was too short and many wanted it to continue throughout the remainder of the year. It is said, “you should always leave them wanting more” and that is how we said goodbye; excited about what they had experienced and anxious for the next season to begin.

Chapter total 6, and growing!



Team photo with Coach Mrs. Jansen-Kolf



Carolyn Smylie & Rebecca Rasmussen
deliver a duet to third graders



Juli Cartwright delivers his poetry piece

It is the first law of friendship that it has to be cultivated. The second is to be indulgent when the first law is neglected.

-- Voltaire

Douglas Middle School Forensic Students in Action



Rebecca, Carolyn & Tabby prepare
for their final competition



Celine Larson delivers her drama piece



Carolyn Smylie & Rebecca Rasmussen
deliver a duet to third graders



Tabby May delivers her humorous piece

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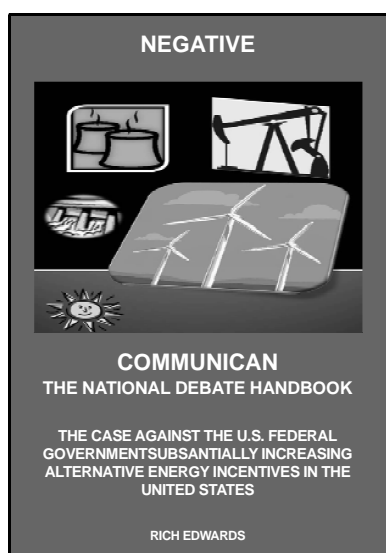
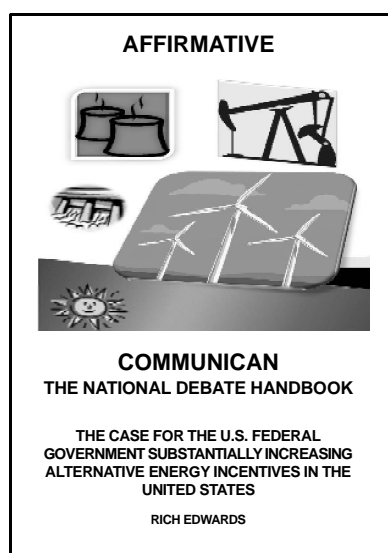
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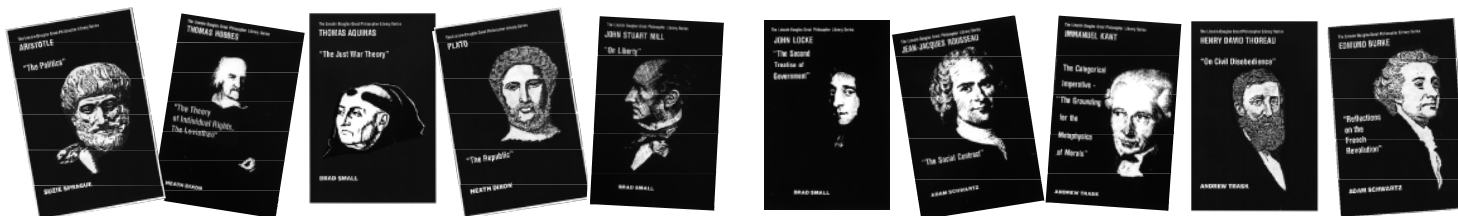
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 Scott Stonebraker, Mesa HS, AZ
 Lynn K Stewart, Sandra Day O'Connor HS, AZ
 Darryl Orletsky, Tempe Preparatory Acad, AZ
 Andrew Scherrer, Bakersfield HS, CA
 Liz Harlacher, La Reina HS, CA
 Stacy Buchholz, Ponderosa HS, CA
 Erik R. Miller, Ribet Acad College Prep, CA
 Mark Hamilton, Ridgeview HS, CA
 Mattao Richard Rosengarth, Turlock HS, CA
 Oliver Valcorza, San Marino HS, CA
 Carol Green, The Harker School, CA
 Alan S. Martin, Chaparral HS, CO
 Cathleen Fisher, Mesa Ridge HS, CO
 Eric Hansen, Moffat County HS, CO
 Jennifer McCoy, Overland HS, CO
 Donna Shader, Pine View School, FL
 Jennifer Kwasman, St Thomas Aquinas, FL
 Beth Eskin, Timber Creek HS, FL
 J Lane Bearden, Calhoun HS, GA
 David Childree, Lassiter HS, GA
 William Swafford, Lee County HS, GA
 Carol Halbur, Punahou School, HI
 Greg Lage, Ankeny HS, IA
 Joe Rankin, Bettendorf HS, IA
 Spencer Waugh, Indianola HS, IA
 Benjamin Scott Nelson, Century HS, ID
 Robert Clayton, Bonneville HS, ID
 Carol Stilz, Wood River HS, ID
 Vince Willaredt, Granite City Sr HS, IL
 Paul Woods, Hinsdale Central HS, IL
 Yvonne Nesbitt, Thornridge HS, IL
 Donna Lefler, Mater Dei HS, IN
 Trey McClain, North HS, IN
 Kara Dillard, Manhattan HS, KS
 Melissa Newton, McPherson HS, KS
 Alice Theresa Hilt, Pittsburg Colgan HS, KS
 Daniel L Hamm, Assumption HS, KY
 Norma M Harman, Cecilia HS, LA
 Daniel Dominique, Riverdale HS, LA
 Chris Sheldon, Bancroft School, MA
 Michael J. Davis, Needham HS, MA
 Daniel Sapir, Silver Lake Regional HS, MA

Daniel Haskell, Cheverus HS, ME
 Aurelie Bush, Yarmouth HS, ME
 Meg S Krekeler, Eastview HS, MN
 Dan Kauppi, Eden Prairie HS, MN
 Robyn Dettling Madson, Forest Lake Sr, MN
 Cynthia Pope, Le Sueur - Henderson HS, MN
 Julie King, Mankato East HS, MN
 William Hailer, Moorhead Senior HS, MN
 Angela Cassidy, Moorhead Senior HS, MN
 Susan Hagge, Red Lake County Central, MN
 Peter G. Nikolai, St Paul Central HS, MN
 Katie Rucinski, Blue Springs South HS, MO
 Bryan Whyte, Carthage HS, MO
 Jonathan McIntosh, Greenwood Laboratory School, MO
 Tiffany Croom, Kearney HS, MO
 David George, Lafayette HS - St Joseph, MO
 Nate Smith, Lee's Summit HS, MO
 Gary Cook, Monett HS, MO
 Tyler Unsell, Park Hill HS, MO
 Amy Bushmeyer, Warrensburg HS, MO
 Elizabeth Brunell, Sentinel HS, MT
 Jim Bennett, Sentinel HS, MT
 William E Warren, Pinecrest HS, NC
 Enid Hansen, Lexington HS, NE
 James Challandes, Bridgewater-Raritan Regional HS, NJ
 Dennis K. Philbert, Newark Central HS, NJ
 Rebecca Hansen, Whippany Park HS, NJ
 Nick Sevano, Spring Valley HS, NV
 Joseph Gazzola, Bronx HS Of Science, NY
 Sarah M. Heaton, Bronx HS Of Science, NY
 Anne Burgin, Franklin Central School, NY
 Sabrina Graham, Monticello Central HS, NY
 Matthew Critell, Cardinal Mooney HS, OH
 Penny Harris, Central Catholic HS, OH
 Richard J Kawolics, Laurel School, OH
 Kelly Ladd, Louisville Senior HS, OH
 Jodi West, Poland Seminary HS, OH
 Alan W Bates, Princeton HS, OH
 Alexander Clarkson, Sylvania Southview HS, OH
 Mark Theobald, Upper Arlington HS, OH
 Ned W. Lauver, Wooster HS, OH

Dwayne Hemphill, Wooster HS, OH
 Jason Paris, Cherokee HS, OK
 W Bryan Gaston, Heritage Hall School, OK
 Keith Denslow, Skiatook HS, OK
 Kelly R McCracken, Tulsa Washington HS, OK
 Marcia L. Stewart-Warren, Butte Falls HS, OR
 Kathryn Sawyer, Allen HS, TX
 Michael Rutledge, Clear Brook HS, TX
 Gerri Colvin, Coram Deo Academy, TX
 Jon Rhodes, Flower Mound HS, TX
 Paul A. Covey, Hanks HS, TX
 Debby Haren, Harker Heights HS, TX
 Brian Hennig, Hillcrest HS, TX
 Chris Mosmeyer, Holy Trinity Catholic HS, TX
 Leslie Wendt, Jersey Village HS, TX
 Robert Powell, Katy HS, TX
 Derek Davis, Kerr HS, TX
 Joseph Uhler, L C Anderson HS, TX
 Allen M. Matthews, LD Bell HS, TX
 Richard W Kincaid, Plano East Senior HS, TX
 Vicki Hall, Smithville HS, TX
 Ed Noll, William B Travis HS, TX
 Carina Kinney, Clearfield HS, UT
 Joshua Samuel Bentley, Lone Peak HS, UT
 Carol Roehrich, Park City HS, UT
 Carla Y Savage-Wells, Nandua HS, VA
 Mark Leigh Ingerson, Salem HS - Salem, VA
 Adelle C. Gunn, T C Williams HS, VA
 Sherwood Williams, Thomas Jefferson HS Science & Tech, VA
 Levi Freeman, Gig Harbor HS, WA
 Nancy Bisbee, Mountain View HS, WA
 Greg Harrington, Mt Rainier HS, WA
 Bryn Melvin, Sheboygan South HS, WI
 Joe D. Klopotek, Stevens Point HS, WI



www.desertlights.org

Desert * Lights



JUNE 15-20, 2008
LAS VEGAS, NV



* **Book Hotels**

* **Things to do in Las Vegas**

* **Transportation Information**

* **Schedule of Events & Locations**

2008 Desert Lights Nationals



**Barbara and Hank Greenspun
Junior High School**
140 North Valle Verde Drive
Henderson NV 89074
Humorous & Duo Interp



Green Valley High School
460 Arroyo Grande
Henderson, NV 89014
Public Forum and Extemp



Foothill High School
800 College Drive
Henderson, NV 89002
Policy and Congress at Community College (next door)

National Tournament School Sites



**Jack and Terry Mannion
Middle School**
155 East Paradise Hills Drive
Henderson, NV 89002
Lincoln Douglas



Bob Miller Middle School
2400 Cozy Hills Circle
Henderson, NV 89052
Original Oratory & Dramatic Interp

A BRIEF OVERVIEW OF THE TOURNAMENT LOGISTICS

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

Sunday (Registration)

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

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

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

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

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

Wednesday (Elimination Rounds/Supplemental Events)

