

# ROSTRUM



May 2009

Volume 83

Issue 9

**NJFL and NFL  
Nationals  
On the Horizon!**

**Top Debate Squads  
Vie for  
Unger Cup**

**Donus D. Roberts  
Quad Ruby Coaches  
Recognized**

**NJFL Students  
Grow Through  
Middle School Programs**

NFL National Speech  
Tournament  
2009

# CDE DEBATE HANDBOOKS 2009-2010: POVERTY



## POVERTY

Vol. 1  
2009-10

CDE W. Bennett

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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, Baylor, Paradigm, DRG, Squirrel Killers, West Coast, Michigan, Communican, and Harvard. They rank CDE best in every category except editing.

### CASE SPECIFIC BLOCKS on:

After school programs  
Anti-marriage penalties  
Asset formation  
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Capability Deprivation  
Cars  
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Couples approach to Astnc.  
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Elderly  
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Employer subsidy  
Employment  
Ethnic Niching/Nitching  
Ex-offenders programs  
Financial Literacy  
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Food deserts  
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Healthcare  
Homes and housing  
Housing vouchers  
Illegal immigration  
Immigrants  
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Inner cities  
Job opportunities in low-income communities

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

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



## POVERTY

Vol. 2  
2009-10

CDE W. Bennett

### DISADVANTAGES

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

### COUNTERPLANS

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

### HARMS

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

Income and earnings inequalities

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

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

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

Trade Adjustment Assistance  
Tax Credits for Work  
**JUSTIFICATION**

Federal

Government

### TOPICALITY ATTACKS

Effects  
Increase  
Poverty  
Social services



## POVERTY

2009-10  
Vol. 3

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*Summer, 2008*

*University of Texas*

# **National Institute in Forensics**

We invite you to join us for the **16th Annual UT National Institute in Forensics**, and to come and see why UTNIF continues to be one of the largest and most accomplished summer forensics programs in the country.

[www.utspeech.net](http://www.utspeech.net)

**Main Session: June 24-July 8**  
**Naeglin Tutorial Extension: July 8-12**

Success in competition is a product of excellent and immensely talented students, coaches, supportive parents and schools, and investments in educational opportunities that allow access to some of the brightest minds in forensics. It is that understanding that makes UTNIF the largest comprehensive institute in the country year after year. It is also that educational philosophy that has enabled alumni of our summer programs to succeed at every level, including an eye popping **17 national high school titles** in the last ten years alone, three of them at the 2008 NFL National Tournament! Incomparable education, superior resources, unmatched faculty, reasonable rates, tremendous alumni, and best of all—your summer in Austin, Texas!

Our staff includes former high school and collegiate national champions and coaches of national champions from around the country, offering exceptional content coverage in perhaps the most rigorous extemp program of any institute, access to a huge assortment of script materials for interpretation, and an oratory curriculum that has helped to assist 5 TFA State Champions!

### ***Just some of our projected core faculty members for 2009:***

**Randy Cox** (Univ of Texas), **Debbie Simon** (Milton Academy, MA), **Casey Garcia** (Mt. San Antonio College, CA), **August Benassi** (Moorpark College, CA), **Jason Warren** (George Mason Univ, VA), **Kristyn Meyer** (Univ of Texas), **Brandon Wood** (Central Texas College), **Jessy Ohi** (University of Alabama), **Bryan McCann** (Univ of Texas), **Ben Robin** (Western Kentucky Univ), **Katelyn Wood** (Univ of Texas), **Nance Riffe** (Univ of Alabama), **Bryan Gray** (Univ of Alabama), **Nicole Martin** (Arizona State University), **Jesse Gall** (Western Kentucky Univ), **Caetlin Mangan** (UT), **Jill Collum** (Harvard Law/Univ of Texas), plus lab assistants including 2008 NFL Student of the Year Kyle Akerman, Grapevine HS alumni Casey Williams and Melissa Lamb, Southlake Carroll alumnus Kevin Chiu, 2008 NFA Extemp National Champion Merry Regan, Alief Elkins Alumnus Joseph Muller, San Antonio Memorial alumnus Austin Wright, and many others!

*Best of luck to everyone on the 2009 TFA State Championships, and special congrats to the following UTNIF alumni on their 2008 TFA State Championships: Sarah Mullinix (Westlake HS) - Prose/Poetry; Kevin Eaton (Duncanville HS) - Congress; Daniel Sharp (Kinkaid School) - CX; Dillon Huff (Southlake Carroll) - FX*

**UTNIF**  
**Dept. of Communication Studies**  
**1 University Station**  
**Mail Code A1105**  
**Austin, Texas 78712-1105**

**Phone: 512-471-1957**  
**Fax: 512-232-1481**  
**Email: [mrcox@mail.utexas.edu](mailto:mrcox@mail.utexas.edu)**



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

# IMPORTANCE OF CRITICAL THINKING

by

**Michael A. Malaney**

**Project Manager, Brand & Advertising**



I recently came across the story of Masal Bugdiv, the 16-year old Moldovan soccer phenom who *The Times of London* listed as #30 on their list of the Top 50 Hottest Young Footballing Talents. The piece touted him as “Moldova’s finest,” stating that “the 16-year-old attacker has been strongly linked with a move to Arsenal, work permit permitting. And he’s been linked with plenty of other top clubs as well...”

Bugdiv’s name popped up in other major European soccer publications as well. Saturday Comes called him “...one bright spot on the horizon, among Nationalist strife in Moldovan football.” *Goal.com* and *The Offside* were two other respected publications to include snippets about the up-and-comer.

Sounds promising, right? Aside from the work permit, there’s one other problem: He’s not REAL.

The origins of this legend have been traced back to a Moldovan newspaper called *Diario Mo Thon* – which, in itself, is not real. In fact, ‘Mo Thon’ means ‘My Rear’ in a Gaelic language, leading English soccer enthusiasts to believe that this was all pulled by an Irish prankster.

How can this happen? What can we make of a small prank about a fake soccer player reaching such proportions to have been thought legitimate by well-respected publications?

We live in a highly connected world. Most importantly, we live in an enabling and empowering world. A world where you can look on Twitter to find out how many people in a 5-mile radius are currently watching *American Idol*. Sites like Facebook, Wikipedia and blogger.com have scaled the proliferation of information to exponential proportions, while leaving in their wake the credibility of old-fashioned publishing formats.

I finally got around to watching *The Shawshank Redemption* last week, but yet I’m capable of watching the newest episode of *30 Rock* on my cell phone. We can find out about athletes being traded, celebrities who are pregnant, and stock prices plummeting all within minutes of the actual events happening. But, to quote Superman, “With great power comes great responsibility.” For every accurate news report, there seems to be an entirely inaccurate tidbit that could reach the same number of people.

In this information age, the access we have to information is unprecedented. Equally though, the obligation to produce vast quantities of media is that much more exaggerated. How are we to make sense of this all? It seems as if we’d reach a point of saturation with reporters covering every inch of the globe, but still there are stories like Masal Bugdiv that slip through the cracks. The line between credible journalist and sensationalist blogger is thinner than ever.

This is why critical thinking is increasingly important. We have to take everything with a grain of salt these days. Now is the time to determine what really matters to you and stay the course. Traders’ overreaction to news stories is one of the primary causes for market turmoil. If you take steps to define the values that matter to you most, it will help you to digest and analyze all of the overly dramatized news stories we are bombarded with every day.

Most importantly, stay optimistic. If everything we read in news was true, then the world would have ended by now.



## National Forensic League

William Woods Tate, Jr., President  
Montgomery Bell Academy  
4001 Harding Road  
Nashville, TN 37205  
Phone: 615-269-3959  
[tateb@montgomerybell.com](mailto:tateb@montgomerybell.com)

Don Crabtree  
Vice President  
Park Hill High School  
1909 6<sup>th</sup> Avenue  
St. Joseph, MO 64505  
Phone: 816-261-2661  
[crab@ponyexpress.net](mailto:crab@ponyexpress.net)

Bro. Rene Sterner FSC  
La Salle College High School  
8605 Cheltenham Avenue  
Wyndmoor, PA 19038  
Phone: 215-233-3030  
[sternerlasalle@yahoo.com](mailto:sternerlasalle@yahoo.com)

Harold C. Keller  
2035 Lillie Avenue  
Davenport, IA 52804  
Phone: 563-323-6693  
[HCKeller@aol.com](mailto:HCKeller@aol.com)

Kandi King  
San Antonio-Churchill HS  
12049 Blanco Road  
San Antonio, TX 78216  
Phone: 210-442-0800, Ext. 352  
[kking003@neisd.net](mailto:kking003@neisd.net)

Pam Cady Wycoff  
Apple Valley High School  
14450 Hayes Road  
Apple Valley, MN 55124-6796  
Phone: 952-431-8200  
[Pam.Wycoff@district196.org](mailto:Pam.Wycoff@district196.org)

Tommie Lindsey, Jr.  
James Logan High School  
1800 H Street  
Union City, CA 94587  
Phone: 510-471-2520 Ext. 4408  
[Tommie\\_Lindsey@nhusd.k12.ca.us](mailto:Tommie_Lindsey@nhusd.k12.ca.us)

Pamela K. McComas  
Topeka High School  
800 W. 10<sup>th</sup>  
Topeka, KS 66612-1687  
Phone: 785-295-3226  
[pmccomas@topeka.k12.ks.us](mailto:pmccomas@topeka.k12.ks.us)

Timothy E. Sheaff  
Dowling Catholic HS  
1400 Buffalo Road  
West Des Moines, IA 50265  
Phone: 515-222-1035  
[tsheaff@dowling.pvt.k12.ia.us](mailto:tsheaff@dowling.pvt.k12.ia.us)

Christopher McDonald, Alternate  
Eagan High School  
4185 Braddock Trail  
Eagan, MN 55123-1575  
Phone: 651-683-6900  
[chris.mcdonald@district196.org](mailto:chris.mcdonald@district196.org)

## NATIONAL TOURNAMENT EXTEMPORE AREAS

### United States Extemp List:

1. Education and Issues of Youth
2. America: Challenges and Opportunities
3. The American War on International Terrorism
4. Science, Technology and the Environment
5. American Politics
6. Business and the Economy
7. U. S. Immigration Policy
8. Crime and Punishment
9. Issues facing States and Cities
10. American: Sports, Media and Pop Culture
11. The New President
12. Health and Welfare
13. National Defense and Homeland Security

### International Extemp List:

1. Western and Eastern Europe
2. Russia
3. Africa
4. The World: Challenges and Opportunities
5. China, Taiwan, Japan, and the Koreas
6. US Foreign Policy: The Foreign Perspective
7. Central and South America
8. India, Pakistan and SE Asia
9. The Problem of International Terrorism
10. The World Economy
11. Science, Technology and the Environment
12. Canada, Mexico, and the Caribbean
13. The Middle East

### Extemp Commentary List:

1. This Week in History (major historical events that occurred during the week of NFL Nationals)
2. The Obama Presidency
3. It's the economy, stupid
4. Environment and Health
5. Quotable Quotes
6. Time Magazine's front page stories from 2009
7. Best of the Blogs
8. Around the World in the last 80 days (World News from the 80 days preceding NFL Nationals)
9. Media and Culture
10. Science and Technology

## Rostrum

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P.O. Box 38  
Ripon, Wisconsin 54971-0038  
Phone (920) 748-6206  
Fax (920) 748-9478

J. Scott Wunn, Editor and Publisher  
Jennifer Billman, Assistant Editor  
Adam Jacobi, Editorial Associate

Sandy Krueger, Publications Coordinator  
Andrea Neitzel, Publications Assistant

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

# Topics

## 2009-10 Policy Debate

### Resolution:

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

## 2009 National Tournament Public Forum Debate Resolution:

Will be announced on May 1 on the NFL Web site at: <http://www.nflonline.org/NationalTournament/NationalTopics>.

## 2009 National Tournament Lincoln Financial Group NFL L/D Debate

### Resolution:

Will be announced on May 1 on the NFL Web site at: <http://www.nflonline.org/NationalTournament/NationalTopics>.

## 2009 National Tournament Storytelling Topic:

To allow for maximum levels of creativity this year, contestants entered in consolation Storytelling at the 2009 National Tournament may select a story with **ANY** theme appropriate for NFL competition.

## CALL FOR LD TOPICS PRIOR TO MAY 15<sup>TH</sup>

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 Drive  
Wheatridge, CO. 80033

-or-

email: [nfl@nflonline.org](mailto:nfl@nflonline.org)

## SUBMIT PUBLIC FORUM TOPIC IDEAS

To allow for maximum levels of creativity this year, go to [www.nflonline.org](http://www.nflonline.org) and share your ideas for good Public Forum debate resolutions with the National Topic Selection Committee.

## CALL FOR SUBMISSIONS

The NFL is always looking for new, fresh articles to publish in *Rostrum*. If you have innovative research, great ideas, or general tips that have helped you in your coaching career, please consider submitting an article. Please note that NFL does not guarantee when or if submissions will be published. For a complete list of writing guidelines, please visit <http://www.nflonline.org/Rostrum/Writing>.

## Topic Release Information

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

**OR**

*Check the NFL Website under "Resources" tab, Current Topics at [www.nflonline.org](http://www.nflonline.org)*

### L/D Topic Release Dates:

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

### Public Forum Topic Release Dates:

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

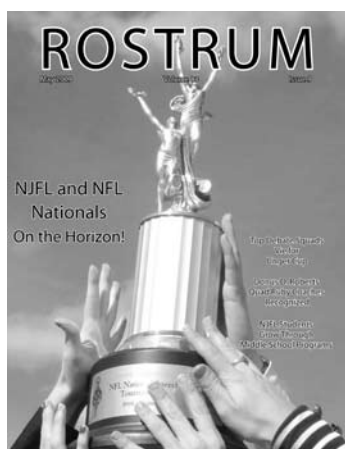
### Policy Debate Topic for New Year

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

# ROSTRUM



May 2009, Volume 83, Issue 9



## In This Issue

**Recognizing Retiring Coaches** *pg. 9*

**Top Debate Squads Vie for Unger Cup**  
by James M. Copeland *pg. 10*

**Past Presenting the Future**  
by Rev. B.A. Gregg *pg. 23*

**Leaving a Legacy in Texas** *pg. 33*

**Donus D. Roberts Quad Ruby Coach Recognition** *pg. 35*

**Starting a New NJFL Program in a Small School in Missouri...Easy?**  
by Eric R. Field *pg. 37*

**Focus on NJFL** *pg. 42*

**Debating the 2009-10 Resolution**  
by Stefan Bauschard *pg. 71*



## Featured Topic

**National Tournament Information**

*pg. 66*



## In Every Issue

**Banner Page**

*pg. 3*

**How are YOU Giving Youth a Voice?**  
by Bethany Rusch

*pg. 16*

**Curriculum Corner**  
by Adam J. Jacobi

*pg. 91*

**NDCA Coaches Corner**  
by Joshua A. Gonzalez  
*pg. 95*

**Congress Connection**  
by Adam J. Jacobi  
*pg. 100*

**Billman Book Club**  
by Jennifer Billman  
*pg. 105*

**NFL District Standings**  
*pg. 110*

**Welcome New Affiliates!**  
*pg. 112*

# Whitman National Debate Institute



## Policy, LD, Public Forum

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

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

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

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

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### 4. Beautiful location and housing

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# West Coast Publishing



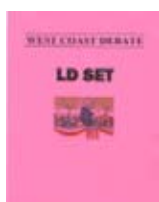
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- **September Supplement** (Over 150 pages, updates, answers and new Renewable Energy cases, DAs, CPs)
- **October-June Updates** (Six updates with 255 total pages on Renewable Energy, The 10<sup>th</sup> of Oct-Mar, and June)
- **PolicyFiles** (web page with above evidence plus key backfile evidence and all our theory blocks)

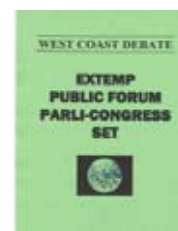


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- **UIL LDFiles** (50 to 60 pages with topic analysis, aff. and neg. evidence on each UIL LD topic)
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- **LDFiles** (includes over 100 previous West Coast LD Supplements on a web page)

## Extemp-Parli-Congress-PublicForum Set

- **NewsViews** featuring articles with the pros and cons on current issues. You receive 20 page updates every two weeks (Sept, Oct, Nov, Jan, Feb, Mar, and one in June). Learn and cite key arguments on current events to do well in Extemp.
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...and because the weather outside is frightful, we must answer today's question, "Will Al Gore's environmental efforts impact the effects of global warming?"