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

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

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

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

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

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

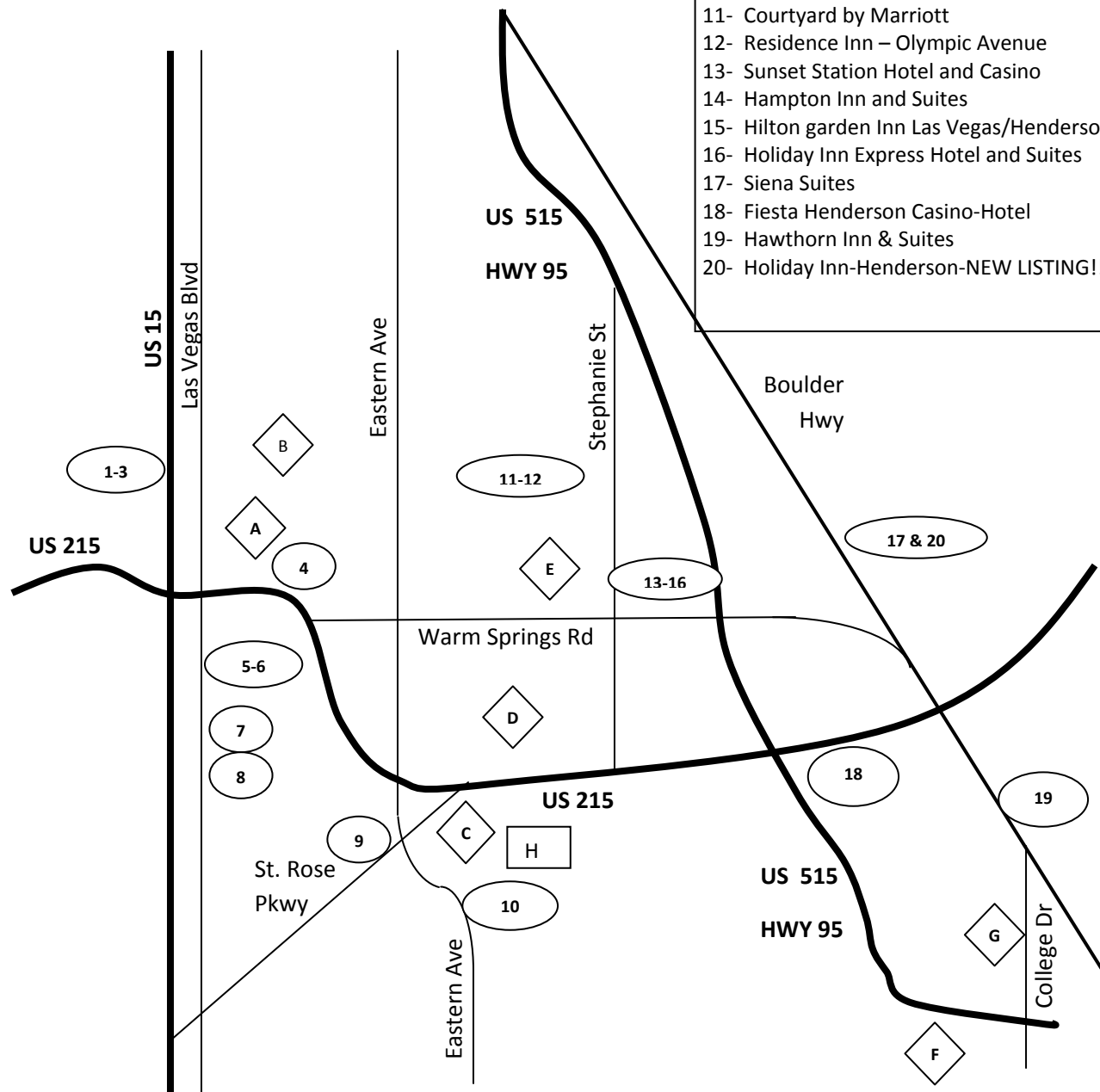
The remaining Main Event final rounds (Original Oratory, U.S. Extemp, International Extemp., Lincoln-Douglas, Policy, and Public Forum), as well as, the Supplemental and Consolation Event finals will be held throughout the day on Friday at the Cox Pavilion on the campus of UNLV.

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

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

2008 Desert Lights Nationals

Tournament Hotels and Venues



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

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

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

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

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

2008 Desert Lights Nationals

Hotel Name	Rate	Phone	Address	Amenities	Book Online at Host Website	Book by Phone
Courtyard by Marriott - Henderson	\$119	702-434-4700 800-321-2211	2800 N. Green Valley Pkwy. Henderson, NV 89014	OP, F, S, L, R, H, W	http://www.desertlights.org	
Courtyard by Marriott South	\$119	702-895-7519	5845 Dean Martin Dr. Las Vegas, NV 89118	OP, H, F, L, R, S, W	http://www.desertlights.org	702-948-9999 x 6671 866-847-2002 Rate Code: "Desert"
Emerald Suites	\$59-\$79	702-948-9999X6671 866-847-2002 Rate Code: "Desert"	9145 Las Vegas Blvd South Las Vegas, NV 89123	OP, F, L, H, S		
Fairfield Inn South	\$109.99	702-895-9810 800-MARRIOTT	5775 Dean Martin Dr. Las Vegas, NV 89118	OP, H, F, CB, L, W	http://www.desertlights.org	
Fiesta Hotel & Casino	\$76	1-800-634-3101	777 W. Lake Mead Dr. Henderson, NV 89015	OP, R, M, FC	http://www.desertlights.org	
FULL Hampton Inn & Suites	\$99	702-992-9292	421 Astaire Dr. Henderson, NV 89014	CB, L, H, OP, F, W	http://www.desertlights.org	702-568-7800 Rate Code: "CCSD"
FULL Hawthorn Suites	\$95	702-568-7800 Rate Code: "CCSD"	910 S. Boulder Hwy. Henderson, NV 89015	IP, W, F, CB, L, Spa		
FULL Hilton Garden Inn - Henderson	\$99	702-322-9000	1340 W. Warm Springs Rd. Henderson, NV 89014	OP, W, H, F, R, L	http://www.desertlights.org	702-459-7830 800-HILTONS Rate ode: "DES"
Hilton Garden Inn - South Las Vegas Blvd	\$99		7830 Las Vegas Blvd. South Las Vegas, NV 89123	S, W, L, F, OP, H, R		
FULL Holiday Inn Express	\$99	702-990-2323	441 Astaire Dr. Henderson, NV 89014	F, W, L, H, OP, CB	http://www.desertlights.org	702-564-9200 Rate Code: "Desert Lights 2008"
New Listing Holiday Inn - E - Henderson	\$69	702-564-9200 Rate Code: "Desert Lights 2008"	1553 N. Boulder Hwy. Henderson, NV 89011	OP, F, H, CB, L, W, R		
Homewood Suites - Airport	\$111-\$161	800-call-home Rate Code : "DES"	230 Hidden Well Road. Las Vegas, NV 89119	OP & Spa, S, CB, F, L		800-call-home Rate Code : "DES"

Hotel Name	Rate	Phone	Address	Amenities	Book Online at Host Website	Book by Phone
FULL Homewood Suites - Henderson	\$101-\$121	702-450-1045	10450 S. Eastern Ave. Henderson, NV 89052	OP, F, CB, L, W, H		702-450-1045
Microtel	\$99	702-273-2500 Rate Code: "CCSD"	55 E. Robindale Rd. Las Vegas, NV 89123	IP, W, F, CB, L		702-273-2500 Rate Code: "CCSD"
Residence Inn by Marriott South	\$130	800-MARRIOTT 702-795-7378	5875 Dean Martin Dr. Las Vegas, NV 89118	OP, F, CB, W, H, L	http://www.desertlights.org	
Residence Inn by Marriott-Henderson	\$129-\$169	800-331-3131 702-434-2700 702-648-2100 Rate Code: "Desert Lights National Tournament"	2190 Olympic Ave. Henderson, NV 89014 6555 Boulder Hwy. Las Vegas, NV 89122	S, CB, L, OP, H, F, W L, OP, F, W, H	http://www.desertlights.org	702-648-2100 Rate Code: "Desert Lights National Tournament"
Siena Suites	\$59-\$89	866-791-7626 Rate Code: Desert Lights	9777 Las Vegas Blvd. South Las Vegas, NV 89183	OP, S, R, W, M, B		866-791-7626 Rate Code: Desert Lights
FULL South Point Hotel & Casino	\$74					
Sunset Station Hotel & Casino	\$89	888-786-7389	1301 W. Sunset Rd. Henderson, NV 89014	S, R, OP, F, M, B, FC	http://www.desertlights.org	702-568-0027 Rate Code: "Desert Lights"
Wingate by Wyndham	\$109	702-568-0027 Rate Code: "Desert Lights"	3041 St. Rose Pkwy. Henderson, NV 89052	OP, F, H, S, CB, L, W		
Amenities Key:		OP = Outdoor Pool S = Airport Shuttle R = Restaurant M = Movie Theatre	IP = Indoor Pool CB = Complimentary Breakfast W = Complimentary Internet CL = Complimentary Light Lunch	F = Fitness Facility L = Laundry Facilities H = Whirlpool B = Bowling	FC = Food Court	
* Go to the host website, www.desertlights.org, for additional information about each hotel property *						

Advanced Booking

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

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

**National Tournament Information
Go Online!**

www.nflonline.org

Desert * Lights



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

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

**COME VEND WITH US AT THE
NATIONAL TOURNAMENT EXPO**

For details go to:

<http://www.nflonline.org/NationalTournament/Vending>

Contact Heidi Christensen at hschristensen@nflonline.org



Desert ★ Lights

JUNE 15-20, 2008

LAS VEGAS, NV



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Henderson Pavilion

The \$12 million Henderson Pavilion, is a haven for artists, and musicians. Within months of its September 2002 opening, the Pavilion was playing host to the Las Vegas Philharmonic, the Nevada Ballet Theater and Opera Las Vegas, as well as concerts from such nationally known artists as Lee Greenwood, an arts and crafts fair, and the first Vegas Valley Book Festival. The outdoor venue is also the new home for Nevada's annual Shakespeare in the Park festival.

The new facility is part of a \$28 million project at Liberty Pointe, situated on 40 elevated acres that are also home to the new Paseo Verde Library and a Multigenerational Center and Aquatic Complex. The sail-like tension-fabric roof over the Pavilion's 2,500 covered seats is vaguely reminiscent of the Sydney Opera House. There is additional lawn seating for 5,000, though there's only parking on site for a fraction of a crowd that size.

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

Things To Do

Free Stuff To Do

- Bellagio Hotel**
 - Fountains
 - Conservatory
 - Botanical Gardens
- Caesars Palace**
 - The Lost City of Atlantis Show
 - Fountain Festival Show
 - Forum Shops
- Circus Circus Hotel**
 - Circus Acts on the Mid-way
- Excalibur Hotel**
 - Castle Moat show
- Ethel M Chocolate**
 - Factory tour and samples
 - Cactus Gardens
- Flamingo Hotel**
 - Wildlife Habitat
- Freemont Street Experience**
- Golden Nugget Hotel**
 - World's largest golden nugget
- Lake Las Vegas**
- MGM Grand Hotel**
 - Lion Habitat
 - CBS Television Research Center
- Mirage Hotel**
 - Volcano
- Planet Hollywood**
 - Desert Passage Rainstorm
- Rio Hotel**
 - Masquerade Show in the Sky
- Sam's Town**
 - Sunset Stampede
 - Mystic Falls Park
- TI Hotel**
 - Sirens of TI
- Tropicana Hotel**
 - Lion Habitat
 - Birdman of Las Vegas
- Venetian Hotel**
 - The Grand Canal Shoppes

Don't forget

A drive down the **Las Vegas Strip**

Cheap Stuff To do

- Bellagio Hotel**
 - Fine Arts Gallery
- Caesars Palace**
 - 3-D Motion ride
- Circus Circus Hotel**
 - Adventure Dome
- Elvis-A-Rama Museum**
- Excalibur Hotel**
 - Fantasy Faire (carnival games)
- Gameworks**
- Hilton Hotel**
 - Star Trek: The Experience
- Hoover Dam Tour**
- Imperial Palace Hotel**
 - Auto collection
- Lake Mead Recreational Area**
- Las Vegas Monorail on the Strip**
- Las Vegas Natural History Museum**
- Lied Discovery Children's Museum**
- Liberace Museum**
- Luxor Hotel**
 - IMAX and Motion Rides
 - King Tut's Tomb and Museum
- Madame Toussand Wax Museum**
- Mandalay Bay Hotel**
 - Shark Reef
- Mirage Hotel**
 - Secret Garden
 - Dolphin Habitat
- Old Las Vegas Mormon Fort**
- Paris Hotel**
 - Eiffel Tower Observation Deck
- Red Rock Canyon**
- Spring Valley Ranch State Park**
- Stratosphere Tower**
- Venetian Hotel**
 - Guggenheim Museum
 - Hermitage Museum
 - Gondola Rides

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Limited Tickets Available
Sunday, June 15 at 8:00 P.M. (all orchestra seats)
Monday, June 16 at 8:00 P.M.
Tuesday, June 17 at 8:00 P.M.
Ticket Price - \$70.00
(regularly 100.00 to 140.00)

desertlights.org
for more details & to purchase tickets

GMIF Rocks the Ivy League

Students take home championships in Dramatic and Oratory, as well as two finalists in Extemp!!!

What do Nick Bateman, Emily Kubis, Billy Strong, Stacey Chen, and 42 other elimination round participants at the National Harvard Invitational have in common? **They all got their start at GMIF!**

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



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Major/Minor Program: Major in any interpretation event, Oratory, Expository, or Extemporaneous Speaking. Add a minor in any of the interps, public addresses, or impromptu.

New for 2008: Extempers can minor in Congressional Debate!