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Feature Stories, Topic  
Insights, and More*

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of the Extemp TOC and  
updates from the NFL  
National  
Tournament in June.

Extemp Central is a proud member of the  
SpeechGeek family of forensics websites.

# RECOGNIZING RETIRING COACHES

**Sue Ann Cowan** is retiring from coaching in the Northern Oregon District. She has coached Speech and Debate at Forest Grove High School since 1996. A double diamond coach, 17 of her students have qualified for NFL Nationals.



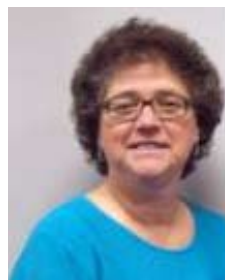
Sue has served as an officer in the Oregon Communication Association for 10 years, training new coaches and speech teachers, and terms as President and Vice President of the Oregon High School Speech Coaches' Association.

**Lois Pierson** is retiring at the end of this year. Lois teaches at Valley Center High School, Valley Center, Kansas. She is an absolutely awesome teacher!



-- Brett Seidl

**Debe Averill** began her stint as coach for the Bangor High School Forensics team in the Spring of 2002 when she was approached by a group of students who begged her to take on the coaching position that was being left vacant by the long time coach who needed time off for family obligations.



Debe is the head librarian at Bangor High so she certainly knew how to teach students to research – but she had never had any experience with speech or debate. She had never even seen a forensics competition of any kind. But her students prevailed and in the seven years since, Debe served the debate community as Vice-President of the Maine Forensics League and as a member of the NFL Committee. Bangor High School has had students qualify and attend NFL Nationals each year but one - in Policy and Public Forum debate, Dramatic Interpretation, Duo, Extemp and Student Congress; held numerous State Championships; and received the NFL's School of Distinction Award. She leaves a strong team in the hands of her assistant and the coach whose place she took in 2002 as she tries to catch up on her cooking, librarian (she was appointed by the Governor to the Maine State Library Commission last month) and family obligations. Though she will not miss the 5:00 am Saturday morning buses, she will miss her team terribly. But she promises that the library will remain the team's home base.

## Professional Accreditations Earned

*Congratulations to the following coaches who have earned specific levels of accreditation!*

John Horner	Nixa HS	MO	PFE, APFE
Scott Wunn	NFL	WI	PFE, APFE, PFC, APFC
Adam Nelson	The Harker School	CA	PFE
Jennifer Adams	Big Spring HS	TX	PFE
Clint Adams	Big Spring HS	TX	PFE
Michael Curry	Sprague HS	OR	PFE
Ryan Ray	Grant County HS	KY	PFE, PFC
Lynne Gervais	Fernley HS	NV	PFE
Raphael Waldrop	Hattiesburg HS	MS	PFE
Don Crabtree	Park Hill HS	MO	PFE, APFE, PFC, APFC
B.A. Gregg	Randolph Macon Academy	VA	PFE
Derek Yuill	Gabrielino HS	CA	PFE

### Levels of Accreditations

PFE	Professional Forensic Educator
APFE	Advanced Forensic Educator
PFC	Professional Forensic Coach
APFC	Advanced Forensic Coach

Four levels of accreditation are offered; coaches and educators must be active NFL member coaches to receive the accreditation. To learn more about earning NFL Accreditation, go to the NFL Web site at [www.nflonline.org/Main/Accreditation](http://www.nflonline.org/Main/Accreditation).

# Top Debate Squads Vie For Unger Cup

by

James M. Copeland



James J. Unger

The 2009 Stars Fell on Alabama Nationals will mark the initial presentation of the Unger Cup to the nation's most successful high school debate squad. This annual award, named in honor of one of America's very finest debaters and coaches, James Unger, will be awarded to the school debate team which places highest in the six great national debate tournaments: The NFL National Debate Tournament; the NCFL Grand Debate Tournament; the NAUDL Chase Urban Debate National Championship; the University of Kentucky Tournament of Champions (TOC); The Bickel & Brewer/New York University National Public Policy Forum tournament (NPPF); and the National Debate Coaches Association (NDCA) Debate Tournament.

The Unger Cup, an antique silver three handled loving cup, created by Tiffany at the turn of the century, and donated by Professor Unger's friends and students, will be presented each year at the NFL National Tournament. The cup will reside in the NFL national headquarters where it will display the names of the yearly winners on its hand crafted base. A beautiful *bas relief* plaque will be presented to the winning school, for their permanent possession.

James Unger reached the quarter- finals at NFL Nationals and later both the semi-finals and the finals of the NDT (college nationals). As a coach his teams won first and second at NDT.

The winning team will accumulate "Unger Cup" points in the six national tournaments mentioned [see point schedule below]. Several debaters from a school may contribute to their school team total, but no points may be earned by mixed school teams.

Jim Unger was vitally interested in high school policy debate. For years his high school policy debate institute was the largest in America. His publication on the debate topic, "Second Thoughts" was widely read. His service to the NFL and to the Debate Topic Wording Committee was constant and committed. Unger was expert in the formulation of competitive academic arguments and policy making paradigms. A Cup which honors high school policy debaters who have achieved highest honors, now commemorates the life and work of James J. Unger.



## UNGER CUP POINT CHART

	NDCA//NAUDL/NPPF	NCFL	TOC	NFL
Champion	10	20	30	40
2nd	5	10	15	20
Semifinalist (3,4)	2	4	8	15
Quarterfinalist (5,6,7,8)	1	2	4	8



# *It Takes a Champion To Coach a Champion*



George Mason University

2009 International Forensics Association Champions

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# *George Mason Institute of Forensics*

*Forensics Excellence is Just the Beginning*

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Extension: July 26-29, 2009

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If you answered “**yes**” to any of these questions, then you will be interested in a new program offered by Minnesota State University, Mankato in partnership with the National Forensic League. This is the tip of the iceberg for a number of **professional development initiatives** the NFL is rolling out as part of its commitment to supporting educators in their efforts to *give youth a voice*.

For more information, visit [www.mnsu.edu/nfl](http://www.mnsu.edu/nfl)

*Learn online, anytime.*

As the oldest and largest national debate and speech organization, we have provided coaches with years of helpful articles in the *Rostrum* magazine, while providing an assortment of instructional audio, video, online and print materials to supplement teaching and learning. With that tradition as a foundation, we’re taking coach education efforts to a new level!

The online modules through this program are self-directed tutorials, each of which takes about ten (10) hours to complete (one CEU apiece). For an additional fee, Minnesota State University will grant a graduate credit per thematic cluster of four modules.

Novice and advanced modules are offered, to appeal to a coach/educator at any level of experience. Examples of modules offered include:

- Basic Team Management and Administration
- Basics of Interpretation
- Basics of Parliamentary Procedure
- Ethics and Competitive Forensics
- Introduction to Policy Debate
- Introduction to the NFL - History, Constitution, Mission



Contact Kathleen Steiner or more information: [kathleen.steiner@mnsu.edu](mailto:kathleen.steiner@mnsu.edu) / 507-389-2213.



# Coaches!

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*How does the fundraiser work? There are four easy steps:*

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**How much money can your team raise?**  
There is no limit. You pay cost for the products your team sells and make 30 percent immediately on all orders!

**Here are the benefits of this unique new fundraiser:**

- ✓ *No upfront outlay from you.*
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- ✓ *Unique, healthful and eco-friendly products everyone can use.*
- ✓ *You get paid first – just send us a check for the cost of the products ordered – you keep 30 percent.*  
*No waiting to get paid.*

**Call now and get started today!**  
**877-587-6484**

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# 2009 Stanford National Forensic Institute Parliamentary and Public Forum Camps

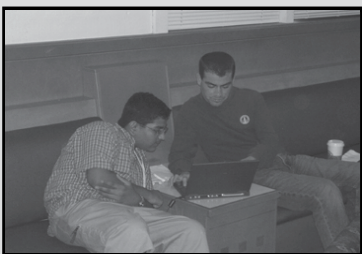
The Stanford **Parliamentary Debate** program brings the same professionalism to parliamentary debate that SNFI has brought to Policy debate and Lincoln-Douglas debate for the past 18 years. Serious student of parliamentary debate wanting to take their activity to the next level are encouraged to attend, 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
- Parli staff include Matt Vassar, a national leader in Parliamentary debate; Sean Mumper of Lynbrook High School, and formerly of Loyola-Marymount University; and Anish Mitra, APDA Collegiate Parli National champion 2008.
- Public Forum will be headed by Les Phillips, formerly of Lexington High School, Lexington, MA; and Ashley Artmann, UC Berkeley Invitational Champion in Public Forum, 2008.

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!



\*Prices are tentative and subject to change.

## Parliamentary Debate Program

August 12 - 19

Resident: \$1150\*

Commuter: \$950\*

## Public Forum Debate Program

August 6 - 12

Resident: \$1150\*

Commuter: \$950\*

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

*- Victoria Anglin  
2007 SNFI  
Parliamentary Debate  
Participant*



# Stanford National Forensic Institute

## 2009 Lincoln Douglas Program

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

### Quality Instructors

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

### Carefully Crafted Curriculum

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

### Unique 3rd Week Experience

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

**LD Two-Week session: July 30 - August 12**

**Resident: \$2,125\*    Commuter: \$1,690\***

**LD Third Week Session: August 12 - August 19**

**Resident: \$1,370\*    Commuter: \$1,105\***

*\*Prices are tentative and subject to change.*



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# How are YOU Giving Youth a Voice?

by NFL Director of Development, Bethany Rusch

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

Brandalynn Hadley is a woman who knows what it means to seek balance in life. She's equal parts driven career woman and compassionate servant to those in need. Couple that with an inherent genetic tendency towards Policy Debate and you have one amazing NFL alumna.

Brandalynn graduated from Newman Smith High School in Carrollton, Texas in 1997 – an entire year earlier than the rest of her classmates and a clear sign of her strong will to achieve. Her father, Baptist preacher Robert Hadley, Jr., is also an NFL alum. Robert graduated from Bonner Springs High School in Kansas in 1972 where he competed in Policy Debate and Oratory. It was her father's encouragement that led Brandalynn to join the NFL. She accumulated 662 points throughout her NFL career in Policy Debate, earning a degree of Special Distinction.



*Two generations of Hadley Policy debaters:  
Brandalynn and her father, Robert, Jr.*

As is often the case with skilled Policy debaters, Brandalynn went on to enroll in pre-law and political science at the University of Texas-Arlington. As if a double-major weren't enough to manage at one time, this young woman also took over one of two non-profit organizations her father had founded in the early 1990's. At twenty years old, Brandalynn was balancing her college credits with her duties as Executive Director of the P.E.A.C.E. Education Corp. P.E.A.C.E. Education Corp. strives to help individuals across the state of Texas secure safe, affordable housing for their families. Brandalynn has proved instrumental in helping to bring her father's original vision to life.

Brandalynn continues to work tirelessly to make single-family homes a reality to those who need them most, even assisting victims of Hurricane Katrina. Not content to wear just one hat after college in her role as a non-profit administrator, she simultaneously holds a position as a project manager for an architectural firm. Brandalynn recently decided to expand her skills to include working towards an accounting certification. She has clearly committed herself to a lifetime of learning, growing, and serving her community. Sound familiar? These values are written all over the Code of Honor our students pledge to uphold: integrity, humility, respect, leadership and service. Brandalynn's life is an example of those high standards in action.

Describing herself as “just an average person who grew up in a family that knew communication was important,” shows the humble heart that lies within Brandalynn. Average, though? You decide. Brandalynn credits her NFL membership with her confidence in speaking to a room full of people, her ability to succinctly make a point, and the skill to effectively communicate with a diverse range of individuals on a daily basis.

This on-the-go woman financially contributes to the NFL's Bruno E. Jacob Youth Leadership Fund because she believes that forensics is “important all around for all students – no matter what direction life takes them.” Brandalynn credits the NFL for positively impacting her life as she states, “My NFL experience made me the person I am today. High school is tough and forensics gave me lifelong friends. I want other students to be a part of the NFL to further their education – for life.” Brandalynn is a stunning example of what our youth can do when they find their voice and, in turn, help others find theirs. Now *that* is living a balanced life.

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

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July 17 - 31, 2009

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## *Announces the 2009-2010 Policy Publications*

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

## Part Four: The Realistic Application of Laptop Usage in Extemp Prep

by  
Rev. B. A. Gregg

Oftentimes, when looking back at the predictions of the future made in the past, we snicker about commuting in the family helicopter, or sending out our underwear to the chemical plant to be converted into delicious candy, but sometimes the futurists get it right. Take for example, this 1950 article from *Popular Mechanics*: “Of course the Dobsons have a television set. But it is connected with the telephones as well as with the radio receiver, so that when Joe Dobson and a friend in a distant city talk over the telephone they also see each other. Businessmen have television conferences. Each man is surrounded by half a dozen television screens on which he sees those taking part in the discussion. Documents are held up for examination; samples of goods are displayed. In fact, Jane Dobson does much of her shopping by television. Department stores obligingly hold up for her inspection bolts of fabric or show her new styles of clothing.” Although missing how the Internet has come about in terms of its structure, the editors of 1950 did get



the impact right in terms of the basic nature of leconferencing and internet shopping.