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George Mason Institute of Forensics

July 13-27, 2008

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

They Don't Have to Win Nationals:

The Benefits of Forensics to Parents, Communities, and Society



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

By Jennifer Billman

The benefits of forensics move outward from the student competitor like a ripple effect, ultimately changing their families, communities, and societies. Parents often discover that their students are more emotionally mature and independent than their counterparts. Community members observe that students who participate in speech and debate are far more likely to take active steps to improve their communities through political involvement and social engagement. Finally, improvements in forensic students' productivity affect the entire community; to borrow a popular political metaphor, a rising tide carries many ships. The NFL plays a vital role in each of these phenomena, improving the lives of a vast audience every time it inducts a new member.

Forensics encourages emotional maturity and conflict-resolution skills.

In an era when extracurricular activities seem to endlessly clamor for a son or daughter's attention, many parents have trouble deciding which afterschool activities are worth their time, energy, and resources. Fortunately, the evidence comes down unequivocally on the side of one extracurricular activity – debate and speech. Parents are often convinced of the importance of forensics in their

child's life by the impact it has on his or her academic success – higher test scores, higher grades, and more scholarship opportunities (Minch, 2006). They may also want to help their child gain admission to a top-tier school; an objective with which forensics can help (Luong, 2001). However, they may also encourage their child's participation for social or emotional reasons. Children who compete in forensics are more likely to demonstrate emotional maturity, particularly in the face of adversity (Carr, 2002). They are also more likely to develop strong relationships with peers and mentors, all of which can help them endure the rocky teen years (Fine, 2001). In summation, "Debate instills in teenagers the skills necessary to be competent adults (Carr, 2002, p. 26).

Research indicating emotional and social benefits of forensic participation suggests that forensics can also help students to be more cooperative and mature members of families and other groups. Bellon explained that, "above all, debate teaches students to understand how others think – even those others with whom they strongly disagree" (166). This ability translates into improved conflict resolution skills which students can use personally and professionally. Moreover, improved conflict resolution skills enable debate students to resolve their problems

without lashing out. In fact, studies have affirmed that communication competence can reduce verbal aggression in instances of conflict, thereby reducing one of the more common precursors to physical aggression (Infante & Wigley, 1986).

Families are not the only ones affected by speech teams: Forensic competitors tend to demonstrate strong loyalty to their parent program and former school (Minch, 2006). Many attorneys and other professionals return to coach their former programs, even if only part time; others become parents and encourage their child's participation or contribute financially to their alma mater (Billman & Christensen, 2008). Both temporal and financial contributions are increasingly important as the economy stagnates. As Minch explains, "quite importantly for schools in a period of fiscal uncertainty, participation in such programs translates into a supportive community, good citizens, and future parents (2006, p. 9).

Forensics encourages civic engagement and political participation.

One of the most significant arguments for forensic education stems from the increases of social engagement that accompany debate and speech training. Forensics teaches students to be familiar with current events (Colbert & Biggers,

1985). Equally importantly, it helps students feel comfortable with unfamiliar language and concepts, as Tucker and Phillips explain: “Debate provides experiences that prove to students that they should not be intimidated by the rhetoric of expertise that surrounds decision-making in our society, thereby connecting them to public life and the responsibilities of citizenship” (2002, p. 17). Through careful research and presentation, speech and debate competitors learn to evaluate social theory, current events, and more, a process which encourages them to participate. As Carr explained, “The sooner you learn about the philosophies and events which define our world, the sooner you can apply yourself as a policymaker” (2002, p. 26)

Forensics also breaks down barriers to civic engagement. For example, Bellon (2000) found that debate leveled the playing field for women by teaching them to be assertive, thus more effectively able to voice their concerns in a world of men. Prominent minority figures from Malcolm X to Oprah have also found their voice in forensics. Intuitively, since forensics increases education, the great equalizer, underrepresented groups should gain empowerment from the activity. These diverse voices, heretofore underrepresented, contribute powerfully to discussions both in and out of forensic rounds. By beginning a dialogue about important issues at a forensic tournament, competitors can raise awareness of community and societal problems, drawing attention to issues so that they may be addressed before they reach critical mass. They can also use skills honed at tournaments after the competition subsides.

While opinionated, forensic students are also empathetic. This means that not only are they more likely to know about social problems, they are more likely to do something about them. For all of these reasons, forensic students are more likely to be the ones on the front lines of pivotal

issues (Bellon, 2000). In fact, a number of forensic teams require community service as a prerequisite to competition. Some projects are simple acts of service, such as cleaning out the fleet of busses in the school transportation lot (Russell, 2007). In other cases, teams might “adopt” a certain social cause. In either case, forensic students have a unique opportunity to serve because of their developed social skills, and many forensic coaches and educators are ensuring that



Photo: Martin Note

team members through organized service opportunities.

Forensics yields higher productivity and quality of life.

Compared to the general population, former forensic students are disproportionately likely to become leaders (Colbert & Biggers, 1985). Competitive speech and debate gives students the opportunity to develop skills that are especially helpful to leaders such as listening skills, tact, and clarity. Additionally, forensics tends to increase students’ self confidence (Fine, 2001), potentially rendering them more comfortable in a leadership role. Forensics also gives some students the ability to practice leading in a real-world context as officers on their NFL team. Finally, forensics gives students the opportunity to observe and connect with strong leaders – their coaches and other members of the

forensic community. All of these attributes give forensic students an advantage over their peers in assuming leadership roles. Not surprisingly, numerous strong leaders have had forensic training including several members of Congress, Presidents, and even leaders in other fields such as entertainment or social activism. Leaders are important in ensuring that following generations are educated and developed to the utmost standards. Equally important, strong leaders translate into more productivity from students and, later, the community. By training youth for leadership, the National Forensic League and forensic educators can improve their communities immediately and increase the quality of life for Americans in the long term.

Not surprisingly, forensic students are often the most innovative members of society. After learning the process by which a person develops and tests an idea, they can quickly put this skill to work in refining new products and services. In fact, some of the biggest breakthroughs in our society have come from former forensic competitors. The founder of Amazon.com was an NFL member, for example, as was media mogul Ted Turner. Who knows what potential gains currently reside in the minds of current and future NFL members, waiting to revolutionize the way we live. With the requisite gains in education that accompany forensics, it comes as no surprise that students who receive forensic training have a great deal of economic potential for society. Higher levels of education and, perhaps more importantly, critical thinking enable them to be highly productive members of society. While the immediate benefit of a productive job might seem to reside with the job-holder, economists point out that gains among the professional echelons of society are gains for society as a whole. In other words, not only will forensic students benefit, but the beneficiaries of their contributions to society both academically and economically.

The role of the NFL

The past few articles have built a case for forensic education. One of the best ways to support forensics education and ensure its benefits to students, educators, and communities is through the National Forensic League. The NFL can help facilitate forensic education by providing services and support to educators, students, and everyone involved in the process. Among its services are a number of partnership programs between NFL and other notable institutions. Many of these partnerships involve scholarship opportunities for students. Chief among them, the Colleges and Universities of Excellence program connects students with a number of schools that offer scholarship dollars specifically to NFL students who enroll in the program. Other learning opportunities provide competitions in which students can earn additional money for school. Services do not end when a student graduates. Many alumni continue to stay involved with NFL not only to give back, but to take advantage of the Alumni Connection magazine and Alumni support services such as networking opportunities.

Additionally, NFL offers support to its members. Educators may find that the curriculum suggestions in *Rostrum* and

in the online resource pool particularly helpful in bringing forensic education to the classroom. NFL also offers a mentoring program to its members, connecting new coaches with veterans to help them negotiate the process of competing. Students also find support in terms of topic overviews, sample extemp questions, and other practice aids. These resources can enable members to augment their forensic experience. The honors and awards function of NFL may also help speech coaches and students earn the recognition they deserve. Diamond awards for coaches demonstrate coaches' dedication to administrators. Hand-lettered certificates and seals document student achievement. Honor cords are a hallmark of achievement at graduation, and the list goes on. Perhaps Luong said it best when he explained that "Schools that are not NFL members are literally cheating their students of the opportunity to receive credit for their training and accomplishments..." (2000, p. 6).

Final Focus

Forensics powerfully changes everyone who participates. However, forensics is a uniquely valuable activity inasmuch as its benefits extend far beyond its community of participants. Entire groups

of people, some of whom have never seen competitive speech and debate, stand to gain from the power of the activity. By increasing the dedicated activism of a core group of people, serving as a tool for intervention to decrease violence and oppression, and increasing the economic output of an area, forensics tremendously affects our communities. NFL, along with members like you, plays a powerful role in promoting competitive forensics and ensuring that as many students have access to the activity as possible. Supporting forensics is tantamount to supporting the entire village. It is time for us to begin making strategic investments in our communities by supporting the local forensic team.

Jennifer Billman, M.A. is a summa cum laude graduate of Western Kentucky University, where she was a four-year member of the forensic team, the Outstanding Communication Studies Graduate, an Ogden College Scholar, and a member of the University Honors Program. Billman was the Top Speaker in Lincoln-Douglas Debate at the 2005 NFA National Tournament and coached for WKU for two years before coming to NFL. She received her Masters in Communication from WKU in 2007.

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The Impact of College Forensics and How to Involve Your Students

Tyler Billman

I entered the NFL family backwards. While I competed in high school forensics for three years (Harrisburg HS, IL), I never fully realized the depth of high school forensics until I joined a college speech team. While competing on scholarship for Bradley University (Peoria, IL), I coached the Peoria Richwoods High School team (NFL Affiliate in the Greater Illinois District) as a part-time coach. Then, after graduating from the institution, I went to graduate school at Western Kentucky University, the headquarters for the Kentucky High School Speech League, Inc., where I helped judge and host some of the largest tournaments in the state of Kentucky. It was at WKU that I fell in love with the high school forensics community and took the WKU Regional Office Coordinator position, helping multiple high schools in a six state region develop their teams and participate in NFL programs.

Did college forensics encourage me to involve myself in the high school forensic community? You bet. Should the high school forensic community encourage students to enter college forensic programs? Absolutely! Why? Because, believe it or not, forensic programs at every level constitute one community with the same goals in mind – goals that can help students achieve academically, socially and professionally. To remain healthy, college forensics needs high school speech and debate programs and high school forensics needs college programs. In addition, both communities pursue the same cause and therefore should work together. Forensics does not have to stop after the “Pomp and Circumstance Recessional”

is played at one’s high school graduation. There is a whole world of competitive speech and debate activities waiting for the participation and dedication of your students.

The power of college forensics for high school graduates

While most educators acknowledge that high school forensics helps prepare students for college, many do not consider the impact of forensics participation once the college experience begins. Judy Woodring, the Director of Forensics at

tend to post high marks in the classroom. In fact, just as high school forensics helps students gain college admission, college forensics can help students complete their degree. These gains stem in part from the way that college forensics provides another opportunity for students to study subjects they perceive as personally relevant or beneficial. Deanna D. Sellnow (1994) notes, “Experiential education is grounded in the notion that students learn most effectively when they are afforded the opportunity to apply theories in real-life contexts. This concept of

connecting theoretical classroom learning to real-life experiences provides an excellent justificatory framework for forensic programs as an educational opportunity.” The real world lessons students learn in forensics leads to success beyond the classroom and in a job setting. Ross (2002) explains: In a well-founded [college] forensics program, students learn how to communicate complex ideas to many different types of audiences from peers, to coaches, to teachers, to judges, to teammates, to members of other departmental classes, to community members, and even administrators (BP 4). Moreover, forensics has intrinsic worth in the education process. As

Dr. Michael Edmonds, Vice-President of Student Life/Dean of Students at Colorado College notes: “The liberal arts embrace rhetoric and the dialectical process, not as a means to an end, a tangible benefit, but as a process which allows us to be exposed to new ideas. And new ideas, whether we accept them or reject them, allow us to expand our senses of ourselves and of the world—an intangible benefit of immeasurable value.”



Photo: Lydia Nelson, WKU

Western Kentucky University (who also coached high school for over 20 years), recalls an instance in which “I had one high school coach tell me that he didn’t recommend that his students continue in college because he thought college forensics was too demanding and that it would negatively impact academic achievement” (personal communication, March 20, 2008). As Woodring’s team demonstrates, college forensic competitors



Photo: Anne Wilborn, Bradley University

In addition to the academic and career benefits of joining a college forensics team, college forensics helps students find a positive and productive social niche after high school. In a study in the western region of the country conducted by Janet Kay McMillan and Wm. R. Todd-Mancillas at California State University Chico, 164 questionnaires were given to competitors at 26 forensic participating institutions. The majority of responses (84.1%) indicate that respondents first became involved in individual events for personal reasons. Moreover, 6.6% of respondents noted meeting new people and socializing with others for the reasons they joined forensics and 7.2% responded to joining college forensics because they had a positive experience when participating in high school. Judy Woodring explains that summer camps can provide an additional way for college competitors to network: "Many college students opt to spend their summers teaching at forensic camps, resulting in relationships that continue throughout that student's career" (personal communication, March 20, 2008). The relationships formed through college forensics, similar to those formed in high school, can help students adjust to new environments and form relationships that will last a lifetime.