Having detailed the Philosophic Considerations and Pragmatic Limitations of laptop usage in the Extemp prep room, we turn to finally considering the Realistic Application of laptops in the prep room. “Realistic” is not to exercise futuring; but examine what technologies are currently available to coaches and how these can find application in the Extemp prep room.

Before we do so, however, we need to be very conscientious about the nature of technology and especially technology in its application with student users. As Jef Raskin pointed out in a seminar a few years ago, “Imagine if every Thursday your shoes exploded if you tied them the usual way. This happens to us all the time with computers, and nobody thinks of complaining.” Computers fail. There are a 101 ways a laptop can fail to perform at the right time you need it. By contrast, hardcopy files in folders don’t need batteries, can survive a great deal of shaking and dropping, don’t possess an inherent value that will tempt many for theft, and are perfectly transparent for tournament officials to examine.

Please note, in theory, I am supportive of laptops in the Extemp prep room. But teaching for 15 years has made me a confirmed realist and cautious optimist. Watching students throw cell phones, lose iPods, crack cameras, punch, drop, and mutilate laptops (and this is just this year), I remember the words of every parent who ever scolded any child: “This is

“...By contrast, hardcopy files in folders don’t need batteries, can survive a great deal of shaking and dropping, don’t possess an inherent value that will tempt many for theft, and are perfectly transparent for tournament officials to examine. ”

why we can't have nice things." The price of laptops has gone down and will continue to do so. But the fact that you can buy a substitute laptop in only a few hours is poor solace when you get a student running to you from the prep room, saying that the laptop doesn't turn on and draw is about to begin.

In examining the application of laptop usage in Extemp prep room, let's touch upon the question of cost and equity, transparency and self-sufficiency, as well as security and reliability.

### **Cost and Equity**

In a previous installment on the philosophical consideration, I dealt in detail with the cost of fielding an Extemp squad and that laptops become a viable option for less-endowed programs, as well as level the playing field between large and small programs.

The general costs for most laptops has bottomed-out at \$300-\$400. These laptops really don't differ from the power – both in speed and memory – found in most desktop computers. However, just to search through files in the prep room, most of these laptops offer too many options and too much power. More, remembering student psychology, any computer they have access to will, at the minimum, be their personal DVD player, their MP3 jukebox, and their game center. Rather than planning on purchasing industry-standard laptops, it would be better to purchase sub-standard laptops – thereby limiting a student's ability to use the laptop for anything more than its intent.

The first option for gaining laptops for an Extemp squad is the time-honored one: begging for donations. Ever since I was a pastor in Nebraska, I have always maintained that there was no such thing as an unwanted donation. And,

growing up on a farm where we saved everything, I have additionally maintained that there will come a time when any donation will be used. Last week, as we were cleaning out the squad room, I discovered eight inkjet printers, five VCRs, and reams and reams of paper donated over the years. Though some of the donations may, directly, not be usable by a team, these donations can be traded ala-MASH to get the materials you do need.

Companies get rid of old laptops all the time, as they phase-out one model to move to the next. Families often have an old laptop hanging around the house that can either be loaded with Windows XP or 98 or some older system and can



be useable. In a down-economy, finding tax deductible donations is on everyone's mind. These older laptops may lack Internet connectivity (wonderful) or lack a DVD player (even better) or have no speakers (be still, my beating heart), but they can be quite usable in the prep room. Some word needs to be said later on regarding their batteries, but a coach should never turn up his or her nose at a donation.

Should a team have the money, or be able to attract a donor who would front the money, there are options for new laptop purchases on the market now could have direct application to the prep room. Jointech has pioneered, and is

currently marketing to Dubai and Asia, a \$99 new mini-laptop with a 7" screen, only 64 MB of memory, and a solid-state 4 GB SD card – meaning no moving parts that wear down batteries and can be destroyed if dropped. Of course, this laptop is not designed to be tossed around after prelims when the kids have lost their frisbee or obligatory football; but a solid-state (no moving-part) laptop allows a greater sense of security for the worrying coach.

In time, we will see more and more \$99 laptops on the market as the entry-level laptop smart parents will be purchasing for their children – the "if you promise to only use it for school work" market – that will create more options and even cheaper ones for teams. In comparing the cost of toner, even a modest budget could purchase two of these mini-laptops a year without much burden.

### **Transparency and Self-Sufficiency**

Everything brought into an Extemp prep room should be able to be readily searched and transparent. As all students should be on a level playing field, obviously students can't come in with prepared speeches in their files. Vigilant prep room moderators are always observing students in their preparation, walk up and down the aisles, watching what students are pulling out of their boxes. Should we opt for laptops in the prep room, we must maintain this level of transparency.

Policy Debate evidence rules only call for the laptop to be examined in case there is a concern that a student is connected online – and that is fairly simple to discover. The rules of engagement for Extemp, however, are very much different; prepared speeches are not allowed and tournament officials will need to have access to each student's computer. Not only are there privacy issues at stake here (privacy issues



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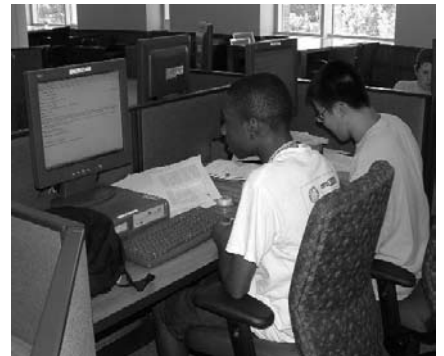
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that cannot be fully waived by a minor without informed consent of the parent) to search a laptop, there are also practical issues of what constitutes a prepared speech. Students with saved civics essays on their hard drive on the question of the Federal Reserve would gain a leg-up in an economics round. The only way to effectively get around privacy issues and preparation issues would be to ensure that all laptops in use in extemp prep would be school- or team-owned clean laptops.

More than transparent, laptops need to be self-sufficient. No gymnasium could handle 200 laptops plugged into its obligatory six outlets along the walls. In terms of equity, if NFL allows power for one competitor in Extemp prep, we must allow it for all. Yet, if we were to plug in 200 laptops into a gymnasium power grid, the end result would be losing power in the gym. No power for any. No lights either. No air-conditioning, most likely. Who remembers that little high school in Delaware during that insane heat wave? Good times, good times. Good times no one would ever want to repeat. Therefore, each laptop used in the prep room must be self-sufficient – its battery should be able to last an entire day. Now, at the most, a student may have to only draw four times in the course of one day. And, should they power-down a laptop between rounds, chances are that they might be able to nurse a 3-4 hour laptop battery through the entire tournament until they could recharge it when they get to their hotel room that night.

Yeah, right.

First, no laptop battery ever lasts as long as promised. As laptops get older, batteries get weaker. This is such a concern for donated laptops that I would encourage coaches buying new batteries and a spare.

The cost, therefore, may be as much or more as buying a \$99 mini. The mini-laptops are appealing since, though they also advertise a four-hour battery because they have no moving parts, they are instant-on/instant-off. Students, when done prepping, can hit the power button, and the laptop moves into hibernate mode – a hibernate mode than can hold charge for up to 72 hours. I've seen this technology in some old tablet computers we had donated and can attest that you never realize just how long you spend looking at the opening screen of a laptop until you have one instant on/ instant off... right at the program where you were when you left it.

“For laptops to be truly reliable enough to be usable in the rep room, a simple and stringent policy needs to be enacted for every team: the only information allowed on the laptop or only use of the laptop is to download from the central network hub the digital contents of the Extemp files.”

However, even with instant on/off mini-laptops, remember that we are dealing with students as the users. How many times, when you were a teenager, did your parents come home and find every light burning in the house? And, as such, I can only imagine the excuses around the 2:00 p.m. draw for why the laptop batter is dead. Coaches would be wise to stock extra charged laptop batteries as readily as they do extra pens.

### **Security and Reliability**

Due to their portability and ubiquitous nature, laptop theft has become a multi-million dollar industry, with \$6.7 million dollars in losses in 2005, according to the FBI Computer Crime and Security Survey. Extemp files, on the other

hand, are not as easily traded in pawn shops and only offer benefits to other teams. Extemp tub theft, I would posit, does not warrant a special branch of the FBI to track. NFL cannot be held responsible for laptop theft in its prep rooms and coaches should plan on buying locked cables and securing every laptop with as much foresight as a bicycle is secured in its rack in front of the school.

Of greater concern than security, for the coach, is the reliability of the laptop. I still use a 12-year-old laptop in my classroom. These things have an incredibly long lifespan as long as they are well-cared for, don't move too much, and you respect it like any other piece of electronic equipment. But these are students we are dealing with. I have had to stop students carrying around their laptops in plastic grocery bags, watch them drop their laptops precariously perched on the side of the desk, and see them treat a piece of delicate equipment with as much tenderness as a pit bull puppy does a chew toy.

And, even more than the physical damage a student can inadvertently do to a laptop is the damage students do through the pervasive teenage lack of respect for the property of others. I have had, over the years, virus after virus accidentally loaded to my computer by a student who wanted to show me a really cool Web site, or who wanted to download and print a paper for a class, or who was surfing the Web and thoughtfully downloaded a screen saver that also downloaded over 2,000 spybots. For laptops to be truly reliable enough to be usable in the prep room, a simple and stringent policy needs to be enacted for every team: the only information allowed on the laptop or only use of the laptop is to download from the central network hub the digital

“In a perfect tournament, everyone’s laptop was powered off before leaving the room and every memory stick was packed with the laptop and the coach does not have to send his memory stick and extra battery to the prep room. After the last draw, the laptops are packed away into their bags and the students carry them on to the van.”

contents of the Extemp files. If your central network hub is sufficiently protected against viruses and spyware, the laptops used for extemp prep should remain disease-free. A simple and stringent rule that must be enforced with the firmness of a fascist by the coach who never wants to hear from a panicked student, “The laptop isn’t working.”

### **Futuring the Extemp Prep**

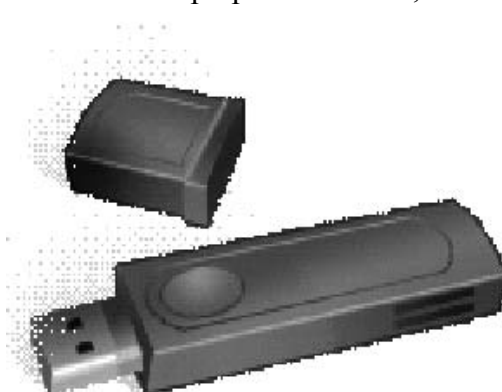
My first computer was a TRS-80 Color Computer with a blazing 8K of memory. I purchased that computer with the profits I realized from raising a cow on the farm. The second student in my high school with a personal computer, I have seen the growth of technology from a personal-, as well as debate, focus over the years. The laptop in the Extemp prep room – just as the laptop has become in the Policy Debate round – will be a reality in time; perhaps not this year, perhaps not the next, but eventually. And, though we are reluctant to sound too much like the 1950’s *Popular Mechanics* issues in espousing all the virtues and benefits of this labor-saving technology, the basic conclusion of the matter should be that, if we carefully examine the philosophical considerations, understand the pragmatic limitations, and develop an approach that utilizes realistic applications, the NFL should be able to answer the question of laptop usage in the Extemp prep room in a balanced and fair approach that does not harm the benefits of the event and allow empowerment to our students and coaches.

So, taking my own crack at futuring... but only a possible future Extemp squad and tournament in

only a few years, hopefully I can peg this one.

In a world where laptop usage has become universally accepted in Extemp prep, the team sets up their Extemp filing back at the school. Having evaluated Light Usage, where the students still search the internet for articles and save the newspaper web-based stories as text documents, versus Heavy Usage, where a program will cull the news sites and save the sources as text files, the coach decided that Heavy Usage would be the best model. A school computer with access to the network drive has been set aside to run a news-harvester program in the background every day. The text files of news stories are saved on the network, as the network has a tape backup done every night.

The day before the tournament, the contents of the extemp file on the network drive are copied over to three USB memory sticks – two for the two laptops of the team, and



the other to hang on the coach’s keychain. The night before the tournament, the two team laptops are charged, while a third charger is used for the backup battery the coach carries. The morning of the tournament, the laptops are packed in their travel bags, along with the

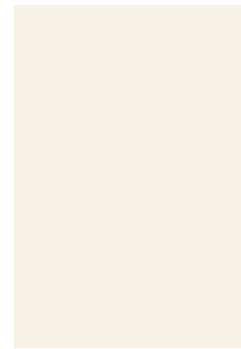
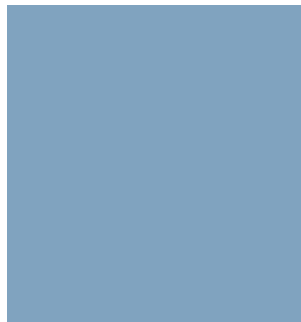
recently-updated USB sticks, and carried by the students on to the van.

When the students get to the tournament, they head to the Extemp prep room, lock their laptops through the trestles of a large table, and power-up just before draw. Their laptops screens face the prep room moderators so that the moderators can carefully monitor that they are neither online, not accessing previously written speeches. When their turn comes to draw, they do a Google Desktop search of the USB drive, and start going through articles on their topics. A pen and paper still exists in the Extemp prep room of the future, as the students scribble down their arguments and warrants in the ten minutes they do the research before they power-down the laptop and go practice their speeches.

In a perfect tournament, everyone’s laptop was powered off before leaving the room and every memory stick was packed with the laptop and the coach does not have to send his memory stick and extra battery to the prep room. After the last draw, the laptops are packed away into their bags and the students carry them on to the van.

And, though we have are not loading the files up into the family helicopter and enjoying a dinner made from yeast cultures or soylent green, we can state as did the editors of 1950 *Popular Mechanics*, “The future is found in the present.”

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



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The UT-Austin Lincoln-Douglas program provides an invaluable and intense educational environment at one of the most affordable prices in the country. Founded in 1994 under the direction of Prof. Randy Cox, our camp emphasizes individual focus to help students transition to their next level, whether that be achieving success locally, regionally, or nationally (*UTNIF alums have won NFL Nationals, TFA State, and UIL State.*) Previous UTNIF students have said that a couple weeks at the camp was comparable to an entire year's worth of competitive experience in terms of the growth they underwent as debaters. Curriculum Director Stacy Thomas of The Hockaday School is known for helping young debaters rapidly reach an advanced understanding of Lincoln-Douglas debate. At UTNIF, every student receives our full respect and attention regardless of previous experience or reputation. Our staff is also highly versatile in terms of understanding debate across regions and circuits (TFA, UIL, TOC, and NFL). You will be hard pressed to find a better value for your money.