Finally, college forensics can often lead to scholarships. Several colleges have found ways to financially contribute to NFL in the form of scholarships, as

Woodring notes. Beyond this, each year at the National Tournament expo myriad colleges and universities set up booths to attract high school competitors; many often offer scholarship incentives. While some of these scholarships will pay only a portion of tuition, other forensics scholarships have given students the opportunity to attend school for free. Dr. Peter Pober, Director of Forensics at George Mason University and the George Mason Institute of Forensics, believes that college forensics can launch opportunities for students: "College forensics opens doors for many high school students who might otherwise not be able to afford higher education" (P. Pober, personal communication, March 26, 2008).

The power of college forensics for high school coaches and competitors

College forensics can also serve a valuable role in developing high school competitors and coaches. College forensic camps often serve as a springboard toward this end. As Dr. Peter Pober indicates, "First, for those students who might not have coaches back home, the experience and instruction is invaluable. Second, for those who have coaches who might be more knowledgeable in other forensic areas, institutes offer balance for their programs." Dr. Pober notes that the "opportunity to work with so many gifted educators in the same venue gives students the opportunity to bring back so many

diverse styles for their teammates to learn" (personal communication, March 26, 2008). Additionally, Pober states that area college programs can provide workshops to high schools that "serve as exemplars for those high school students just starting their forensic education." Natalie Sintek, 2004 Humorous Interp Champion and successful college competitor, gives credence to this notion by stating, "Volunteering at a local high school to coach, logging NFL points, or organizing fundraising drives will not only give back to the activity that has given us so much, but it will bequeath all the things we love about forensics to the next generation of communicators" (National Forensic League, 2007, p. 5)

Professor Larry Schnoor, Emeritus Professor at Minnesota State University-Mankato, tournament director of the American Forensic Association National Individual Events Tournament, President of the National Forensic Association, and Executive Secretary of the Interstate Oratorical Association, believes that college forensics helps produce strong high school coaches. "A person that has done both high school forensics and then has gone on to do forensics at the college level has gained a wealth of experience that can only enhance their ability to be a successful coach" (L. G. Schnoor, personal communication, March 20, 2008). Judy Woodring and Dr. Peter Pober agree with Schnoor and note several alums of their respective programs who have gone on to become consummate professional forensic educators and coaches in the high school forensic community.

How to Involve Your Students

Pop psychologist Dr. Joyce Brothers once quipped, "We control fifty percent of a relationship. We influence one hundred percent of it." That statement rings true in the relationship between a high school coach and their student. Mindful of this, what can high school teachers be doing to ensure their students are well informed about college forensics? First, research and seek out college forensic programs. By joining free e-mail subscriptions like "E-Debate" or "IE-L", a high school coach can learn about the programs involved on the college debate and IE circuits. According to the National Forensic Association website, "IE-L is a discussion list for people interested in intercollegiate

individual events and Lincoln-Douglas debate. It is not officially sanctioned by NFA or AFA. The list is moderated, and it is owned by Cornell University.” E-debate works in a similar fashion for those coaches and students interested in debate events. Websites for the Cross Examination Debate Association, the National Forensic Association, the American Forensic Association, the National Debate Tournament, and the National Parliamentary Tournament of Excellence can also help high school coaches familiarize themselves with the college circuit.

Of course, not all teams compete on the national circuit. For this reason, it may be helpful to involve yourself with a local college that competes in forensics. Use the team as assistant coaches, judges at local tournaments, and/or seek them out for advice on how to get high school students involved in college forensics. Finally, encourage your students to consider college forensics as they graduate high school. Remind them of how much they have learned in high school from forensics and how the continuation could help them in college. “If the student continues, it means the high school coach instilled in him/her a true desire to learn...not merely win, but learn. That student feels s/he can take all the incredible knowledge gained during his/her high school years and apply it to what comes next. And that ability to apply that knowledge makes those students better writers, speakers, researchers, and performers. That benefits all of us. That is what forensic education is all about” (P. Pober, personal communication, March 26, 2008).

The NFL and College Forensics

Mindful of the interrelationship between high school and college forensics, the NFL has enacted a number of joint projects with the college community. Among them, the NFL has developed a new program, the Colleges and Universities of Excellence Scholarship Program, which provides thousands of dollars of college scholarships to NFL students. While the NFL has historically provided scholarships at the National Tournament for those that achieve competitively, the Colleges and Universities of Excellence program presents students with the opportunity to gain college scholarships for NFL

membership (which tends to coincide with academic achievement). Additionally, several higher education institutions are currently partnering with NFL for various programs and outreach. For example, the NFL has partnered with the Department of Communication at Wake Forest University (WFU), in cooperation with the US Department of State, to offer member students the chance to learn more about the world around them through the Benjamin Franklin Transatlantic Fellows Initiative, which offers 20 scholarships for American students to attend a three and a half week institute at WFU with students from all over the world. This opportunity is available to NFL students because of the relationship between the League and college forensic programs (the leader of the fellows program is Wake Forest University’s former Director of Debate and longtime NFL friend Dr. Allen Loudon).

Conclusion

Continuing in forensics after high school benefits students in college and pays a tremendous compliment to high school coaches. College forensics can increase the impact of forensics on one’s educational, professional, and personal livelihood. Could it be that high school forensics and college speech and debate programs are really two parts of the same community? I argue that such a scenario is not only likely, but crucial to the growth of both college and high school forensics. As

the benefits to coaches and competitors at both levels demonstrate, college and high school forensics need each other to keep the activity of forensics alive and well.

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Tyler Billman is a 2005 graduate of Bradley University and a 2007 graduate of Western Kentucky University. He was the 2005 NFA National Champion in Duo Interpretation and the runner up in Pentathalon. He is currently the Coordinator of Programs and Coach Education at the National Forensic League.

Learn more about college forensics!

National Parliamentary Debate Association - <http://cas.bethel.edu/dept/comm/npda/>

National Debate Tournament - <http://groups.wfu.edu/NDT/>

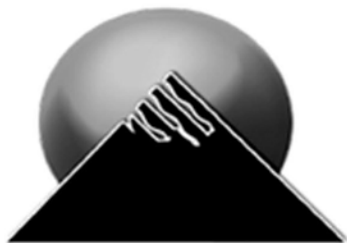
Cross Examination Debate Association website – <http://www.cedadebate.org/>

National Forensic Association website - <http://cas.bethel.edu/dept/comm/nfa/>

American Forensic Association website - <http://www.americanforensics.org/>

How to join IE-L - To subscribe, send a message to: ie-l-request@cornell.edu. The message body should read: "join". Don't use the quotation marks when typing, and use plain text to send your message.

How to join E-Debate – To subscribe, visit the following link: <http://www.ndtceda.com:80/mailman/listinfo>



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GLENBROOKS

Champions: HI, OO, PFD

Finalists: DI, OI, Congress

GMU

Champions: Congress

Finalists: Congress, HI

ASU

Champions: DI, HI, Prose, Duo, Individual Events
Champ

Finalists: PFD, DI(2), HI(2), OO(4), PR(3), PO

CRESTIAN CLASSIC

Champions: PFD, HI

Finalists: Duo(2), DI(2), OI, Congress(2), Extemp, OO

EMORY

Champions: OO, DP

STANFORD

Finalists: Duo(2), HI

HARVARD

Champions: HI

Finalists: OO(2), DI(2), Duo(2)



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Cherian Koshy's Tips

Top suggestions
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summer.

Returning in the
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FORENSIC TECHNOLOGY

NEWS AND ADVICE ON USING TECHNOLOGY TO ASSIST THE FORENSIC COMMUNITY

BY

CHERIAN KOSHY



Songs of Summer Tech

It's May

It's May, school is coming to a close, and summer's just around the corner. While everyone waits in anticipation for the last bell to ring on the last day of school, they imagine the summer filled with sun-filled days and no alarm clocks, school buses, or cafeteria lunches. In our last issue of the Rostrum for the year, it seems fitting to relate our monthly discussion of technology with the songs I have added to my "Summer Songs" playlist in iTunes.

School's out for summer! (Alice Cooper)

Perhaps the most famous of all summer songs, "no more pencils, no more books, no more teachers, dirty looks," is a lyric that repeats like chorus in our brains during those last several minutes of the school day. Once the school day is over, however, there's still plenty that you will want to do during the day (albeit at a slower rate) to get ready for next year. If you don't feel compelled to take your laptop to the beach with you, these are suggestions that you may want to attempt when you wake up at noon on a Wednesday or while you're watching the Real Housewives of New York City on Bravo at 4am for the twelfth time.

Here are my top suggestions for your computer and you over the summer:

1.) Summer cleaning.

When it comes to your house and maybe even your car, spring cleaning is as ritualistic

as spring break but in the midst of all that partying, it's not convenient to clean up your computer in the middle of the spring semester. Now that you have some time on your hands, it's a great idea to organize your files from the year. Sort your documents and other projects by classes and then place them each in respective folders. You should also separate you're your forensics work as well. It's a great idea to relabel those old cases, drafts of cuttings and oratories, as well as your research and organize them into folders. Once you're done organizing, take all those files and put them in a file labeled "2007-08" or something that you can recognize. Finally, you should back up all of your data on an external hard drive, a web storage service, or flash media. The latter is not really recommended since those drives are easy to lose. Personally, I keep a terabyte external on my desk at home and I transfer files to it every few weeks. I also have a 500GB external (Time Capsule) at work that automatically backs up my hard drive every hour when I am connected to the network. I try to keep my laptop and desktop drive relatively empty by moving old files to the externals as much as possible.

2.) Email purge.

Entirely related to summer cleaning and perhaps part and parcel to it is the necessity of pruning your inbox. Forest rangers and that funny looking neighbor are pruning their trees; you need to do the same to your emails. Regardless of whether you use a web-based email program (Gmail, Yahoo, Hotmail, or your school's web email) or a software program (Thunderbird, Outlook, etc) you have kept far too many emails than you need.

Now is a great time to go through and delete all of the emails you definitely don't need and archive the emails you might need. For online programs, this will increase your storage space and for software, this will increase your hard drive space as well as decrease the likelihood of a software collapse. It may seem entirely unnecessary especially for those folks using Gmail and, like me, are using only a small fraction of their space but it's always a good idea to plan ahead. Remember that Boy Scout motto! It's also a great idea to back up your emails if you are using a software program. Check with your software's help file or documentation for instructions.

3.) General maintenance.

When I was younger, I remember my parents dragging me outside during my summer play time for random landscaping projects (they're big gardeners) and to clear out the garage. Doing computer maintenance may seem like it's about as fun as clearing those cobwebs out of the crawl space, but it's a smart idea. After you've organized and backed up your data, there are few simple computer maintenance issues you can do even while you're sleeping. If you don't regularly defragment your hard drive or run disk cleanup (and you probably don't), now is as good a time as any if you are a Windows user. As Mac owners, we don't need to do that except on the Windows partition.

4.) Getting ready for next year.

I know, I know, it's hard to start thinking about the next school year when it's only May but if you do a little bit at a time, it won't seem overwhelming on Labor Day weekend. Remember, the September/October LD topic comes out on August 15th and the first weekend of competition is in late August, which means it's never too early to start preparing for next season. For example, I always have my students take an hour or two a day to research a topic, prepare a file, or do some reading. Creating a schedule and sticking to it will ensure that you're ahead of the game when school starts. Looking ahead, you know that those first few days will involve getting ready for classes, early readings, assignments and other school stuff. If you're ahead on your forensics preparation, you'll have no trouble keeping everything balanced. It's a great idea to use your computer's calendar program to create a schedule you'll stick to and to create a folder for all of your summer work.

On the road again (Willie Nelson)

My dad loved to watch this segment on our ABC affiliate's nightly news program called "On the Road with Jason Davis." I don't remember much about the segment but I remember vividly that theme song playing and while it's not very summery, it does describe many of our summers especially those of us heading to balmy Las Vegas this summer. For many of you, the summer is filled with travel whether it is to Nationals, a summer institute, or even a family road trip. This section is dedicated to the summer road/air warrior and your mobile technology needs. I'll admit it here and now: my name is Cherian and I am addicted to technology and gadgets. Doing quite a bit of traveling during the year and a lot in the summer, here are my must-have gadgets:

1.) The essentials.

Aside from a laptop with wireless connectivity, I like to carry a Bluetooth mouse, a portable external hard drive (that holds my movies & TV shows), and a portable printer. HP makes a fantastic portable printer that fits in my laptop bag for under \$300. It's fast, prints well, and has Bluetooth connectivity and a battery pack, which means I never need wires! Along with my iPod, my chargers, and some headphones, I have gear and will travel.

2.) The car.

If you are driving long distances, I have two indispensable items that make my Jeep truly ready to "go anywhere." First, a GPS system is incredibly relieving when you are traveling by car. There are so many on the market and all at different price points and platforms that you will want to pick one that best meets your needs. However, for anyone that travels by car either during the summer or to new places during the year, a GPS system is a great investment. Mine happens to be portable so if I am flying to another city and then renting a car, I can take it with me and feel secure that I won't be lost in any city I visit. The other gadget I can't live without in my car is an AC/DC adapter. I have a great one that I found in a truck stop somewhere. It's about the size and thickness of an open wallet and it has a grounded outlet as well as a USB plugin, which means I can charge my iPod and computer in the car at the same time. I think I paid \$20 for it and you can find something similar online

or at a truck stop near you.

When we're driving to tournaments, it's great to be able to work on cases or blocks on the drive (and with the HP printer, to actually print in the car too!) so that we're ready when we arrive.

3.) The airport/airplane.

Aside from the obvious benefits of the previously mentioned tools, there are a few other gadgets that I find great for airports. First, noise canceling headphones are great for those flights where you want to watch a movie or listen to music. There are really expensive headphones out there but unless you need something top of the line, those particular pairs are unnecessary. If you don't have a laptop or aren't bringing it along, an iPod is a must have for those long flights. Trust me, I spent 81 hours in the air last summer and without something to do, you will drive the other people in your aisle crazy. One important note for those of you who are traveling internationally over the summer and have a web-enabled phone, you're undoubtedly ready for the charges your phone will incur if you have to make a phone call. Word to the wise: if you browse the web, be prepared for similarly absurd rates. I may have misread my plan but I thought it was a fraction of a cent or perhaps I browsed a lot but regardless, I came home to a \$500 bill for using the web! If you're not traveling internationally, have a web-enabled phone is a great idea to check on flights and to access confirmation numbers.

It's a cruel, cruel summer...now you're gone (Bananarama)

I vividly remember watching Karate Kid in 1984 and watching Daniel and Ali go on a date while this song played in the background. My crush on a young Elisabeth Shue notwithstanding, we never saw Ali again even though there were two more Karate Kid movies. I guess college took its toll on that relationship and for our seniors, it's off to college as well. Preparing for college is an exercise in smart technology implementation. There are a few goals you will want to keep in mind as you do some summer shopping: mobility, simplicity, and cost-effectiveness.

1.) The mobility issue is obvious.

You will want to be able to use your computer in your dorm room as well as in any number of classrooms around

campus. Choose a computer that is lightweight but durable and is also large enough that you can do your classwork (and Facebook, games, etc) without difficulty.

2.) Consider how simple it will be to use your computer. As a certified Mac convert, I'll pitch you on the MacBook. Not only is it very reasonably priced (\$1099 to start) but it's also a well-built machine. Now for all of you Windows folks, you can easily create a Windows partition (Mr. Wunn boots directly into XP every time he opens his new MacBook) or use an emulator like VM Fusion or Parallels to run your Windows software. But who are you kidding? Unless you have some proprietary Windows application, the Mac will take care all of your word processing and web surfing needs. As well, the plug-and-play effectiveness of the Mac is a huge boon. In any case, make sure that whatever computer you buy, there is a place either on campus or nearby that you can get support or repairs if something happens. As well, invest in a couple of flash drives (you'll lose one and they're cheap) that you can use to move files from your

computer to a lab computer for printing or collaborating. I just bought a 4 GB flash drive on Amazon for \$20 so you can definitely get a few just in case and they truly are indispensable. If you need a printer in your room, consider getting something small and one that doesn't use a lot of ink. You don't have a lot of time or energy to run to the store to get print cartridges and those things are expensive. As well, you don't have a lot of space to work with. Having a small technology footprint will be a huge help. Most importantly, don't forget protection.... for your computer. Always carry your computer in a case and consider a Kensington or other type of lock.

3.) Controlling costs. You're spending a lot on college already and unless you're really lucky, spending a lot more on your tech gear isn't really in the cards. For the frugal, there are a lot of options that you'd be hard-pressed to find in a brick-and-mortar store. Instead, try going on line and purchasing a refurbished laptop. Even though laptop prices are falling, you can certainly get a reasonable machine for around \$500. It won't be top of the line and it might not

last you through college and definitely will be a doorstop come grad school but it could get you through those first few semesters. Don't even consider running Vista on a machine like this though. It's highly unlikely that a bare bones machine will be capable of running such an operating system without problems. If you know what you're doing (or can learn online), you can purchase a machine that is upgradeable and customize it over time.

So, until next fall, enjoy your own iPod playlists, your gadgets, and of course your summer. Something with this column will undoubtedly be new next fall but there's a high likelihood that September's column will involve how to recover from not listening to Cherian all summer. If you have a better idea for a column, shoot me an email. I'm sure I'll get it somehow, somewhere, over the rainbow. Sorry... couldn't resist. C/U next fall!

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

Remembering Jackie Jarrett

Longtime coach and former district chair of the Tall Cotton and West Texas NFL District passed away on April 3, 2008. Jackie Jarrett coached at Coronado High School in Lubbock. Mrs. Jarrett was a mentor to so many. Ann Shofner writes, "She was a special friend who taught me how to deal with students through a loving, caring attitude".

Jackie had a long successful career as a speech and debate coach. Her NFL coaching record can speak for itself. Executive Council member Kandi King writes, "Jackie was one incredibly wonderful coach and person! A very special lady to all of Texas and to the NFL!"

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LD Director **STACY THOMAS** coached the 2007 NFL National Champion in Lincoln Douglas as the head coach at The Hockaday School in Dallas. In addition, she coached a sophomore to the third place finish at NFL Nationals, putting her team one round away from closing out LD finals. Her students have previously won UIL State, been in finals of TFA State, closed out finals of the UT Longhorn Classic, and have closed out quarterfinals at local tournaments. She has coached students to late elimination rounds at nearly every prestigious national competition, such as Greenhill, St. Mark's, Glenbrooks, Emory, Wake Forest, Valley, Lexington, Big Bronx, and VBT. Ms. Thomas is known for being a hands-on coach who judges LD nearly every weekend of the school year. She holds a master's in education from the University of Texas at Austin with a focus on curriculum development and a bachelor's in journalism from Northwestern University.

The curriculum: In the mornings, students will attend skills based lectures on such subjects as time management in the 1AR, beginning and advanced flowing, crystallization, etc. Afternoons will be dedicated to lab instruction and practice rounds. In their labs, students will be guided by their instructors in case preparation on an NFL resolution that potentially could be selected for the upcoming year. Improving a student's research skills will be a primary focus. Lab time also will be used to teach students drills they can use independently to advance their talents once they return home. In the evenings, there will be elective modules on philosophy and debate theory, as well as individual conference time for meeting with staff.

The extension week: Provides a unique opportunity for highly individualized attention. Students will prepare a second resolution in addition to the one prepared during the two-week session, providing them with the opportunity to further develop their research and casing skills. This means they will return to school with even more research on upcoming NFL topics. In addition, students will participate in book groups of their choice to allow for a guided, in-depth study of a philosophical work, and recommend lecture subjects so that our staff can prepare material specifically focused on their interests. Finally, we will continue practice rounds, providing more time for practical application of the skills students have advanced at UTNIF.

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“9 Issues Facing the Lincoln Douglas Community”

by

Mike Bietz, Member NDCA

The NDCA is probably seen by most as an organization whose primary purpose is to serve coaches in the policy debate community. However, given that the initiatives spearheaded by the NDCA are likely focused on policy debate, the view that they are a policy-oriented organization is not unfounded.

Since I was elected to the board, I have seen a lot of desire by other board members to see LD membership in the NDCA grow, and for the NDCA to do more to engage the LD community – especially the coaching community. The first initiative that was executed since I have been a board member (which began back in October or November 2007) was the creation of the NDCA-L, a listserv for coaches. One does not have to be a member of the NDCA to join the NDCA-L. This, along with many other services provided by the NDCA is free and requires no obligation on your part. The creation of the NDCA-L will hopefully allow coaches to discuss issues in a forum that might be free of the distraction and devolving discussions that take place on a lot of web-based message boards.

Anyone who knows me probably knows that I preface a lot of what I say in a way that acknowledges that, although I may write authoritatively on a wide-variety of debate-ish subjects, I actually believe that I am no expert. I cannot write for the community and what I say should be questioned and dissected. Debate, in its nature, is an agonistic activity.

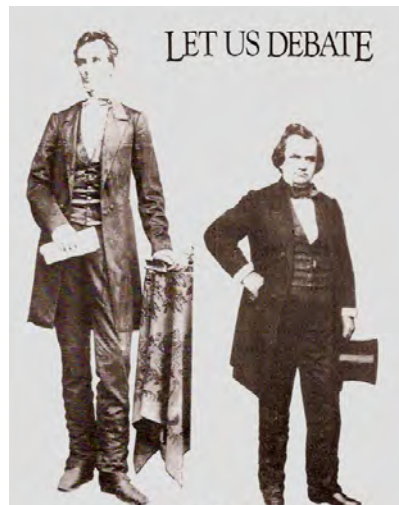
In having run a number of the projects started by Victory Briefs, like the Institute, the website, the books and the tournament, I come across a number of coaches who think there are a lot of things that need changing in the way Lincoln-Douglas is run, or the path that it is on. In this article I hope to highlight some of the issues that I have heard coaches discussing and perhaps we can have some discussion on

the NDCA-L, or better yet, in person.

These issues are not in any particular order of importance and are not necessarily unique to the LD community.

1. A Lack of Discussion by Coaches

This weekend I'm sitting at the JV/Novice Championships at Woodward Academy. The tournament is primarily a policy tournament and therefore during the NDCA meetings that we are having, the majority of the coach attendees are policy



coaches. What I and other LD coaches noticed is that the coach community tends to be more willing to discuss things in person.

LD coaches don't get together and do that. We rarely make time at tournaments to sit down as a coaching community and talk about things that are bothering us, practices we may want to praise or dissuade. Instead, a lot of discussions that do take place are done through backchannel emails or instant messaging where stories are embellished and there is never a chance for clarification and dialogue. We need to make time at tournaments where we can get together and talk and try to understand each other.

2. Evidence and Research

A typical citation that is read in a debate round is simply an author's last name. Qualifications, publication and year are rarely given and rarely checked. I was at the NDT a couple weekends back and watched and listened to a few debate rounds. In nearly every round, evidence comparisons were being made which, in many cases, including comparing an author's qualifications. I understand why LD has a culture of ignoring citations. To some degree the lack of proper citation is a holdover from the old days of LD when the authors quoted were obvious and known philosophers and political theorists (Rawls, Aristotle, Kant, etc.).

In addition to citation, there are two more issues that we are facing when it comes to research and evidence. First, there needs to be some consensus of what it means for something to be “published.” As the Editor-and-Chief of VictoryBriefsDaily.com, I'm not sure if I'm comfortable with what is written on VBD being cited as evidence – whether that be articles or comments. Although, if we allow other credible blogs or credible commenters, then maybe “Bietz from VBD in 2008” is an inevitable citation in the future. As a community we need to discuss what passes as proper evidence.

The second big issue is how evidence is read in round in the context of strikethroughs, underlining, etc. There should be some community norm for how evidence is cut and what is available for opponents to read during a round.

3. Openness

As LD is becoming more complex, it is important that we create a culture of openness. Two issues:

First, I am shocked how many debaters ask observers to leave the room (or in some instances a hallway) to “protect” their positions from being heard. The

community norm ought to be that once a case is read, it is no longer private. Flow-sharing and scouting happens at tournaments. The problem in the status quo is that it is done covertly and amongst friends. This leads to a lot of hurt feelings, awkward situations, the exclusion of non “in” debaters or teams, and charges of unethical behavior.