- 1.) ***A balanced & intelligent approach to LD.*** The UTNIF curriculum reflects both an understanding of LD traditions, as well as hands-on knowledge of debate's progression over recent years.
- 2.) ***Unparalleled resources for research.*** The UT-Austin library is the 6<sup>th</sup> largest in the nation.
- 3.) ***Choice.*** Lectures are offered in a module format, allowing students some variety in terms of what they would like to learn. Modules will be offered for different levels and interests and encompass skills & strategy, debate theory, and philosophy.
- 4.) ***A focus on decency and inclusion.*** At UTNIF, character matters. We want students to win more while knowing that winning certainly doesn't determine the worth of people who participate in forensics. Every student matters equally at UTNIF, and we hope each person leaves our camp ready to make our debate community more competitive and more welcoming.

**Projected 2009 LD Faculty:** Stacy Thomas, The Hockaday School (LD Director), Josh Aguilar (Coach, Salado HS), Ryan Bennett (Southlake Carroll), Andrew Cockcroft (Asst. Coach, Dulles HS), Chetan Hertzog (Harrison HS, NY), Dan Jennis (Northwestern Univ), Garner Lanier (Univ of Puget Sound), Eric Melin (Coach, Southlake Carroll HS), Jenn Miller (Coach, Marcus HS), Jessie Stellmach (Coach, Rosemount HS, MN), Tyler Cook (Salado HS, TX)

[www.utdebatecamp.com](http://www.utdebatecamp.com)

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**Dept. of Communication Studies**  
**1 University Station**  
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**Austin, Texas 78712-1105**

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**NOTE:** Please see our website for additional information on our staff and schedules.  
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### 2-week Intensive Lab (Policy and Lincoln-Douglas) July 12 - 26, 2009

The 2-week intensive labs will focus on preparing each student for competitive success in either Policy or Lincoln-Douglas debate. The entire session will conclude with a "tournament" in which each student will get 8 "stop-start" practice debates on the 2009-2010 debate topic.

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- Provides students a great chance to improve research skills.
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- No workshop has a better staff! Students at the Baylor Workshop will be exposed to some of the **most successful college and high school coaches in the nation**.
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## **Questions? Contact**

**Dr. Matt Gerber**  
Director of Debate  
Baylor University  
[Matt\\_gerber@baylor.edu](mailto:Matt_gerber@baylor.edu)

# *Leaving a Legacy in Texas:*

## *Lamar Consolidated's Connie Aufdembrink to Retire after 41 Years*

When Lamar Consolidated High School's Connie Aufdembrink retires at the end of this school year, she will leave behind more than a prominent team and a successful career. By putting students first, committing to their growth, and expecting excellence, she has formed a legacy of helping youth find their voice through speech and debate.

Her career spans three states and over four decades, beginning in a small central Missouri town in 1967. As a new educator, she was able to start a forensics program at her school and even qualified students for state. After moving with her family to southwest Missouri, she took a break from forensics and focused instead on other forms of communication including the school yearbook. She also obtained a federal grant to produce a multi-media presentation on the Ozarks (at the time, "multimedia" meant three slide projectors synchronized with voice and music). In 1985, the Aufdembrinks relocated again, this time to Tulsa, Oklahoma, and Connie resumed her career in speech and debate at Broken Arrow North Intermediate High School. There, she coached state and national qualifiers from a student pool which consisted only of 9th and 10th graders.

When the Aufdembrinks moved to Texas in 1991, Connie took the reins of the Lamar speech and debate program. Before her arrival, the Lamar team was declining and had participated in the national tournament only once. In the 18 years since then, Connie has coached a number of



state qualifiers and champions (both UIL & TFA), as well as NFL national qualifiers each of the years she taught at Lamar. Several of her students have been NFL national finalists in supplemental or consolation events and several more have been main event semifinalists. In fact, the forensic team has been so successful that administrators consistently use its merits as the main publicity tool for the district.

While her competitive success is remarkable, Connie's achievements transcend awards. Members of her team have flourished as a result of her careful direction. Her husband explains, "kids that really didn't have much going for them in the past... they got involved in the program and became good students and succeeded and went on to college." Her students thrive because of her simple yet effective teaching philosophy: give every student an opportunity, but demand the best of them. This concept has sparked a vibrant team: LCHS has consistently been in NFL's 200 Club and a leader in Texas forensics.

Connie's real strength, however, lies in her focus on her students. Her husband Eugene explains, "She always wanted to be a teacher, from written communications to multimedia presentations, to actual oral presentations. When she was a teenager in a Baptist Church she dedicated her life – she was going to be a teacher." Despite finding her vocation early on, the modest Connie probably could not have predicted the impact she would have on the lives of generations of youth. Her husband agrees, echoing what many educators in Texas and beyond know to be true: She deserves recognition for all the work she's done."



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# Donus D. Roberts Quad Ruby Coach Recognition

September 1, 2008 - March 31, 2009

**Congratulations to these dedicated coaches who have reached 1,000 points!**

Shawn F Briscoe	South Anchorage HS	AK	Elizabeth Vieira	Lakeville North HS	MN
Philip Sellers	The Montgomery Academy	AL	Julia M Krummel	Carthage HS	MO
Michael Neer	Chaparral HS	AZ	Michael A. Vogt	Joplin HS	MO
Heather Thomas	Arroyo Grande HS	CA	Carla Marie Reisman	Lee's Summit West HS	MO
Milla Smith	Bullard HS	CA	Martha Brackmann	Lincoln College Prep	MO
Clark Wilson	Carter HS	CA	Allison R Levin	Marquette HS	MO
Molly M. Chertock	El Modena HS	CA	Kristie Pennock	Notre Dame De Sion HS	MO
Pear Kasrirarat	Gabrielino HS	CA	Amanda E Cole	Ozark HS	MO
Gregg Osborn	Helix Charter HS	CA	Jennifer Hayes Wilson	Park Hill South HS	MO
Neil Forester	Mira Loma HS	CA	David Tibbles	Republic HS	MO
Timothy Case	Presentation HS	CA	Linda M Collier	The Barstow School	MO
Stephen Caperton	Redlands HS	CA	Kay Garrett	West Plains HS	MO
Michael Newbold	Redlands HS	CA	Adam Thane	Bozeman HS	MT
Adam Nelson	The Harker School	CA	Phyllis Kadrmas	Devils Lake HS	ND
Einar Wm Johnson	West HS - Torrance	CA	Jeff Bozovsky	Fargo Shanley HS	ND
Kevin Brich	Chatfield Senior HS	CO	Wendy Britton	Fremont HS	NE
Jaye Sarapata	Fruita Monument HS	CO	Christine Marie Kier	Grand Island Senior HS	NE
Timothy (Tim) Vialpando	Pomona HS	CO	Brenda Broecker	Lincoln North Star HS	NE
Kristin Holtz	Silver Creek HS	CO	Alicia Boller	Lincoln North Star HS	NE
David Camous	St Mary's HS	CO	Philip John Drummond	Freehold Township HS	NJ
Zach Gautier	Valor Christian HS	CO	Marcelino Ugalde	Bishop Manogue Catholic HS	NV
Teresa Jett	Woodland Park HS	CO	Kary Huffman	Coronado HS	NV
David Mills	King HS	FL	Lynne Gervais	Fernley HS	NV
Patricia Lewis	North Miami Senior HS	FL	DeVon Griffin	Highland HS	OH
Kristin Hanifan	Pine View School	FL	Brianna Doyal	Oakwood HS	OH
Leila Davis	St Petersburg HS	FL	Sharon McGraw	Orange HS	OH
Bradley T Hicks	Stoneman Douglas HS	FL	Rosemarie Steeber	University School	OH
Michael J Vigers	Trinity Preparatory School	FL	Steven L Moody	Charles Page HS	OK
John Anderson	West Broward HS	FL	Jana Harrison	Edmond North HS	OK
LeaDan Y Mariani	Kamehameha Schools	HI	Wendy Werthaiser-Kent	Ashland HS	OR
Harry W Strong	Des Moines Roosevelt HS	IA	Robyn Rose	Gresham-Barlow HS	OR
Nathan Fredericks	Des Moines Roosevelt HS	IA	Bart Millar	Lincoln HS	OR
Angela Stephens	American Falls HS	ID	Robert Wilson	McDowell HS	PA
Stephanie Lauritzen	Coeur D'Alene HS	ID	Lisa Hoffman	Mt Lebanon Sr HS	PA
Julie Underwood	Kimberly HS	ID	Sal Rizzo	Notre Dame HS	PA
Staci Hoseley	Meridian HS	ID	Gina Koehn	Brandon Valley HS	SD
Lainee McGraw	Carl Sandburg HS	IL	Shirlene K Joseph	Lead-Deadwood HS	SD
Brad Ablin	Thornton Township HS	IL	Renee Nills	Madison HS	SD
Scott Coleman	Wheaton North HS	IL	Sami Womack	Aubrey HS	TX
Eduardo Torres	Decatur Central HS	IN	Chad Flisowski	Calhoun HS	TX
Jordan Mayer	Munster HS	IN	Kay Gilliam	Fort Bend Baptist Academy	TX
Michael A Yeakey	Westview HS	IN	Jennifer Ann Zinn	Hereford HS	TX
Eric Pollock	CheongShim Int'l Academy	KR	Celia R DeLos Santos	Klein Forest HS	TX
Jennifer Hobbs	Andover Central HS	KS	Barbara Ixba	Lake Travis HS	TX
Kathleen O'Brien	Derby HS	KS	Matthew Murrell	McNeil HS	TX
Megan L. Hagaman	El Dorado HS	KS	Monica Simonds	Richardson HS	TX
David C Ralph	Seaman HS	KS	Victoria Beard	Spring Woods HS	TX
Linda Raner	Shawnee Mission Northwest HS	KS	Richard Colling	Stony Point HS	TX
Erika D Stevens	Scott County HS	KY	Heath Martin	Westside HS	TX
Travis Smith	Jesuit New Orleans HS	LA	Michael Ryan Tune	Ysleta HS	TX
Warren P. Johnson	Saint Augustine HS	LA	Michael Shackelford	Rowland Hall-St Mark	UT
Marisa Elliott	Teurlings Catholic HS	LA	Duke Di Stefano	Wasatch HS	UT
James E. Honeyman	Newton South HS	MA	Deon Garner	Warwick HS	VA
Deborah Averill	Bangor HS	ME	Julie Elizabeth Hillend-Jones	Emerald Ridge HS	WA
Bonnie VanEenaam	Portage Northern HS	MI	Peg Erbes	Cedarburg HS	WI
Zachary Prax	Apple Valley HS	MN	Jodie Wojkiewicz	Little Chute HS	WI
Jennifer Burnside	Detroit Lakes HS	MN	Annette Thornton	Riverton HS	WY
Sheila Peterson	Edina HS	MN			



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

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

Anish Mitra is the current captain of the Stanford University Parliamentary Debate team. In addition to winning the 2007-2008 National Championship in Parli, Anish enjoyed great success during his high school career in Extemp. His results include winning the Harvard tournament, placing second at CFL Nationals, competing three times in Finals of NFL Nationals in US Extemp and placing 3rd at Nationals in US Extemp.

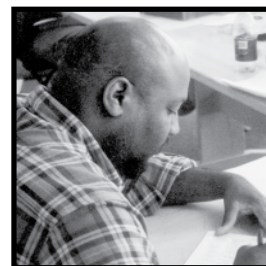
\*Prices are tentative and subject to change.



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**Eric R. Field**

# **Starting a New NJFL Program in a Small Rural School in Missouri... EASY?**

When I started teaching at Southwest R-V School District, they needed an English teacher who had a forensics background to start the high school speech and debate program. However, starting a new program was NOT going to be easy. Many of the students who signed up for the after-school program were also in cheerleading, band, choir, an athletic team, Art Club, FFA, and FCCLA. The students participating in the class were mostly seniors seeking an English credit. While many of my seniors were enthusiastic and performed well in their novice (and only) year, I realized that I could not build a successful program that was top-heavy with upperclassmen.

I knew what I had to do. Our school district is a small rural district in the Missouri Ozarks with 250 students at the high school and 300 students at the middle school up the hill. I talked to the middle school principal about starting an NJFL chapter. The strategy was to feed the program with students who would be going to the high school. She was thrilled with the idea, especially

since fewer clubs and activities are offered at the middle school level. After getting the administration's support, I then started to network with other teachers.

The Southwest Missouri Speech and Theatre Association (SMSAT) holds an annual workshop day for Speech/Drama students in grades 6-12. During that time, meetings are setup for Speech/Drama coaches to connect. As I entered the small room of three middle school teachers, they were surprised that a high school teacher was coming to them about starting a middle school program. E-mail addresses were exchanged, and I had some new ideas to start the team.

At high school tournaments, I also connected with Steve Mann, an assistant coach for Cassville High School. When he wasn't going to tournaments with the high school, Steve taught for the middle school and headed the middle school forensics club. Steve gave me the most important advice: : You need to make it fun for the middle school kids to stay involved. The one rule

that he stuck to not only allowed his program to grow but also became a key focus for my program.

As I started weekly after-school meetings in January, I had a slew of regular middle school students who would meet me in the Family and Consumer Sciences room for improvisation games, mock debates, and occasion films (their personal favorite is the 2008 National Final Round of Humorous Interpretation. They still get into arguments over which one was the funniest!).

To get a better idea of the quality of competitors, I required each middle school student to observe and keep time at one high school tournament. Many of the students got a better idea of what was expected from them as they saw the top teams in Arkansas and southwest Missouri compete. Still, we managed to take advantage of down time by playing "French Fry Poker." (I'm not much of a gambler; I sometimes end up buying for the winners a few regular orders of fries at McDonald's after the tournament.)

The middle school tournament



"Their energy and passion makes me look forward to working with them on Tuesdays and Wednesdays after school."



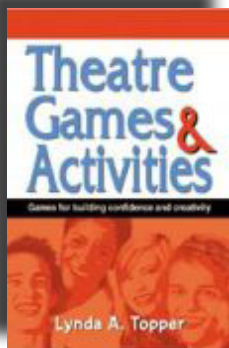
season only runs in spring for Missouri middle schools, so most of my squad is now experiencing their first few tournaments. All of them are learning so much from their victories and their defeats. We talk about ways that they can improve for future tournaments. Several of the squad members are also finding their own goofy material to use for Interp cuttings.

Our big challenge will come at the end of the season when we sponsor our first middle school

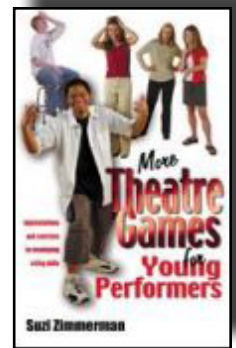
tournament on Saturday, May 2. The high school squad will be chairing the logistics and tabulations while the middle school squad will be timekeepers and runners. The middle school will get a chance to see that running a tournament can be just as challenging as competing in a tournament.