Second, more discussion online needs to be less about the rules of debate and more about what happens in debate rounds. To some degree VBD ought to take some responsibility for the lack of substantive debate-topic discussions. However, whenever there is an attempt for people to discuss arguments, people seem to guard their own positions too much.

4. Flex-prep/Cross-X

As a judge I’m always uncomfortable when I hear one debater, a minute before the round starts or right before CX time begins say, “We’re using flex-prep, right?” As there is no way to resolve a conflict between a debater that wants to use flex-prep, and one that does not, we need to come to some consensus. I would recommend the following: a three-minute cx period must occur in a round. Time not used in CX cannot be transferred to prep-time. However, debaters can feel free to ask questions during their own prep time.

5. Topic selection

Too much pressure is put on the committee at the NFL tournament to come up with 10 good topics. The topic selection process ought to begin earlier in the year and more formalized in the submission requirements. In September the NFL should take submissions of topics and potential wording. Submissions should have to follow some format wherein the author must provide a short essay that outlines the major issues involved, the debatability, what is at stake, and a short bibliography. In December, the submission process is closed and the committee begins to choose the 10 topic areas. In April or May, the 10 areas are released as well as 3 to 5 possible wordings for each resolution for the community to vet. During this time the community can submit ideas for wording. At the NFL tournament, the committee

spends its time on the wording based on the community vetting.

6. Bid fetish

As the years go on, the bid-counting and the desire to attend tournaments that have bids exclusively has become absurd. There are a couple of problems:

First, only tournaments that have TOC bids are truly able to have their tournaments be effective fundraisers.

Second, students who do not travel or do not care about the TOC are seen as second-class debaters by the national circuit.

Third, tournaments that do have bids are able scale back on providing a good experience while at the same time raise their prices because the bids are seen as so valuable.

7. Local / National circuit bifurcation

Teams that are exclusively national circuit or that are exclusively local have made the gap between the two circuits wider than ever. We talk bad about each other and tell stories that embellish the problems with the “other.” To local circuit coaches and teams, the national circuit is ruining debate. To national circuit coaches and teams, the local circuit is backwards and lame.

I certainly respect the fact that some people will make choices about how they want their team to be. The problem arises when the justification for choosing which circuit on which you debate has to be because of something wrong with the other type. I don’t like that my students have to feel uncomfortable when we debate at home, and I feel bad that more local schools don’t attend our TOC-qualifier.

8. Judge training

There should be three minimal explanations made to all judges before tournaments:

First, judges should be reminded that they ought to leave their preconceived notions about the resolution at the door and that their decision should be based on what is said in the round.

Second, judges should be told that flowing is a requirement. Just like we expect referees in high schools sports

to have some minimal training and certification, judges in debate should try to fit their process of adjudication into a way that is at least somewhat predictable for debaters.

Third, with only some exceptions, judges at the varsity level should be expected to disclose their decisions. In my mind this is also related to the openness issues. It is unfair that some students know decisions and their records and some debaters do not.

9. Program retention

Debate is becoming more democratized and that is a good thing. What I mean by this is that there seems to be more debaters competing at tournaments from schools that may not have had a team ever, or at least in many years. The community failure takes place when we do not convert these “one-off” teams (a team with just 1 or 2 kids who sort-of do it on their own) into full-fledged debate programs. We need to talk to the administrations of these schools to ensure that some longer-term solution can be put into place. The number of teams that last 3 or 4 years and then die is far too high.

I hope these 9 issues can act as a catalyst for discussion about LD Debate. LD is not to a point where any of these things are necessarily emergencies. However, without some discussion, and in some instances a consensus, we could be making it more and more difficult to operate as a community.

I also hope that many of you in the LD community will consider joining the NDCA. As an organization we can do a lot of good for the activity.

If you have any comments or questions, please feel free to email me at bietz@victorybriefs.com.

(Mike Bietz is the director of debate at Harvard-Westlake in Los Angeles. He is also the managing director of Victory Briefs, LLC and a board member of the NDCA. His students won both the TOC and NFL in 2004. They also won 3rd place at NFL in both 2003 and 2006.)

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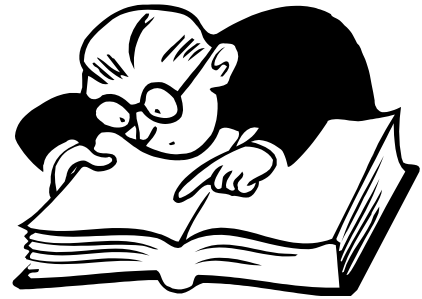
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Chris' Curriculum Guide



As you thumb through this issue of *Rostrum*, I am sure many of you are concerned with planning your trip to Vegas for Nationals or your summer vacations; after all, the school year is almost over. However, it seems that each year the summer becomes shorter and shorter so it's never too early to begin thinking about next year. So, I hope you find this year's last installment of the Curriculum Guide to be useful as you prepare for a new class of students in the fall.

While in graduate school at Texas Tech University, I had the pleasure of teaching public speaking under the direction of Dr. David Williams. While assisting Dr. Williams, I was introduced to the following activity. I hope you find it as helpful as I have.

Speech Analysis Essay

Throughout recent history there have been hundreds of wonderful speakers who have delivered thousands of stirring addresses. Fortunately, many of these have been captured on video and are now available online or at your public library. Many other speeches have been anthologized in volumes such as *Vital Speeches of the Day* and *The Penguin Book of 20th Century Speeches*. These masterful works of oratory and rhetoric are a treasure chest of information for students of public speaking. This activity was designed so that students might benefit from an exploration and evaluation of contemporary and historical oratories.

Objectives:

- To expose students to various historical and contemporary oratories.
- To illustrate for students a proper means of public address.
- To challenge students to analyze the strengths and weaknesses of well known rhetoricians.
- To help teachers assess each student's understanding of the concepts related to good speech making.

Preparation:

This activity works best when used as a final project of other similar assignment near the end of a public speaking class. It is vital that students have been given the opportunity to learn all the necessary components of good speech writing and delivery before they are asked to evaluate the speeches of others.

The Assignment:

First, students can be given two options for locating speeches for this analysis.

- 1.) *Speech manuscripts* - Many libraries own numerous anthologies of historically significant public addresses. These anthologies may be excellent resources when attempting to locate texts for analysis (note that if this option is selected, the pending essay will not be able to analyze the delivery techniques of the speaker. Instead, the essay will focus solely on the organization and structure of the text).
- 2.) *Video-tapes or Live Address* - Today it is easy to locate countless speeches of historical relevance on the internet. The History Channel, for example, offers a smorgasbord of such videos, and while live speech events may not be as common as they once were, many of us still have ample opportunities to attend live speech events. This will be especially true over the coming months as the Presidential race heats up.

Second, read or listen to the speech. Each student should review the speech several times so that he or she can become familiar with it. This is more difficult with live speeches. For live speeches students must take detailed notes of the address and review those notes closely.

Third, write the essay. This essay should not be a summary of the speech content. Students should use the skills and terminology they have learned in class to critique the strengths and weaknesses of the speeches they have selected for review. The essays should be at least three pages

long. A list of questions the essay might answer includes:

- 1.) Did the introduction grab your attention? Were the main points clearly previewed in the introduction? Did the speaker state a clear thesis in the introduction?
- 2.) Were transitions used effectively between points?
- 3.) What kind of supporting material was cited in the speech?
- 4.) Was the speech well organized and easy to follow?
- 5.) Was the conclusion memorable? Did the speaker restate the thesis and main points?
- 6.) Did the speaker deliver the speech effectively? Did she make good eye contact? Was his posture good? Was her vocal tone easy to listen to, etc?

Possible Modifications:

A number of modifications could be made to this assignment ranging for the types of speeches available to students to the length of the final essays. Instead of assigning one length paper where students are responsible for critiquing all aspects of a public address, you might consider assigning several shorter essays. These shorter essays could each address a particular aspect of public address such as organization, delivery, or use of supporting material. Another modification of this assignment might require students to compare and contrast a common aspect across two different speeches. In this instance students would compare one speaker's delivery or writing style to another speaker's. Feel free to make whatever modifications you feel are necessary for your students.

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

**Have a great summer everyone!!
GOOD LUCK AT NATIONALS!!!!**



idea

Dikili Town, TURKEY / June 29-July 19



IDEA INTERNATIONAL DEBATE AND CITIZEN JOURNALISM INSTITUTE

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

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

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

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

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

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

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

Institute Instructors are:

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

Registration: from January 10th until May 20th.

The Institute is endorsed by the National Forensic League - NFL

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The Billman Book Club

Encouraging Life Learning in Leadership

May's
Book of the Month:

Lincoln on Leadership.
by Donald T. Phillips



Tangible Examples
for Great Leadership
from a Great President

by Tyler & Jenny
Billman

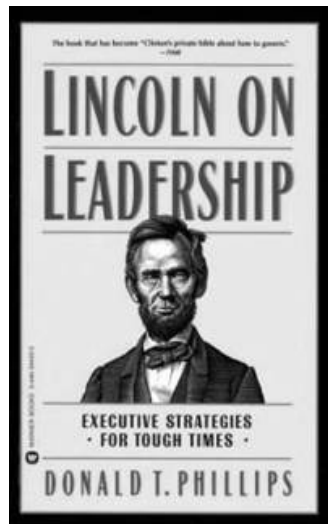
Only in the last 10-15 years has leadership been examined as a theory. Because of newness of leadership theory and research, most leadership resources build upon recent events and modern ideals. However, just as a novice can learn from the successful senior competitor, a coach can learn from one of the best leadership examples the American public has ever known: Abraham Lincoln. Lincoln provides an excellent model for future leaders: "Only ten days before Abraham Lincoln took the oath of office in 1861, the Confederate States of America seceded from the Union, taking all Federal agencies, forts, and arsenals within their territory" writes Phillips in the preface of his award winning book and the Billman Book Club May pick, *Lincoln on Leadership*. Phillips goes on to write, "He was a President elected by a minority of the popular vote, despised by many of his own advisers, without military training and with limited financial, managerial and political experience."

Even in the face of tremendous adversity, Lincoln demonstrated superior leadership ability. In fact, more than 125 years since his death, Lincoln is still consistently rated as the greatest President of the United States, and his example still motivates and inspires people all around the world. Even by modern standards, Lincoln's accomplishments are impressive. For all of these reasons, he deserves careful attention.

In studying the management techniques and people skills that Lincoln used to achieve this model of leadership, Phillips uses four major components to showcase Lincoln's leadership: People, character, endeavor, and communication.

People

Phillips contends that Abraham Lincoln was one of the most accessible leaders America has ever seen. Lincoln visited with people frequently to ensure that he could understand and consider their viewpoints whenever he needed to make an important decision. Virtually no person was ever denied access to the President, regardless of whether they held a high office or none at all. This



background allowed Lincoln to empathize and connect with people from a wide variety of backgrounds. As Phillips notes in the book, during the Civil War Lincoln frequently went and visited the troops in the front lines personally. He worked hard at entering all of his subordinates' working environments so he could understand their needs and create a sense of commitment on their behalf.

Character

According to Phillips, Lincoln's leadership demonstrates that the foundation for effective leadership is the personal character of the leader. Leadership falls apart without a firm foundation of honesty and integrity, two qualities "Honest Abe" was known for having. Integrity involves commitment to your fundamental goals and values. In any organization or team, these values are shared values which motivate the entire group to move forward toward a goal. An effective leader instills values by their example and consistent actions. When trying to motivate his side in the Civil War, Lincoln once described [as excerpted from Phillips book] the contest in these terms:

"On the side of the Union, the Civil War is a struggle for maintaining in the world that form and substance of government whose leading objective is to elevate the condition of men, to afford all an unfettered start, and a fair chance, in the race of life."

Lincoln then exemplified these inspiring principles by helping his associates to become better people, and by always attempting to do the right thing. His commitment to integrity encouraged others to follow his example and leadership through a number of difficult situations.

Endeavor

One of the key traits of strong leaders, which Lincoln definitely displayed, is the propensity to keep endeavors in motion; which means to keep the group moving forward consistently rather than stagnating across time. Undoubtedly, Lincoln was

a revolutionary — changing history as we know it today from his work with the Emancipation Proclamation or to his role in holding the United States together during the Civil War.