I have found a niche for the students on the middle school squad. Their energy and passion makes me look forward to working with them on Tuesdays and Wednesdays after

school. I also get a special bonus next fall. My new schedule allows me to teach a Speech and Debate class at the middle school, which will allow me to spend more time building the middle school program. I know I have a lot of work wearing both NFL and NJFL hats, but I'm up for the challenge. When the 8th graders leave the middle school, I won't waste my time with sad goodbyes; I have to hit the ground running to get them ready for their 9th grade year in NFL!



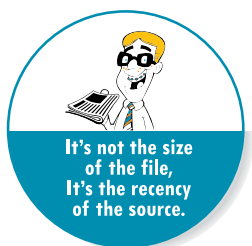
NJFL resources are available in the publications clearinghouse! Theatre Games for Young Performers is written especially for those who coach adolescent actors. The text explains the how, when, what, and why of theatre games for young performers and includes information concerning the basics of pantomime, improvisations, voice control, monologues, and dialogues. More Theatre Games for Young Performers helps first-time performers to ease onto the stage in baby steps. The concepts of pantomime, improvisation, character development, voice, and body control are all presented in game formats with exercises.



Check out these and other NJFL resources online!

[www.nflonline.org/community/catalog/85/books](http://www.nflonline.org/community/catalog/85/books)





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**June 26-28, 2009**

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[www.smhall.org](http://www.smhall.org)

### **Airport**

San Antonio International Airport (SAT) - [www.sanantonio.gov/aviation/](http://www.sanantonio.gov/aviation/)

### **Hotels**

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

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<b>Cambria Suites San Antonio Airport</b>	8805 Broadway San Antonio, TX 78217	210-822-1554	<a href="http://www.cambriasuites.com/">http://www.cambriasuites.com/</a>	3,0+
<b>Crowne Plaza</b> San Antonio Airport	1111 NE Loop 410 San Antonio, TX 78209	210-828-9031 800-972-3480	<a href="http://ichotelsgroup.com/h/d/cp/1/en/hotel/SATTD">ichotelsgroup.com/h/d/cp/1/en/hotel/SATTD</a>	2.0

### **Tentative Schedule**

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

### **Registering Online**

The International Debate Education Association (IDEA) will again handle registration. You can watch the NJFL Web site, [www.nflonline.org/AboutNFL/MiddleSchoolNationalTournament](http://www.nflonline.org/AboutNFL/MiddleSchoolNationalTournament).

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## *Castillero Middle School Speech & Debate Team*

Castillero Middle School, the second largest middle school of San Jose Unified School District, celebrates the second year having a Speech & Debate team. The team meets Mondays after school for an hour each week. The team is open to all students.

Forty-five students have attended all year, and are coached by three high school students from the nationally ranked Leland High School Speech & Debate Team: Aparna Ramana, Sanjana Murthy, and Rachel Deguhee. These students volunteer their time in gratitude to their Leland coach and advisor Mrs. Gay Brasher. Mrs. Brasher leads the middle school outreach and development program in San Jose. Castillero's program is coordinated by its advisor, Mrs. Becky O'Connor.

Team members are preparing for the second annual Middle School Speech & Debate Tournament, hosted by Burnett Middle School. The tournament will be held Saturday, May 16th. Last year's tournament had nineteen Bay Area schools participating with some ninety contestants.

Castillero Speech & Debate Team members are developing skills in: Parliamentary Debate, Lincoln Douglas Debate, Autobiographical Narrative, Impromptu, Persuasive Speech, Expository Speech, and Oral Interpretation.





## *Speech & Debate Team from Castillero Middle School include:*

Preston Adams, Sejal Agrawal, Claire Bang, Naomi Beirne, Roy Blame, Sheridan Bowers, Meytra Brahman, Carl Canteenwala, Eddie Chang, Stephanie Chen, John Cherian, Alexander Cloe, Ally Cronan, Cyyna Gadbois, James Garcia, Haile Gill, Alex Gayraud, Vlad Goshkov, Joseph Grimaud, Lucy Guan, Ethan Hu, Julia Houk, Hareesh Iyer, Sonali Jaisingh, Michael kelker, Bobby kennedy, Holly Kimura Carlin, Peter Lazari, Tessa Leshkiw, Catherine Li, Ryan Macon, Karen Mok, Garrett Parzygnot, Anika Ramakrishnan, Vivek Ramanan, Sasank Salchamuri, Michael Shukis, Angela Sun, Alex Vargas, Isabella Vargas, Alyssa Wakefield, Maura Williamson, Malachi Wilson, Julia Wu, Connie Xiao, Steven Xu, and Alisa Yum. **Coaches from Leland HS Debate Team:** Rachel Deggeuee, Doug Hu, Ray Liu, Sanjana Murthy & Aparna Ramanan. **Advisor:** Becky O'Connor

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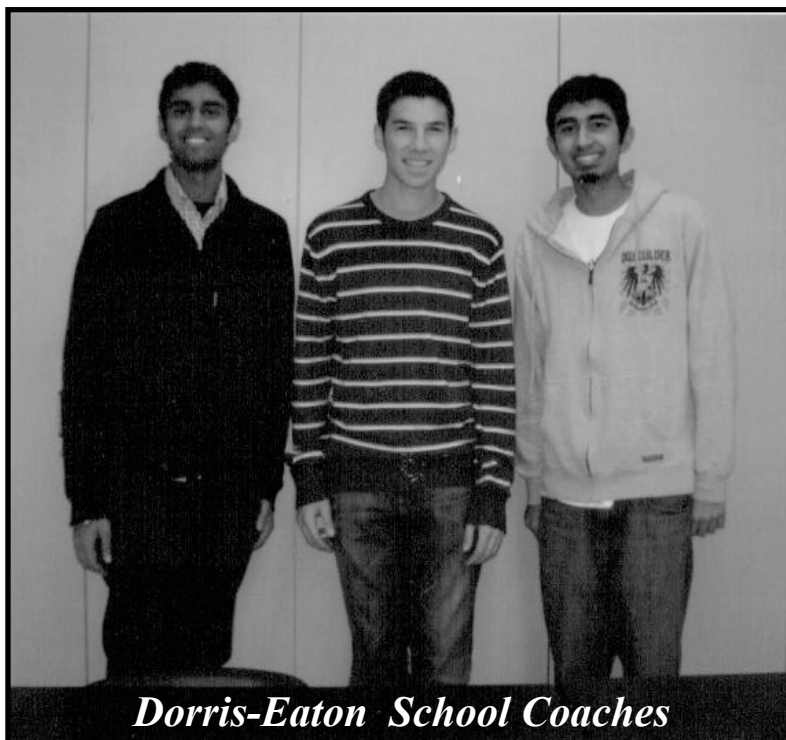


*Dorris-Eaton School  
Speech & Debate Team*

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The Dorris-Eaton team was founded by three high school students from Monte Vista High School in Danville California. All three are NFL members, and Sebastian DeLuca and Nipun Bhandari will be attending the NFL Championship in addition to going to San Antonio for the NJFL National Championship Tournament. The Dorris-Eaton School has 24 members. Their Chapter President is Sebastian DeLuca. Advisors are Judy Pentopoulos and Terry Saltiel.

The chapter's main



*Dorris-Eaton School Coaches*

accomplishment this year was that Justin Dunn and Austin Shore went 4-0 undefeated in Parliamentary Speaking at their NFL high school tournament, Golden Gate Speech Association. Also NJFL member Arielle Mourrain took 2nd at two respective middle level tournaments and was the 9th speaker at each tournament. This year the Dorris-Eaton team focused on Parliamentary Debate along with Impromptu and Extemporaneous Speaking.

## *Ridgecrest Intermediate School*

It has been a fun-filled year for the Ridgecrest Intermediate School debate team. Their members have been active in the Pacific Coast Debate League. They attended a training at LaReina High School in Thousand Oaks in September. One of their teams took 14<sup>th</sup> place at the Brentwood School on October 25<sup>th</sup>.

On December 6<sup>th</sup> they hosted their *first* tournament which was a new adventure for the Ridgecrest team members.

On January 31, they took 5<sup>th</sup> place at Fairmont Edgewood's tournament and in a couple of weeks they will be going to League Championships.

The teams would like to participate in more events and be invited to more events as they are ready for new challenges. Parliamentary is one form they enjoy doing but they would like to get into Public Forum and Policy too.



*Top row from left to right: (6<sup>th</sup> Graders) Arjun Tambe, Young Bin Kim, James Zhang, Ryan Kim, Aaron Jung, Abigail Whitman, Noha Ayoub, Lauren Basic, Noah Feingold, Praveen Kuruppu*

*Bottom row from left to right: (Coaches, 7<sup>th</sup> & 8<sup>th</sup> Graders): Samantha Weiss (coach), Daniya Haji, Roni Hanks, Louie Enriquez, Claire Crossman, Shay Chang, Cynthia Shi, Andre Enriquez, Yash Majmudar, Henry Zhang, Adam Whitman, Virginia Yabuta (Assistant Coach)*

## *St. Philip the Apostle School*

St. Philip the Apostle School has had an exciting year. This is a new speech and debate chapter consisting of four schools. The chapter received a grant from the Pasadena Sunrise Rotary to purchase all the practice DVD's from NFL.

They have had one tournament so far and it was very successful. The chapter consists of 42 members. Their Chapter President is Robert Brown, Chapter Advisers are Manny Garcia and Lina Kerr.

## *Russell Middle School*

Russell Middle School in Colorado Springs has 59 members on its forensic team this season - 52 of which are, or will become members of the National Junior Forensic League.

Russell finished with 17 meet champions in the 4-meet Pikes Peak Region regular season. A total of 73 performances qualified for finals this season, and Russell had the most finalists and the most meet champions each of the four meets.

### **Meet Champions include:**

Hannah Haughey, 2 times in HI and 2 times in Reader's Theater; Hannah Cupplies, Creative Storytelling and Impromptu Speaking; Melissa Chowning, HI and 2 times in Reader's Theater; Natalie Baldin, 2 times in Poetry; Fay Kanagy, Poetry; Tabi MacMillan, Poetry; Natalie Becar, Creative Storytelling; Cassidy Roscoe, Storytelling; John Fouts, Impromptu Speaking; Maddie Leonard, Solo Acting; Blake Biskner, Creative Storytelling; Holy Spady, 2 times in DI; Keith Scalzo, Storytelling & Caroline Ehlers and Meagan Oldervick, 2 times in Reader's Theater.



In addition: Mariah Justice and Perris Szeredy took 2<sup>nd</sup> place three times in Duet Humorous.

Russell forensic team members also performed at two elementary schools during the season and helped host the Trailblazer Schools to Watch Regional Conference. Twelve Russell students competed in the Academy Optimist Club Oratorical Contest. Hannah Haughey placed second in the event.

The following students have achieved Outstanding Achievement status in NJFL after three years of participation: Caroline Ehlers, Tabi MacMillan, Maria Fouts, Hannah Haughey, Maddie Leonard, Fay Kanagy, and Natalie Baldin.





## *Russell Middle School NJFLer's*



# FLORIDA

## *Bak Middle School of the Arts*

The Speech and Debate Team at Bak Middle School of the Arts is lead by Coach Robin Griffin Fields. Bak MSOA is a small magnet school located in the heart of West Palm Beach.

The school year has been an active one for the Speech & Debate Team. They began their year by competing in an all county open invitational tournament at Jupiter Middle School this Fall. The students took many awards including that of 1st Place Oral Interpretation by seventh grader, Cedric Williams. The team belongs to both the National Junior Forensics League and the Florida Forensics League. In December three of the students: Carlton Bone (7th), Emily Greentree (7th) and Shamshad Ali (6th) competed in the FFL Sunvitational event in Fort Lauderdale. They were the only middle school participants. Shamshad Ali was 8th seed in Lincoln Douglas.

Several students competed in February 2009 at the FFL Varsity Regional Qualifier. Two students from the team placed in the top six: Natalia Castro (7th Grade) and Cedric Williams (7th Grade). Again they were the only middle school students to compete in this event.

Later the same month the team hosted an all county open invitational tournament at their own school, Bak MSOA. Seven area schools competed and Bak swept the awards earning 1st Place Oral Interpretation-Cedric Williams (7th Grade), 1st Place Lincoln Douglas-Club President Ariana Bagherian (7th Grade), 1st Place Dramatic Presentation-Lindsey Goodwin (7th Grade) and many other awards as well. Bak won the overall school trophy garnering the most points of any school.

Although several of Mrs. Fields students have qualified for the FFL Novice State Tournament in April, many are opting to wait until next year while they continue working on their competition areas. Palm Beach County seems to be experiencing a Renaissance in middle school speech and debate and many schools are now beginning to get more involved. The past couple of years have been quite dormant in this county.

Club President: Ariana Bagherian

Vice President: Carlton Bone

Treasurer: Hugh Dunkley

Coach: Robin Griffin Fields

Secretary: Gianna Bishop

Historian: Taylor Samson



***Bak Middle School of the Arts  
Forensic Students***



**Charles Cramer  
2<sup>nd</sup> place Duo**



**Bak MSOA team at Jupiter Middle School**



**Carlton Bone with his  
proud father, Atty Bill Bone  
2<sup>nd</sup> place LD**



**Lindsey Goodwin & Ariana Bagherian**

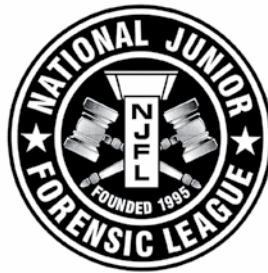
*Bak Middle School of the Arts  
Forensic Students*



**Shamshad Ali**



**Samantha Walsh**



**Natalia Castro & Ariana Bagherian**



**Alexandra Kaye**



# FLORIDA

## *Wellington School*



The Wellington School is one of NFL's newest chapters and consists of 24 members. Chapter President is Samantha Hval and Chapter Advisor is Harold Mulholland. Organizing the middle school league was an exciting accomplishment. The Gulf Coast Middle School Debate League was launched during the summer of 2008 and includes four schools: Learning Gate, Shorecrest, Caterbury and Wellington. Competition has been limited to "platform" events: Public Forum Debate, Lincoln Douglas Debate, Congress, Original Oratory, Extemp, and Impromptu.

During the 2008-09 school year there were five tournaments which began in mid November and concluded late April. The league hopes to increase membership significantly this coming year. While not required for League membership, schools are encouraged to join NJFL.