However, to achieve such endeavors leaders must be decisive and show initiative. Abraham Lincoln, for example, demonstrated his personal initiative and decisiveness in many different areas. He boldly acted without waiting for Congress to ratify his actions. In situations with which an American president had never been confronted, Lincoln made deliberate but firm decisions. As a result, his actions are considered to set a precedent for the way the President of the United States can choose to exercise his [or her] power, even today. Phillips contends that good leaders need to develop people within an organization [or team] who can act on their own in the face of uncertainty. This ability to act decisively will multiply the effectiveness of the leader and the organization [or team] as a whole.

Communication

While this section of the book [and the review] may be “preaching to the choir,” Phillips makes very logical arguments regarding influential leadership and how it can be obtained through powerful, persuasive communication. Lincoln meticulously prepared his speeches to ensure that they were well received. In fact, volumes have been written on the speeches of Lincoln, which suggests that effective words make lasting impressions. Good public speaking, whether it at a team rally, a school board meeting, or meeting with your principal, brings an organization’s philosophy to life and helps people understand how to embrace the values given by the group. However, “pretty speaking” will only get a person so far. Phillips contends that effective leaders need to always convey a vision in their speeches.

Lincoln Principles for Today’s Coach

The following principles are suggested by Phillip’s recommendations and can be helpful to today’s forensic coach:

Leaders need to interact with their organizations and/or teams and in their work environment.

A coach that works with his or her students on a one on one basis and shares in their personal successes and failures in competition will be an effective coach. Working alongside a student in a classroom day in and day out can be grueling; however, the work will prove rewarding when the student achieves personally, socially, competitively, or educationally because of your leadership.

Leaders need to be honest and forthright with information.

Be as honest and forthcoming as possible with students. If you are under pressure concerning budget problems, if you could really use some help with running a tournament, or you don’t feel like they are prepared for an upcoming tournament – tell them. Often students can come up with remedies for the situation, even if it is just making you laugh on a really rough day. While confidential or personal information should not be shared with team members, man coaches have found transparency concerning relevant issues is helpful in creating a consistently fruitful team.

Leaders need to provide feedback and allow opportunities for growth.

How will students know their strengths and limitations if they aren’t told? Good leaders and coaches provide feedback and mentorship to their students. This is more than just comments during a coaching session or disciplining on a rowdy bus after a long day of competing. Give students feedback in general discussions and life issues. Remember that growth is not merely determined by competitive success, but also by personal development.

Lincoln himself often gave feedback in the form of storytelling. People love to hear witty stories that are directly applicable to the challenge at hand. Stories can also help build closeness and a sense of belonging on a team. The aftermath of such feedback could be knowledge, courage, inspiration, and/or reflection. Either way, leaders need to provide feedback to promote growth.

Leaders need to show compassion and understanding for their subordinates, both personally and professionally.

A coach said in passing at a district tournament this past year, “I am 100% teacher, 100% coach, 100% surrogate parent, and 100% van driver.” How true! Coaches that invest wholeheartedly in their students will reap rewards far greater than just names on a finals poster or a qualifier at the National Tournament. View your students as whole people not just competitors.

Finally, leaders need to be prepared and be able to think on their feet.

Do not be afraid to make firm decisions when the situation arises. You can never plan for every scenario! However, a word of caution here: you never know who is quoting you. Always be cautious of what you say in front of your students, to other coaches at a tournament, to other teachers at your school, to community members, parents, and even friends. Word gets around fast, especially if you’ve happened to put your foot in your mouth—so be prepared and put those impromptu skills to use!

Lincoln on Leadership by Donald T.

Phillips is a great read, especially for those that like to pull strategies from historic examples. As an added benefit, you also get the opportunity to brush up on your American history. This 208 page read would be a great read for your summertime or in-between rounds at Nationals! Also check out the audio format for leadership learning on the go.

Reference

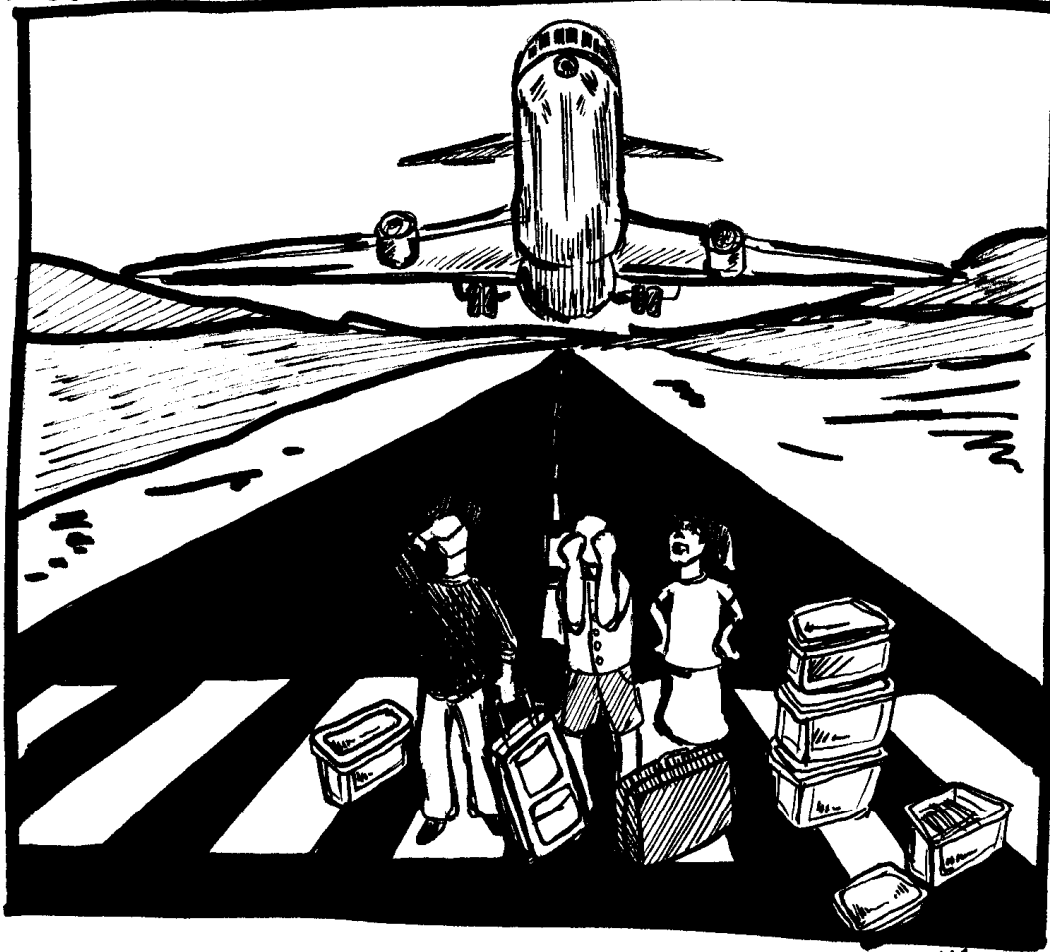
Phillips, D. T. (1993). *Lincoln on Leadership*. Grand Central Publishing: Lebanon, IN.

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

Note: This feature is intended to discuss professional literature for the benefit of NFL members. The views expressed by the authors of books discussed in this column do not necessarily reflect the views of the National Forensic League or its employees. NFL makes no claims concerning the veracity of published material reviewed in this column.

Featured Cartoon of the Month

THE AIRLINES ANNOUNCE THAT EACH PASSENGER IS ALLOWED ONLY ONE PIECE OF LUGGAGE



... AND THE DEBATERS & EXTEMPERS WEPT

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

Remembering

Dr. James John Unger, former debate coach at Georgetown and American Universities and for many years director of the National Forensics Institute, died April 3 at his Washington, D.C. home.

Unger was an NFL policy debater at St. Ignatius High School in Cleveland, where he was coached by Rev. John Miday, a member of the NFL Hall of Fame. Jim reached the quarterfinals at NFL Nationals, and later, the final round of the college NDT, debating for Boston College. While attending Harvard Law School he coached the Boston College debate team.

As a college debater and coach Unger and a group of debate friends, including Robert Shrum and Laurence Tribe, revolutionized college debate and created the model for what high school debate would later become. Unger believed that argument and evidence-not persuasive speaking- was the key to debate victory; and the presentation of many arguments and much evidence increased a debater's chance to win the decision. This focus on content reversed the long history of persuasive oratory that had prevailed in collegiate debate. It also led to "spread": the use of rapid delivery to present as many arguments and as much evidence as possible within debate time limits. NFL Hall of Fame coach Ralph Carey debated against Unger in college and later recalled, "He was the fastest speaker I ever heard." Another debater of that time remembered his first debate against Unger. "Jim put all these file cards on the podium and I thought nobody can read all those cards in ten minutes! But by the end of Jim's speech all the cards had been read!"

Unger received his B.A. as valedictorian from Boston College and his J.D. from Harvard University Law School. During his years as coach at Georgetown his teams reached the final round of every major intercollegiate tournament, including the National Championship, often more than once. His teams were ranked "number one"



Dr. James J. Unger

in the nation in the National Coaches Poll an unprecedented five times. In a national poll of leading intercollegiate coaches and debaters he was named both the Outstanding Debate Coach and the Outstanding Debate Judge for the entire decade of the 1970's. In 1982 he received an honorary gold key from the Barkley Forum at Emory University.

He served as a debate consultant to both NBC and ABC. In every election since 1976, he served as Chairperson of the Associated Press National Presidential Debate Evaluation Panel. In 1992 he also assumed similar duties for the United Press International and the New York Daily News. Unger appeared on more than thirty national media shows.

He appeared as a moderator-host for the NFL National Forensic Library, a comprehensive instructional video-tape series supported by the Bradley Foundation. A substantial component of that series was "Unger and Company", a set of "McLaughlin Group" style tapes in which Dr. Unger led top national collegiate debate coaches in often controversial "debates about debate."

As a coach, Unger was brilliant and creative. He was able to reinvent debate theory and practice to improve the performance of his teams. One notable example was the "studies" counterplan. Counterplans had always been a negative option, but they were often unpopular with judges and therefore little used in contest debates. Traditionally the counterplan was limited to a single non topical alternative to the affirmative plan. Unger felt the counterplan was a valuable tool that could defeat the proposition (the affirmative plan) if it were given a more public policy focus. Unger's teams counterplaned by advocating that the affirmative plan (and other competing policies) must be empirically studied by experts before *any* plan be adopted. Until such studies were completed *no* rational policy decision could be made. Hence the proposition should not be adopted (and the affirmative should lose)! Unger's teachings on issues like inherency and presumption were also brilliant and controversial. As a judge he would not vote on topicality during the early years of his career.

As a debate theorist he ranked with the very best: Dr. William Reynolds and Dr. David Zarefsky. But as a debate strategist he had no equal! In his annual publication, **Second Thoughts**, he would dissect debates and affirmative cases and explain to all in the high school debate community, how arguments should be selected, extended, refuted, positioned and presented. His seminars were widely praised, his lengthy and cogent debate ballots were prized, and his institute was a must for any serious debater.

James J. Unger had two passions in life. One was coaching debate. As a Harvard Law School graduate, who was a powerful speaker and a fine writer, he was constantly receiving offers to enter other professions. Top law firms in Los Angeles and Washington recruited Jim. D.C. trade associations sought his counsel, Vice President Walter Mondale wanted to hire



Professor James J. Unger
American University

Unger for his office, and pundit George Will, after serving on a TV panel with Unger suggested, "Why don't you enter my profession?" Yet Jim's life was debate! He loved watching debate, coaching debate, judging debate, writing about debate and... debating!

Jim's second great passion was time with his friends: days on the tennis courts; nights playing bridge; long meals in fine restaurants disputing topics ranging from politics to movies to golf. Unger was very social: many evenings Georgetown would see the Professor, impeccably dressed with his signature vivid tie and elegant walking stick, meeting friends at the 1789 for dinner. He was a man of hospitality, collegiality and wit. Most of all he was intensely loyal and giving to his friends. Jim made many a friend's career by arranging law school admissions, recommending important clerkships, offering sound career advice and reaching out to his vast network on behalf of a friend. One could always count on the "Big U" to help.



Professor Unger interviews Defense Secretary Melvin Laird



Laird with Coach Unger and debaters, Danzis & Behm.

At its end how can any life be properly summed up? No tribute can ever be exhaustive enough to please those who shared that life, and churlishly grumble about a bit of history omitted or a favorite anecdote ignored. No obituary can adequately introduce a man to a curious reader who never knew him and now can never meet him. So let this then be finally said: James Unger was my teacher, colleague, tennis partner, debate opponent, dinner companion, employer, and best friend. I was a better person for knowing JJU, as were Bob Shrum, Bill Southworth, Loren Danzis, Lanny and B.J.Naeglin, John Sexton, Tom Rollins, Brad Ziff, Ted Belch and hundreds of others. And now our great friend is gone And now we all are less.

--James Madison Copeland

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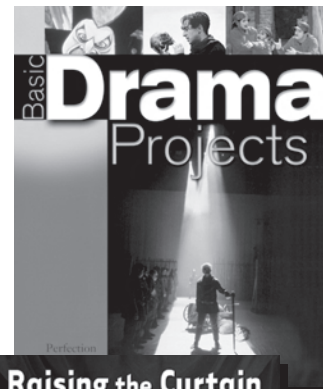
Basic Drama Projects

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Based on input from hundreds of drama teachers across the nation, this book features a complete dramatic project in every chapter; chapters on musical theatre, sound, stage to film, movies, and TV; and features such as Theatre Then & Now and Career Focus sprinkled throughout.

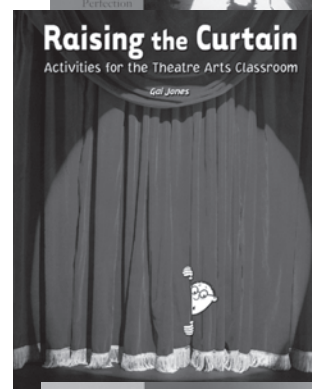
An Annotated Teacher Edition and Resource Binder are also available.



Raising the Curtain: Activities for the Theatre Arts Classroom

An energetic theatre resource book

Written for the theatre arts instructor, *Raising the Curtain* features hundreds of on-your-feet, hands-on activities for the novice to advanced theatre student. Eleven chapters address improvisation, stage fright, playwrighting, mime and movement, and much more! A perfect companion for *Basic Drama Projects*.



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All 17 plays in this anthology are adaptations of well-known short stories, novels, or myths, such as *Frankenstein*, *Animal Farm*, *The Veldt*, and many more. Each can be performed in a classroom or used to provide students with a deeper, richer understanding of the original text. The flexible design allows the plays to be used before reading, after reading, or as a substitute for the original literary format.

A Teacher Guide provides plot summaries, teaching suggestions, tips for a performance, media resources, Internet sites, and quizzes.



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Report of NEW NFL Members & Degrees by State

March 1 - March 31, 2008

	Degree of Merit	Degree of Honor	Degree of Excellence	Degree of Distinction	Degree of Special Distinction	Degree of Superior Distinction
Alabama	8	4	5			
Alaska	5	1	3	3		
Arizona	43	57	61	43	41	17
Arkansas	7	5	3	3		
California	296	288	222	120	63	35
Colorado	81	81	55	30	12	3
Connecticut						
Delaware						
District of Columbia	4		2			
Florida	43	56	33	23	22	10
Georgia	12	13	15	6	2	
Guam	4		1			
Hawaii	38	28	14	10	1	
Idaho	46	18	30	25	10	2
Illinois	85	110	94	54	39	18
Indiana	43	64	56	37	8	3
Iowa	20	15	28	18	8	1
Kansas	161	141	131	93	45	23
Kentucky	28	32	23	39	9	13
Korea	2	1	2	1	1	
Louisiana	4	4	4	5	3	
Maine		5	5	6	3	1
Maryland	101	60	49	12	2	
Massachusetts	11	30	14	14	3	3
Michigan	35	29	22	14	6	1
Minnesota	160	123	106	68	29	10
Mississippi	19	10	2	3	1	3
Missouri	54	56	47	35	13	10
Montana	1	10	22	17	11	8
Nebraska	8	17	16	11	8	6
Nevada	44	32	40	22	9	6
New Hampshire						
New Jersey	51	45	33	22	14	10
New Mexico	33	22	14	5	2	2
New York	61	72	55	47	19	17
North Carolina	21	15	11	4	8	2
North Dakota	40	29	20	21	5	4
Ohio	16	14	18	15	15	6
Oklahoma	67	46	28	19	17	8
Oregon	57	49	26	21	17	9
Pennsylvania	24	31	22	12	13	6
Rhode Island						
Saipan	2	4	1	2		
South Carolina	14	14	10	10	3	2
South Dakota	6	14	21	31	9	13
Tennessee	17	9	6	3	3	1
Texas	79	81	74	51	42	38
Utah	70	42	44	27	18	9
Vermont	1	9	2			
Virginia	101	78	35	15	8	4
Washington	4	12	12	10	5	1
West Virginia	2	3	3	6		
Wisconsin	74	56	41	33	16	10
Wyoming	3	4	15	13	8	9

NFL DISTRICT STANDINGS

(as of April 1, 2008)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	253	Blue Valley North HS	575
2	+4	Calif. Coast (CA)	195	Leland HS	784
3	-1	San Fran Bay (CA)	193	James Logan HS	694
4	+1	Kansas Flint-Hills	187	Washburn Rural HS	396
5	-2	East Los Angeles (CA)	181	Gabrielino HS	711
5	+5	New York City	181	Regis HS	675
7	-4	East Kansas	180	Shawnee Mission East HS	446
8	+1	Show Me (MO)	176	Belton HS	441
9	+6	Illini (IL)	174	Downers Grove South HS	424
10	+2	Sunflower (KS)	172	Wichita East HS	315
10	-4	Ozark (MO)	172	Central HS - Springfield	604
12	+2	Southern Minnesota	168	Eagan HS	553
13	-8	Florida Manatee	167	Nova HS	558
14	-3	Northern South Dakota	166	Watertown HS	401
15	+1	Central Minnesota	164	Eastview HS	581
16	-4	Nebraska	163	Millard North HS	419
17	--	Heart Of America (MO)	157	Liberty Sr HS	650
18	--	Northwest Indiana	153	Munster HS	530
19	--	Rushmore (SD)	151	Sioux Falls Lincoln HS	393
20	-1	Northern Ohio	146	Boardman HS	277
21	--	Eastern Ohio	142	Perry HS	363
22	--	West Kansas	138	Salina High Central	291
23	+1	Sierra (CA)	136	Sanger HS	593
24	-1	South Texas	133	Bellaire HS	784
25	+5	Rocky Mountain-South (CO)	130	Denver East HS	303
25	+8	Golden Desert (NV)	130	Green Valley HS	359
25	--	Utah-Wasatch	130	Sky View HS	336
28	-2	Northern Illinois	127	Glenbrook South HS	399
29	+4	Great Salt Lake (UT)	126	Skyline HS	246
30	--	Idaho Mountain River	125	Hillcrest HS	351
30	-3	Carver-Truman (MO)	125	Neosho HS	413
32	-3	Florida Panther	124	Trinity Preparatory School	336
32	-5	Inland Empire (WA)	124	Gonzaga Prep HS	203
34	-2	New England (MA & NH)	122	Manchester Essex Regional HS	346
35	+1	New Jersey	116	Ridge HS	302
36	--	Montana	115	Bozeman HS	252
37	+10	Arizona	114	Desert Vista HS	468
38	--	Sundance (UT)	112	Bingham HS	291
39	+4	South Kansas	111	Fort Scott HS	298
39	-1	Eastern Missouri	111	Pattonville HS	352
39	-4	Nebraska South	111	Lincoln East HS	353
42	-2	Hole In The Wall (WY)	110	Cheyenne East HS	260
43	-1	Tarheel East (NC)	109	Pinecrest HS	270
43	-3	Pittsburgh (PA)	109	North Allegheny Sr HS	295
45	+7	Northern Lights (MN)	107	Moorhead Senior HS	211
46	-1	Idaho Gem of the Mountain	105	Eagle HS	270
47	-1	North East Indiana	104	Chesterton HS	515
48	+18	Michigan	101	Portage Northern HS	244
49	-1	West Los Angeles (CA)	100	Fullerton Joint Union HS	290
50	-2	Colorado	99	Cherry Creek HS	403
51	--	Wind River (WY)	97	Green River HS	256
52	-4	Central Texas	96	Sandra Day O'Connor HS	269
53	+5	Southern Wisconsin	95	James Madison Memorial HS	229
54	--	West Iowa	94	Dowling Catholic HS	231

NFL DISTRICT STANDINGS

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
55	-1	Hoosier Heartland (IN)	92	Ben Davis HS	223
56	+1	North Oregon	90	Westview HS	183
56	+2	West Virginia	90	Wheeling Park HS	135
58	-2	Hoosier Crossroads (IN)	88	Kokomo HS	181
58	+9	North Dakota Roughrider	88	Fargo South HS	195
58	--	Lone Star (TX)	88	Grapevine HS	306
61	+1	Carolina West (NC)	86	Myers Park HS	367
61	+1	South Carolina	86	Mauldin HS	239
61	+1	East Texas	86	William P Clements HS	199
64	-11	Deep South (AL)	85	The Montgomery Academy	317
64	+3	Florida Sunshine	85	Pine View School	185
64	-3	Louisiana	85	Lafayette HS	196
67	-5	Rocky Mountain-North (CO)	84	Rocky Mountain HS	171
68	-1	Colorado Grande	83	Canon City HS	202
68	+2	Western Ohio	83	Notre Dame Academy	134
68	+14	Northern Wisconsin	83	Appleton East HS	335
71	-1	Greater Illinois	82	Belleville West HS	189
71	-1	North Texas Longhorns	82	Colleyville Heritage HS	206
73	-30	Chesapeake (MD)	81	Walt Whitman HS	224
74	-1	Southern California	78	Claremont HS	365
74	+4	New York State	78	Scarsdale HS	211
74	--	North Coast (OH)	78	Gilmour Academy	238
74	+2	West Oklahoma	78	Norman North HS	278
78	-2	Valley Forge (PA)	77	Truman HS	165
79	-4	Tennessee	76	Montgomery Bell Academy	162
79	+1	Heart Of Texas	76	Del Valle HS	224
81	--	Space City (TX)	75	Alief Elsik HS	161
82	+2	UIL (TX)	74	Lindale HS	194
83	+6	Kentucky	73	Rowan County Sr HS	205
83	-4	Puget Sound (WA)	73	Kamiak HS	202
85	+5	New Mexico	72	Albuquerque Academy	192
85	-3	Western Washington	72	Gig Harbor HS	307
87	-1	Mississippi	70	Oak Grove HS	181
87	-3	Tall Cotton (TX)	70	Seminole HS	126
89	+2	East Iowa	69	West HS - Iowa City	193
89	-1	LBJ	69	Princeton HS	201
91	-5	Big Valley (CA)	66	Lodi HS	173
91	+2	Virginia	66	Randolph Macon Academy	233
93	-1	Georgia Northern Mountain	64	Henry W Grady HS	217
93	--	Gulf Coast (TX)	64	Gregory Portland HS	235
95	-2	East Oklahoma	62	Jenks HS	210
96	+2	Pennsylvania	59	Bellwood-Antis HS	150
97	+1	South Florida	58	Belen Jesuit Prep School	139
97	-1	West Texas	58	El Paso Coronado HS	108
99	-3	Georgia Southern Peach	57	Fayette County HS	181
99	+5	Sagebrush (NV)	57	Reno HS	171
101	-1	South Oregon	55	Ashland HS	121
102	-1	Maine	53	Bangor HS	101
103	-2	Iroquois (NY)	51	R L Thomas HS	147
104	+1	Hawaii	49	Kamehameha Schools	150
105	-2	Capitol Valley (CA)	47	Granite Bay HS	123
106	--	Pacific Islands	22	Harvest Christian Academy	64

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

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Balboa HS

J H Academy

MT Carmel HS

San Fran-Lincoln HS

Colorado

Alexander Dawson School

Cheyenne Mountain HS

Idaho

Weiser HS

Maryland

COL-KEL Education & Training Ministries

Central Maryland Homeschoolers

Michigan

Leslie HS

MP

Kagman HS

New Jersey

Arts HS

Oak Knoll School

North Carolina

Broughton HS

Oklahoma

Woodward HS

Oregon

Sheldon HS

Texas

C H Yoe HS



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*--Andrea Neitzel
Merchandise Coordinator*

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