## *Lincoln Junior High School*

The Lincoln Junior High School Speech Team (Plymouth, Indiana) had another great year! Their team began practicing in September and their first tournament was in November. They competed in five tournaments. The first tournament was their very own. If the team would have taken a trophy, they would have placed 1<sup>st</sup>. Thirty team members competed and 29 ribbons were awarded. Their second tournament was at Memorial Park in Fort Wayne. The Lincoln team placed 2<sup>nd</sup> with 28 competing and 28 ribbons earned. Their third tournament was at Columbia Middle School in Logansport. There the team brought home the 1<sup>st</sup> place trophy! Twenty-six team members competed and 29 ribbons were earned. The final tournament of the season was at Brebeuf in Indianapolis. The team finished 2<sup>nd</sup> out of 21 schools competing. A very proud and exciting time for the team! Twenty-eight team members competed and 17 ribbons were brought home.

This year's team consisted of twelve 7<sup>th</sup> graders who all earned the Degree of Participation for NJFL and twenty 8<sup>th</sup> graders, of which 14 of them were returning team members. Seven earned the Degree of Participation. 10 earned the Degree of Recognition, and three earned the Degree of Achievement. Points are still being earned as the school year winds down, so some degree totals will change.

At the end of the season the following received awards:

The Most Improved Speaker is Sarah Iwinski coached by Mrs. McKenzie.

The Most Improved Speaker is Ty Shively coached by Ms. Warren.

3<sup>rd</sup> place 7<sup>th</sup> Grade Public Address Speaker is Haley Paton, competing in Radio.

2<sup>nd</sup> place 7<sup>th</sup> Grade Public Address Speaker is Rachel Hacha, competing in Discussion and Radio.

1<sup>st</sup> place 7<sup>th</sup> Grade Public Address Speaker is Ellen Smith, competing in Extemp.

3<sup>rd</sup> place 7<sup>th</sup> Grade Interp Speaker is Kate Peters, competing in Humorous Interp, alternate in Duo one tournament.

# INDIANA



## *Lincoln Junior High School*



2<sup>nd</sup> place 7<sup>th</sup> Grade  
Interp Speaker is Kyle  
Barry, competing in  
Duo.

1<sup>st</sup> place 7<sup>th</sup> Grade  
Interp Speaker  
is Briana Gantz,  
competing in Poetry,  
alternate in Duo one  
tournament.



Tie for the 3<sup>rd</sup> place 8<sup>th</sup> Grade Public Address Speaker:  
Connor Snyder competing in Discussion & Audrey  
Samuelson, competing in Original Oratory.

2<sup>nd</sup> place 8<sup>th</sup> Grade Public Address Speaker is Kurt Corsbie,  
competing in Extemp.

1<sup>st</sup> place 8<sup>th</sup> Grade Public Address Speaker is Alex Moore,  
competing in Impromptu.

3<sup>rd</sup> place 8<sup>th</sup>  
Grade Interpretation  
Speaker is Allie  
Berger, competing in  
Prose and Duo Interp.

Tie for 2<sup>nd</sup>  
place 8<sup>th</sup> Grade Interp  
Speaker: Becca Houser,  
competing in Duo and  
Humorous Interp &



Michaila  
Nate,  
competing  
in Prose and  
Dramatic  
Interp.

1<sup>st</sup> place 8<sup>th</sup> Grade Interp Speaker is Dani Letsinger, competing  
in Prose and Duo Interp.

Outstanding 7<sup>th</sup> Grade Sweepstakes Speaker is Ellen Smith.  
Outstanding 8<sup>th</sup> Grade Sweepstakes Speaker is Dani Letsinger.





## Cherryvale Middle High School

Welcome Cherryvale Middle High School. This chapter is one of NFL's newest NJFL members and consists of five NJFLers. Their Chapter Advisor is Jeannette Shields.

Two of their members participated in Student Congress; other members gave speeches in class or performed solos in 4-H.

Coach Shields says, "We are a brand new chapter this year and I feel that having five members join is a great accomplishment."

NJFL staff is available to help in developing new programs.



## Lakewood Middle School

January 12, 2009 was a historic day for Lakewood Middle School in Salina, Kansas. This feeder school to Salina High School Central started its very own NJFL program on this day. This is a new type of non-athletic program offered at Lakewood. Since no formal theatre or speech classes are available, this opportunity serves as a great chance for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students.

The program was started by Nicholas Owen, head coach of the Salina High Central team, and is a strictly after-school organization. The group meets every Monday and Tuesday after school for 90 minutes. The first days are spent learning all the new events and watching performances from the high school students. The practices are set up for twice a week to allow flexibility in the students' schedules.

March 30<sup>th</sup> was their first tournament. The team participates in a variety of events: from DI, Duo, Impromptu, Extemporaneous Speaking, Poetry and Public Forum Debate. Sixteen students have been working with high school students, mainly seniors Shauna Owens and Brandon Daley. Daley and Owens have given up each Monday and Tuesday to help these students, working as coaches to the program.

The students bring energy and excitement as they compete. Once the competitions are done, the team will sit down and gage interest for any students to attend the national tournament being held in June.

# MASSACHUSETTS

## The Massachusetts Middle School Forensic League

### (MMSFL) *Our Birth*

Henry Ford once commented, "Coming together is a beginning. Keeping together is progress. Working together is success."

For years, in Massachusetts interested students and teachers could find only two or three middle/junior high school speech contests for their students to enter over the course of a school year, and interest was growing. Eventually, the adults involved came together to talk about perhaps establishing some common practices at these contests and even voiced some interest informing some sort of collaborative. We got together to talk about those ideas and more on a late summer afternoon. It was a striking collection of individuals on that back porch in Marlboro, Mass. six summers ago...

We were former high school coaches and/or judges and one high school junior who were all focused on middle school/junior high kids...and, that evening, a unique league was born.

And since that time, the Massachusetts Middle School Forensic League has grown both in participation and in commitment. While competition still provides the “heart” of the league and its overall practices, there is something else afoot in this collection of students and coaches from around ten schools from all over Massachusetts and even the Bronx in New York--collegiality. Without team trophies, the focus is on celebrating individual excellence. But it's also about leadership. Looking for ways to involve students in league ventures that take all of us outside the contest itself, we have added a service component to our league activity. This year, we've been collecting food for various local initiatives, and, next year, we will focus on supporting initiatives that help extend educational opportunities or young people around the world. We end the year with a dress-down “Spring Fling” contest comprised of events only offered at that tournament. At that event, teams sport league t-shirts carrying a logo designed by a league member, and our annual Ames Award for Leadership is given. It is a remarkable feeling to work as one, so that by the end of the year we realize how much progress we have made together. We're hoping, in our next phase, to engage students in a leadership council that will take charge of planning these and perhaps other aspects of league activity. Our progress looks bright because we are excited to work successfully together to make forensics a positive experience for middle school students.



*Pictured: Sue Wurster, Zarina MMSFL and representatives from our 2008-2009 member schools which include: Advanced Math & Science Academy (Marlboro) – Coach: Muneeba Syed, student leader, The Bancroft School (Worcester) – Coach: Chris Sheldon, Bronx Prep (Bronx, NY) – Coach: Andrew Simon, Catholic Memorial (West Roxbury) Coach: Ellen Eberley, The Charles River School (Dover) – Coach: Leigh Hutchinson, Charlton Middle School (Charlton) – Coach: Selena Reich, Milton Academy (Milton) – Coaches: Debbie Simon, Barbara Kennard and MaryJo Ramos, Nashoba Brooks School (Concord) – Coach: Sue Wurster, The Pike School (Andover) – Coach: Bob Hutchings, R. J. Grey Junior High (Acton) – Coach: Mike Balulescu, Shrewsbury – Coach: Vivian Powers and Wilson Middle School (Natick) – Coach: Deanie Goodman*

## ***Southwest Middle School - Washburn***

The Southwest Middle School attended four tournaments in the Southwest Missouri region. On May 2 they will be hosting a middle school tournament competing in Public Forum Debate and Individual Events.

The chapter's major accomplishment this year was getting their NJFL program going since this was the first year that high school and middle school forensics had been established within the district.

The Southwest Middle School is a small rural district consisting of 250 students at the high school and 300 students at the middle school with many students on free/reduced lunch programs. The program has had a tremendous amount of support from coaches whose programs feed into strong chapters in the Carver-Truman and the Ozark districts.

Advisor Eric Field says, "The middle school members are enjoying the competitions. Fun post-tournament activities are planned such as fast food dinners or mini-golf. Both the NJFL and NFL programs have so much to look forward to as the current 7<sup>th</sup> and 8<sup>th</sup> graders advance in speech and debate."

## **NORTH CAROLINA**

### ***Calvary Baptist Day School***

The Calvary Baptist Day School hosted the ACSI (Association of Christian Schools International) Speech meet which included grades 1-12 with 200+ students, ten schools. In addition, students participated in the DAR (Daughter's of the American Revolution American Heritage Essay & Speech Contest and the Optimist Club Speech Contest. Total membership is 85.

### ***John Griffin Middle School***

The John Griffin Middle School Forensic team has been busy in competitions this year. They placed first in two tournaments and second at a fall festival. They also placed second in team sweepstakes at the 15-school county tournament. NJFL members have been participating in speech activities in various classes, and members continue to produce and prepare our daily news broadcast.

This has been a rebuilding year for our school, as all former NJFL members have moved to high school. We continuously seek new members and new talent for our team.

Here is what first year team members have to say about participating in forensics:

*"Forensics is a great way to find friends who are positive and hardworking"...Erinn, 13*

*"Forensics has helped me become a more confident speaker."...Alannah, 14*

*"I love Forensics because it has helped me with my public speaking"...Madison, 11*

*"Your friends and coaches help make you more charismatic when you speak"...Lindsay, 12*

*"Forensics has made me a better speaker when I have to do projects"...Morgan, 12*

*"It has helped me not be as shy"...Hannah, 12*

*"It has helped me build confidence to speak in front of other people"...Glenesha, 11*

*"I have met many new people and I enjoy competing"...Maiya, 12*



Lindsay Laupola  
preparing for a news broadcast



Erinn Crider  
practicing her Original Oratory



Alannah Don & Maiya Lewis  
working on their evidence box



Hannah Robinson  
at practice



Glenesha Berryman  
at practice



Madison Kraft  
practicing her Storytelling piece



Morgan Lloyd  
at practice



## *The Kugnus ACTS School*

We have had an exciting year setting up our debate team. Although this is our first official year as a debate team, we have grown very close and we have learned a lot. Our students are studying both Policy and Lincoln Douglas debate.

In February, we took a field trip to New York City to watch the district tournament at Bronx High School of Science. The students were very excited to see how the “pros” debate. It was a terrific learning experience and we thank Bronx Science for letting us come and observe!

Right now, our 7<sup>th</sup> and 8<sup>th</sup> graders are obtaining reading for the National Tournament in Texas. If there are any other teams in the NY/NJ area that would like to set up practice rounds with us that would be wonderful!



*“Debating can help a person think on their feet...”*  
Ashley Keem  
7<sup>th</sup> grade

*“Debate is a wonderful and informative life skill process, beyond learning...”*  
Yeonwoo Lee  
7<sup>th</sup> grade



*“Debate turned out to be the opposite of what I thought it would be. It was more fun than I expected, and I learned many things that I’m going to need later on. I’m so happy that my mom signed me up for debate classes....”*  
Steven Kwon  
7<sup>th</sup> grade





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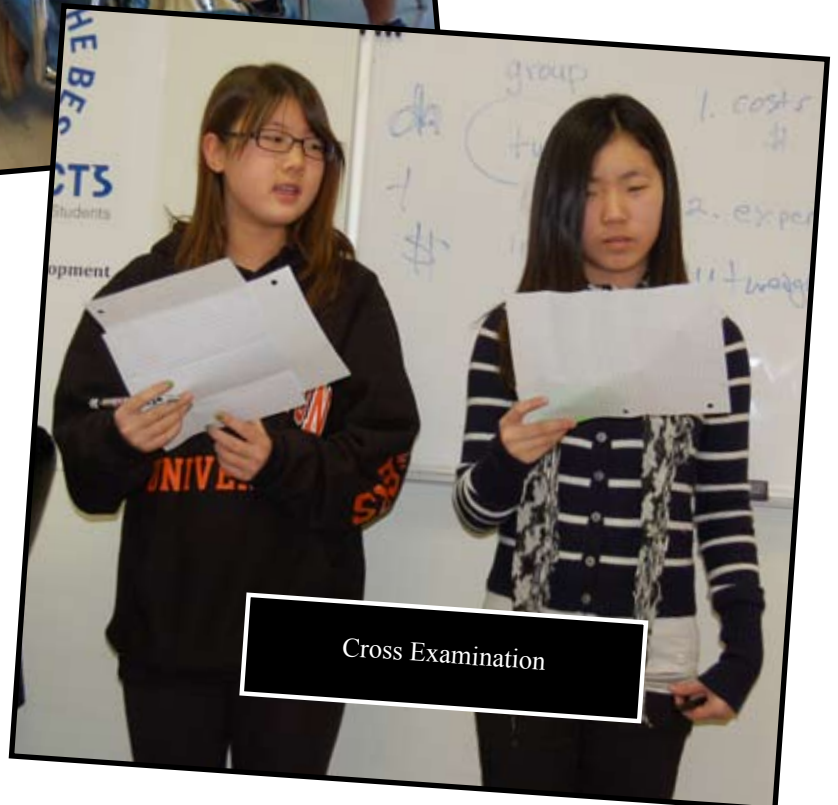
## *The Kugnus ACTS School NJFL Students*



At Districts



Getting Ready to Flow



Cross Examination



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  - entertainment      —impromptu      —business
  - special occasions      —contest      —and others!
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## Vermilion Sailorway Middle School

The Vermilion chapter has been working side by side with the varsity Policy Debate squad on alternative energy. This has stimulated interest with other area programs leading to intra squad debates. They've also developed Impromptu Speaking.

The Vermilion Sailorway Middle School team has won several trophies and ribbons by debating schools along Ohio's North Coast. They have enjoyed improving their argumentation skills and their critical analysis skills. They have utilized their research skills on alternative energy so that they could present individual projects in their science department.

Vermilion Sailorway Middle School forensic team currently has six members. Chapter Advisor is Michael D. Amstutz.



Vermilion students doing their research in the library. *Seated left to right:* Paul Schwensen, Andrew Prete & Kyle Powers. *Standing left to right:* AuBrey LaForce, Taylor Dillon & M. Fortner.



NJFLer's proudly display their trophies won in debate in Erie County, Ohio.

## OKLAHOMA

### Mounds Middle School

The Mounds Middle School team competed at the Verdigris tournament and came in 2<sup>nd</sup> in November. In December they competed at Oologah placing 1<sup>st</sup>. The following locations and months the team also placed 1<sup>st</sup>: Olive in January, Prague in February and Carver in April. They also performed their events multiple times in Mounds. Placing first at so many tournaments was a great accomplishment for these NJFLer's. The team also helped with the Mounds tournament.

The team consists of 17 members. Chapter President is Morgan Baker and Chapter Advisor is Robert Odle.



# PENNSYLVANIA

## *Slippery Rock Team*



*Front center: Michael Flecker (NJFL); First full row: Coach Beth Huth, Lisbeth Wellspratt, Sophia Tsiris, Christina Husselton (NJFL), and Kate Jeffers. Back row: John Huth (NJFL), Joshua Stahlman, Seth Drobney, Mike Duryea, Susan Timko (NJFL), Autumn Brunst and Coach Joan Tinko.*

At Slippery Rock coaches work with both middle and high schools students. The high school veterans are really good about working with the middle schoolers and often the middle school ‘veterans’ are good at working with a novice high schooler.

Three NJFL students competed at three tournaments this year. Students worked on oral interpretation of Prose, or Poetry pieces and did a good job in the rounds. One student, Max Cravener, even stepped up to fill a slot in Public Forum Debate when there was an absence. Max discovered that debate is his forte and plans to continue in Public Forum next year. About half of the current team started forensics when they were in middle school and have remained with it since.



# TENNESSEE

## *Lincoln Heights Middle School*

Here at Lincoln Heights Middle School, this was their first year participating in forensics. Students are in 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> grade. They participated in one tournament this year and plan to participate in several next year.

*Pictured back row left to right: Scotty Bloomer, D. J. Gibson, Zachary Tartar. Kneeling from left to right: Skye Brashear, and Gabrielle Kyle. Not pictured: Taylor Courtney and Miller Goan.*

*Coaches: Kimberly Dean and Miranda Harris.*

## *Jose M. Lopez Middle School*



The Jose M. Lopez Middle School team has 27 members. Their team won the 1<sup>st</sup> place sweepstakes at the Northeast Independent School District Fall Speech contest. They hosted twelve other schools for the fall contest and won their third consecutive 1<sup>st</sup> place trophy.

### **Web-based Resources Support Forensics Advocates!**

The Advocating Forensics Web page (<http://www.nflonline.org/AboutNFL/Advocate>) features a number of articles and resources that explain the benefits of speech and debate. Do you have a resource that could help others advocate forensics? If so, please e-mail it to [jenny.billman@nationalforensicleague.org](mailto:jenny.billman@nationalforensicleague.org).





# TEXAS

## *Veritas Academy*

What do you do when there aren't many middle school competitions in your area? Challenge your middle school students to compete in high school tournaments instead! That's the philosophy at Veritas Academy in Austin, Texas.

The results have been exciting, inspiring, and educational. Starting off with a bang at the first tournament of the year, 7th grader Katie Kostecka placed 2nd in Novice Poetry and advanced to finals in Novice Prose along with fellow 7th grader Breanna Steele. Eighth graders Wes Neely and Josh Yao placed 2nd in a special Public Forum event for middle school students.

High ranks were hard to come by at the next two tournaments. With few novice events and no special middle school offerings, the Veritas students found themselves pitted against high school varsity teams. Undaunted, the students learned from the tough competition and sought advice from experienced high school competitors.

After competing at three high school tournaments, the Veritas squad won 1st Place Sweepstakes at the Holy Trinity Celtic Invitational Tournament for Grades 6-9 and brought home several individual awards:

- Breanna Steele—1<sup>st</sup> in Solo Acting, 1<sup>st</sup> in Impromptu, 1<sup>st</sup> in Duet Acting (with her partner, 9<sup>th</sup> grader Sarah Fountain), finalist in Prose
- Katie Kostecka—2<sup>nd</sup> in Poetry, finalist in Prose, Storytelling, and Impromptu
- Brittany Gaither—3<sup>rd</sup> in Solo Acting
- Wes Neely—finalist in Oratory, 5<sup>th</sup> in LD Debate.
- Josh Yao—6<sup>th</sup> in LD Debate.

At the Private School Interscholastic Association District Tournament in March, Breanna Steele won 1<sup>st</sup> Place in 7<sup>th</sup> Grade Prose, Brittany Gaither placed 2<sup>nd</sup> in 8<sup>th</sup> Grade Prose (while competing up a grade level), Wes Neely placed 3<sup>rd</sup> in Impromptu Speaking, and Katie Kostecka placed 3<sup>rd</sup> in Modern Oratory. Breanna and Brittany will compete at the state competition in April.

In addition to the students listed above, eighth graders Sheeva Shahinfar, Audrey Dunne, and Austin Pennington and seventh graders Margaret Schultz and Hannah Myslik earned membership in the NJFL this year. The team plans to attend the NJFL National Tournament in San Antonio this summer and many of the eighth graders plan to compete in high school.

# WISCONSIN

## *Trinity Lutheran School*

Chapter Name: Crusader Forensics

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This past year Trinity Lutheran School put on a Forensic Festival. NJFLer's from Trinity Lutheran participated in a tournament at Shoreland Lutheran High School. One of their major accomplishments was adding a Drama Club which provided the NJFL students with more speaking opportunities. By having a Drama Club, teachers provided more class time and opportunities for public speaking.

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**December 5:** Junior Hilltopper Classic, a tournament for 4-9<sup>th</sup> grade students to compete in the following events: Broadcast Announcing, Declamation, Duo Acting, Extemp., Improv. Duo, Interp. of Lit., Poetry, Prose, Public Speaking, Solo Acting, and Storytelling.

**December 12:** Senior Hilltopper Classic, a high school invitational with public forum debate and the following IE events: Broadcast Announcing, Declamation, DI, Duo Interp., Extemp., HI, Impromptu, Improv. Duo, Oratory, Poetry, Prose, and Storytelling.

**December 11:** Auditions/Interviews will these will be held on the Friday prior to the Hilltopper Senior High Classic for outstanding high school seniors wishing to be considered for a forensic scholarship to compete on our team.

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1. All schools should stay at one of the NFL recommended hotels. The local host committee has negotiated the lowest rates available at these properties for our members and has chosen them for their convenience in tournament preparation. PLEASE DO NOT STAY OUTSIDE THE BLOCK. Morning and afternoon traffic jams could add substantial time to your commute if you are located outside the block.
2. When calling hotels, all coaches must mention the NFL Stars Fell on Alabama National Speech Tournament block to receive the posted rate. Also, some properties have special instructions that are listed on the hotel grid provided. **All room reservations within the block are subject to an automatic two-night non-refundable deposit per room to avoid double-booking.**
3. **All** hotel properties are easily accessible and are within 15-20 minutes by highway or surface streets of every Monday-Friday competition venue. The host website will have downloadable maps from every hotel to the Sheraton/Birmingham-Jefferson Civic Center, the Birmingham Airport, and the competition sites. You can print all needed maps before ever leaving home.
4. The **Tournament/Congress Hotel** is the Sheraton-Birmingham. All National Student Congress events and opening day registration will be held at the Sheraton and the adjoining convention center. The Thursday and Friday final rounds will be held at the Birmingham-Jefferson Civic Center which is adjacent to the Sheraton.
5. **Student Congress Logistics-** It is highly recommended that if a school has both Student Congress competitors and speech or debate competitors that your school stay at the Sheraton (*sold out*) or at the Doubletree (*rooms still available*) to avoid morning and evening rush hour traffic which will add substantial time to the morning competition commute.
6. It is recommended that coaches go to the local host Web site at [www.deepsouthdebate.com](http://www.deepsouthdebate.com) or to the individual Web sites of the hotels to determine which property fits the needs of their program. All hotels on the list are convenient to the tournament venues. Schools are encouraged to book early as hotel blocks will fill up rather quickly.
7. Key Travel Times to Note:  
Sheraton and Doubletree to Schools (20 min.)  
Sheraton and Doubletree to Student Congress and finals (Less than 5 min. or walking distance)  
All other Hotels to Schools (Less than 10 min)  
All other Hotels to Student Congress and finals (15 minutes)  
Any School to Any School (2 to 10 minutes)(Less than 5 miles)
8. **PLEASE LOOK AT A MAP!** Before reserving rooms, all coaches should look at a road atlas and an enlargement of the Birmingham/Hoover area to get a better perspective on the logistics of travel. Also look at downloadable maps on the host Web site. The key to a less stressful week is to seriously consider following the above lodging suggestions provided by the National Office.

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

**[www.deepsouthdebate.com](http://www.deepsouthdebate.com)**

# 2009 Stars Fell on Alabama Hotel List

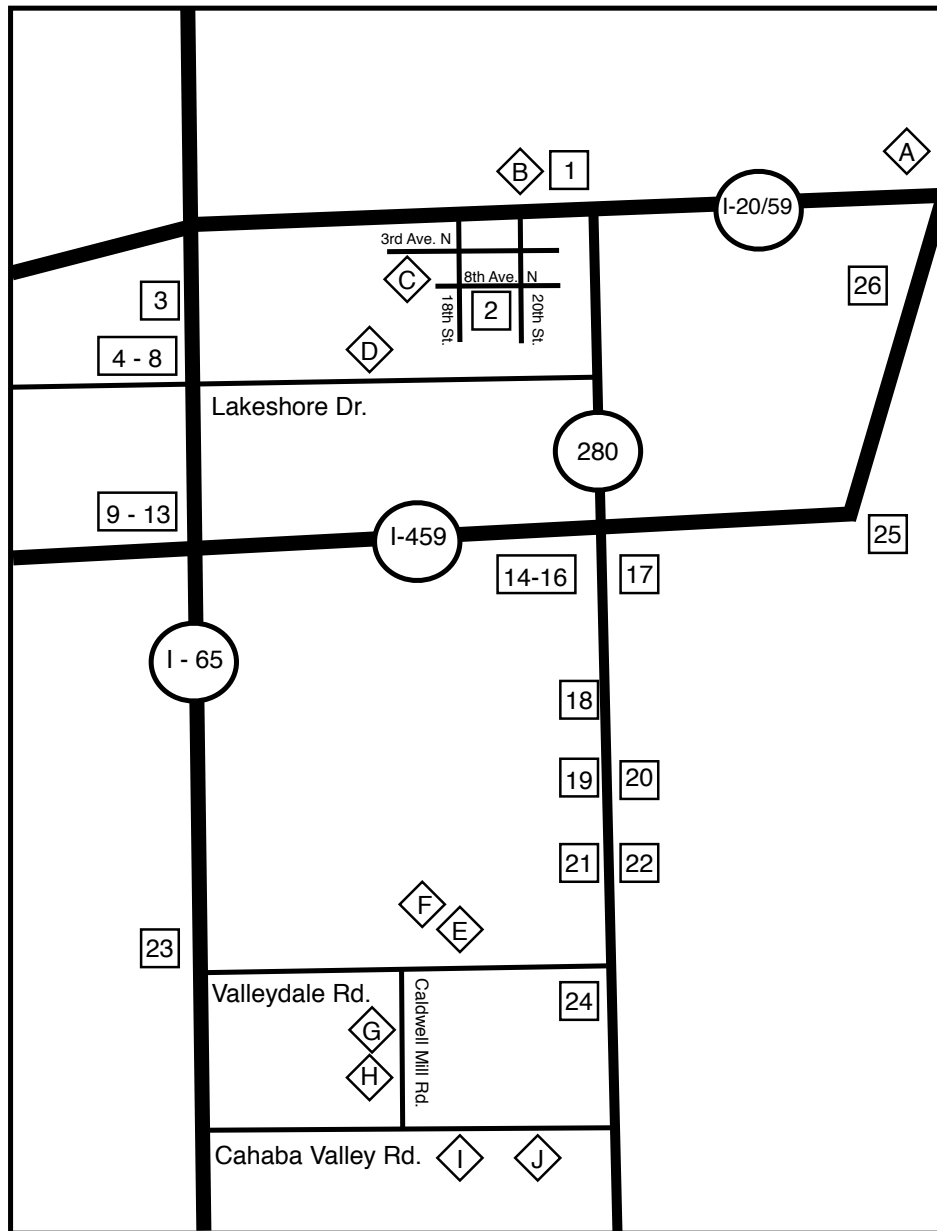
Hotel Name	Rate	Phone	Special Notes	Address (in Birmingham unless noted)	Amenities	Web site
<b>Sheraton Birmingham</b>	<b>\$89</b>	<b>205-324-5000</b>	<b>Congress Hotel</b>	<b>2101 Richard Arrington Blvd N.</b>	<b>IP, F, W, S, R</b>	<b><a href="http://sheraton.com/birmingham">sheraton.com/birmingham</a></b>
Hilton Perimeter Park	\$119	205-967-2700		8 Perimeter Park South	L, F, P, R	<a href="http://hilton.com">hilton.com</a>
The Wynfrey Hotel	\$110	205-987-1600		1000 Riverchase Galleria	S, F, OP, R, IP	<a href="http://wynfrey.com">wynfrey.com</a>
DoubleTree Hotel Birmingham	\$109	205-933-9000		808 South 20th Street	F, P, R, IP	<a href="http://doubletree.com">doubletree.com</a>
Residence Inn Hoover	\$109	205-733-1655	SOLD OUT	2725 John Hawkins Pkwy, <b>Hoover</b>	CB, L, OP, F, CI	<a href="http://marriott.com">marriott.com</a>
Residence Inn Inverness	\$99	205-991-8686	SOLD OUT	#3 Greenhill Pkwy	CB, L, F, OP, CI	<a href="http://marriott.com">marriott.com</a>
Hyatt Place-Inverness	\$99	205-995-9242	SOLD OUT	4684 Highway 280 East	CB, F, OP, CI	<a href="http://birminghaminverness.place.hyatt.com">birminghaminverness.place.hyatt.com</a>
SpringHill Suites	\$99	205-969-8099	SOLD OUT	3950 Colonnade Drive	L, CB, F, CI	<a href="http://springhillbirmingham.com">springhillbirmingham.com</a>
Drury Inn and Suites Southeast	\$99	205-967-2450	SOLD OUT	3510 Grandview Parkway	CB, L, IP, OP, W	<a href="http://druryhotels.com">druryhotels.com</a>
Drury Inn and Suites Southwest	\$99	314-587-3069		160 State Farm Parkway	CB, F, L, IP, OP, W	<a href="http://druryhotels.com">druryhotels.com</a>
Holiday Inn Lakeshore	\$99	205-942-6070		492 Wildwood Circle N., <b>Homewood</b>	R, OP, F, W, CI	<a href="http://holidayinn.com">holidayinn.com</a>
Hyatt Place Birmingham/Hoover	\$99	205-988-8444		2980 John Hawkins Parkway	CB, OP, CI, F, R	<a href="http://birminghamhoover.place.hyatt.com">birminghamhoover.place.hyatt.com</a>
Colonnade Courtyard Marriott	\$95	205-967-4466		4300 Colonnade Parkway	CI, L, F	<a href="http://marriott.com">marriott.com</a>
Hoover Courtyard	\$95	205-988-5000		1824 Montgomery Hwy, <b>Hoover</b>	L, OP, W, F, CI	<a href="http://marriott.com">marriott.com</a>
Best Western Carlton Suites	\$94	205-940-9990		140 State Farm Parkway	CB, L, F, IP, CI	<a href="http://carltonsuiteshotel.com">carltonsuiteshotel.com</a>
Comfort Inn	\$92	205-916-0464		226 Summit Parkway	OP, F, CB, L, CI	<a href="http://comfortinn.com">comfortinn.com</a>
Hampton Inn Lakeshore	\$89	205-313-2060		30 State Farm Parkway	CB, L, F, P, CI	<a href="http://hamptoninn.com">hamptoninn.com</a>
Hilton Garden Lakeshore	\$89	205-314-0274		520 Wildwood Circle Dr N	L, F, P, W, CI	<a href="http://hiltongardeninn.hilton.com">hiltongardeninn.hilton.com</a>
Hilton Garden Liberty Park	\$89	205-503-5220		2090 Urban Center Parkway	L, F, P, W, R, CI	<a href="http://hiltongardeninn.hilton.com">hiltongardeninn.hilton.com</a>
Holiday Inn Exp Hwy 280	\$89	888-400-9714		156 Resource Center Parkway	F, W, L, IP, CB, R	<a href="http://hiexpress.com">hiexpress.com</a>
Holiday Inn Irondale	\$85	205-957-0555		811 Old Grants Mill Rd	F, OP, L, CB, S, CI	<a href="http://holidayinn.com">holidayinn.com</a>
Best Western -Min. Brook	\$85	205-991-9977		4627 Highway 280 S	OP, CB, F, CI, L	<a href="http://bestwestern.com">bestwestern.com</a>
Comfort Suites Pelham	\$82	205-982-1999		2235 Pelham Parkway, <b>Pelham</b>	CB, IP, F	<a href="http://comfordsuites.com">comfordsuites.com</a>
Wingate Inn	\$80	205-995-8586	SOLD OUT	800 Corporate Ridge Rd	CB, F, OP, W, CI	<a href="http://wingatehotels.com">wingatehotels.com</a>
Comfort Inn & Suites	\$78	205-968-3700		4400 Colonnade Parkway	CB, OP, CI	<a href="http://comfortinn.com">comfortinn.com</a>
Alta Vista Hotel	\$77	205-290-8000		260 Goodwin Crest Drive	OP, CB, F, L	<a href="http://altavistahotel.com">altavistahotel.com</a>
Riverchase Inn	\$71	205-985-7500		1800 Riverchase Drive	OP, CB, L, F, CI	<a href="http://daysinn.com">daysinn.com</a>

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**Reminder:** When you book, it is NFL policy that you immediately send a two night **non refundable (check/money order)** deposit to hold each room/suite. If the money does not arrive in a timely fashion, your rooms will be canceled and sold to others. Should you choose to use a credit card, the hotel will enforce NFL policy and bill your card immediately (you will see charges on your credit card statement prior to nationals). NFL wishes to eliminate "Speculative" booking ("reserving rooms now in case we qualify"); and double booking ("booking two places and when I arrive; I choose the one I like"). If a coach chooses to book excess rooms on several properties, s/he will pay a two night **non refundable** deposit for each room booked, even if canceled later.

## Tournament Hotels & Venues

(map is not to scale)



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

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





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# Debating the 2009-10 Resolution: Federal Action to Extend Social Services to the Poor

by  
Stefan Bauschard

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

The topic area advertised for vote, and the area paper from which this resolution grew, was articulated as “poverty.” If you talk to debaters and coaches about the upcoming 2009-10 topic, they will almost invariably refer to it as the “poverty topic.”

Nonetheless, what the resolution really focuses on is the desirability of expanding “social services” to assist those who live in poverty, *not on solving poverty*, though that may be one advantage to expanding such services. This essential question of the merits of expanding “social services” is arguably the core question of the resolution, and it is certainly one of two: Should the federal government be involved in efforts to reduce poverty; Should the federal government expand social services?

This essay will proceed through a basic semantic analysis of the resolution and then turn to a basic analysis of some of the key arguments that are likely to drive debates, with a focus toward directing debaters toward the most useful arguments.

## A Basic Semantic Analysis of the Resolution

*Federal government.* The actor in the resolution is the “federal government.” The likely central dispute in any topicality debate on this term will be whether or not that actor includes only the central government and its branches

(executive, legislative, and judicial) that operate out of Washington, D.C., or whether that actor also includes the state governments, as the state governments are part of the federal system. Some definitions point to the central authority in Washington (1-2) and others (3-5) include the state governments.

Upon consultation with a variety of dictionaries, it does not seem that the capitalization, or lack thereof, of the term has any significance, at least in terms of establishing what set of actors that the term refers to. The framers chose not to capitalize the term “federal government” because there is no such thing as “the Federal Government” – it is not a proper noun.

It will be important on the negative for you to win that the “federal government” refers to the central government in Washington, D.C. This will be important not only to win links to generic disadvantages such as politics and federalism, but also to be able to defend the competitiveness of the states counterplan. Negatives should not have any difficulty doing this, as this is how the term “federal government” has traditionally been understood in debate. Also, the presence of the term “the” emphasizes a referent to specific government (6-7), strengthening the negative’s argument.

On a related note, negative teams may also occasionally try

to catch affirmatives off guard with atypical definitions of federal government, particularly ones involving foreign governments. For example, some teams have argued, “the federal government is the central government of Brazil.” Hopefully, the presence of the term “United States” in the resolution should also suffice in distinguishing which federal government is the agent of the resolution. There are, however, some definitions that refer to the “United States of Brazil.”

*Should.* The term “should” in the resolution is typically interpreted to mean “ought” – expressing “obligation, duty, propriety, or desirability” (8-9). Generally, it really does not have any significance in most topicality debates. It exists primarily to provide a contextual basis for fiat the affirmative is arguing that the plan *should* be done, not necessarily, that it *would* be done.

It can also be argued that “should” is the past tense of “shall,” essentially meaning that the federal government should have supported social service programs in the past. Crafty negatives have tried to hold affirmatives to this interpretation in the past (no pun intended), but it is an argument that is difficult to win. I only mention it here in order to help affirmative teams avoid being caught off guard.

*Substantially.* In the resolution, “substantially” is an adverb modifying the word “increase.” The



“increase” in “social services” must be by a “substantial” amount.

It is difficult for the negative to use the term “substantially” to limit much affirmative action because there are no precise and generally agreed on definition of the term. Dr. Rich Edwards, the author of the yearly *FORENSICS QUARTERLY*, explained three years ago that the “legal encyclopedia *Words and Phrases* presents more than 500 pages of fine-print definitions of this term.” He explains the origin of such different definitions:

The context for these definitions should be understood: each one involves the judgment of a court in a particular case concerning what the word meant in the context of that case. It is natural that debaters will try to make use of these legal definitions, but it must always be done with a key question in mind: “Is the context for this court case similar to the way that the word ‘substantially’ is used in the debate resolution?” There is, for example, a major difference in the meaning of the word “substantially” in the phrase “substantially all” from the resolutorial phrase of “substantially increase.” Many of these definitions warn that the word is not a term of precision. In *State v. Rose* the court held that “the term ‘substantially’ is relative and must be considered within the context of the particular fact situation; in essence, it means less than totally or the whole, but more than imaginary” (*Words and Phrases*, Vol. 40, 1995, p. 458).

Often, negatives will read definitions of “substantial” that claim “substantial is ‘X percentage’ and that since the affirmative fails to meet ‘X percentage’ they are not topical. The problem with this interpretation is that these interpretations are

arbitrary and in different contexts.

Although tying the affirmative down to a specific number may be difficult, there are various definitions of the word substantially that may be helpful to the negative without being unrealistic for the affirmative. Certainly, most judges will be persuaded that a “substantial increase” is at least a 5% increase. If the increase the affirmative argues for is not at least 5%, the negative will have a strong topicality argument.

There are two additional topicality arguments related to the term “substantial.” First, the negative can argue that the affirmative’s plan has to be “permanent.” In *Fisher v. Fisher* ruled that “to establish ‘substantial change’ in former spouse’s circumstances, as would warrant modification of child support awarded pursuant to dissolution judgment, change must be significant, material, involuntary and permanent in nature” (*Words & Phrases*, Vol. 40, 2001, p. 632). Second, the negative can argue that the affirmative cannot put a “material qualification” on the increase in social services; the affirmative cannot limit or condition in any way the increase in social services.

*Increase.* “Increase” is generally defined as to “become greater or larger” (11). So, after the plan there needs to be more social services for persons living in poverty than there are now. The one major controversy related to the term “increase” is whether or not the social service has to be “pre-existing.” The “pre-existing” argument that the negative will make is that in order for a social service to be increased it has to already exist. Some services may not exist previous to the affirmative plan, and the negative may argue that is not an increase. This is a weak argument because adding a new social services will increase the total number of social services available.

*Social Services.* According to

the American Heritage Dictionary of the English Language (14), “social services” are “organized efforts to advance human welfare.” This is obviously a very broad definition, but the negative will struggle to limit what the affirmative can define as a social service. Examples of social services include drug rehabilitation, disaster relief, food pantries, after school programs (15), free school lunches (16), day care, health education, meal programs (17), unemployment benefits (18), immigration assistance, English classes (19), foster care, adoption, prevention of child abuse, emergency shelter, group homes, case management, treatment of developmentally disabled children (20), subsidized housing (21), mental health care, education and job training, computer access, (22), drug rehabilitation (23), prisons (24), domestic violence prevention (25), transportation assistance (26), health and education programs (27), Medicaid (28), public hospitals, telecommunications, and efforts to improve the roads and clean the water supply (29). I’m certain that this list is not exhaustive will and grow substantially before institutes finish this summer.

*Persons.* The word “person” is somewhat ambiguous term. If you were to approach 100 people walking down the street and ask them what a person is, I suspect 40 would point you to another “human being,” (30), 50 would run away from you because they will think you are a loon, five (lawyers) will point to a corporation that is visible from the street, and another five (philosophers) will throw up their hands in despair.

The reason for the difference is that I think it is fair to say that most people understand a “person” to be another human being. Nonetheless, legally corporations and other entities have the same legal obligations and responsibilities, making them

“persons” at least within some areas of the law. Philosophers have argued over the criteria for what constitutes a “person” for hundreds of years.

Philosophical disputes over the definition of “person” usually arise within the context of the animal rights debate. Some of my debaters have already suggested that we simply say animals are people and provide social services to animals. We may be able to claim an advantage from preventing certain animals from living in poverty, but more importantly we could argue that we support animal rights by defining the animals as persons

This “animal rights” approach to the topic will inevitably be tried. Negatives attack it by arguing that a definition of a “person” as a human is the only one that should be accepted by the judge. Negatives can also attack this interpretation by having a general strategy that argues that animal rights shouldn’t be protected by defining them as humans – that that reduces them to people rather than celebrating them for what they are. Strong negative teams should have both arguments ready to go.

Despite the potential breadth of the term “person,” the term was successfully limited to a “human being” on the 2005-6 national service topic. I suspect that is how it will be interpreted in 2009-10 as well.

*In poverty.* Since, there are many different ways to define “poverty,” there will likely be some significant debate next year over what it means to live “in poverty.”

First, poverty can be defined in economic terms. The most common means is to use a federally established minimum income standard and to calculate whether or not a family’s income meets that federal standard. If the income does not meet that standard, the person is considered to be “living in poverty.” (31). For example, if you were a

single parent with three children and earned \$19, 874 in 2005, you were considered poor. If you earned, \$19, 875 you were not considered poor (Shipler, p. 14).

Second, poverty can be defined more descriptively. At least one definition claims that poverty is “a state resulting from a lack of sufficient income that leaves affected persons without basic needs such as food, water, shelter, clothing, or emotional or physical health (Hunsaker, p. 631). Other definitions suggest that poverty is more than a lack of material necessities (32), suggesting that “it includes the inability to achieve a health, innovative life, have a positive self-image, and benefit from the respect of others” (Ibid, p. 631).

Given the precision and predictability (it is the federal government’s standard) of the first definition, it is likely the interpretation that most debaters will be able to win should control the debates. Negatives, however, should be prepared for broader and more ambiguous definitions of the term, especially since federal definition is widely criticized (33) from many perspectives (liberals arguing it is too narrow, conservatives arguing it is too broad, critical scholars arguing it ignores many factors (34)).

*Semantic Conclusions.* Based on common understandings of the terms of the resolution, and popular ways that those terms have been previously “interpreted,” it is reasonable to predict that topical affirmative advocacy will include having the central government in Washington, D.C. take action to substantially expand the provision of the type of social services described above to persons living in poverty, as defined, most likely, by the federal poverty standard. With this understanding in mind, I will now examine some of the core topic arguments.

## **Affirmative Case Ground**

As discussed, the core affirmative ground focuses on expanding social services to persons living in poverty. There are three overlapping categories of cases that expand such services – a basic expansion, expansion to specific groups, and removal of federal restrictions on the provision of such services. Some of the categories offer more strategic cases than others.

*Basic expansion of social services.* The type of affirmative case is simply one that has the federal government directly increase, most likely through funding, the expansion of social services, such as child care and school lunch programs, to persons living in poverty. Specific affirmative cases include child care support; nutrition programs, programs to provide support to the homeless, programs to improve parenting, expansion of Head Start, educational programs for parents, programs to reduce teen pregnancy, home visitation programs to reduce child abuse, foster care reforms, lead paint removal, the expansion and reform of food stamps, job creation programs, legal assistance, public housing, the provision of health care, and education services. I will now examine these affirmative cases in more detail.

In order for single parents living in poverty to work (as required as a condition of the receipt of welfare payments), they must be able to find work. In order to find work, however, they need to find child care, which is often hard to find and difficult for low-income parents to afford (Forman, 2007). Single parents who are unable to find appropriate child care are often forced to forgo work, risking the elimination of welfare payments or placing their children in sub-standard care that threatens their long-term development (and further impoverishment) (Neuman, 2009). Government support for the

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Judy Butler - Augusta Prep, GA

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Doug Dennis - St. Francis HS, CA

Brian Manuel - Chattahoochee HS, GA

Erin Dunbar Berry (Admin) - UT, San Antonio

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provision of high quality care can support working parents and help to reduce the risks of this vicious cycle reoccurring (Duncan, 2009; Neuman, 2009). This can be accomplished by expanding the child care subsidy (Crone, 2007; Polakow, 2007) and/or the child care tax exemption (Kennedy, 2008).

Impoverished children (and adults) are often hungry and lacking in appropriation nutrition. Even those who have enough to eat often do not receive adequate nutrition, threatening brain development, leaving them mentally impaired for life (Chilton, 2007). A poor diet also results in obesity (American Dietetic Association, 2007). A strong case can be made to expand nutrition programs, particularly in places where it is easy to reach children, such as schools.

Homeless youth often suffer from severe mental and physical development challenges (Berg, 2007). The Federal Runaway and Homeless Youth Act (RHYA) was established to help deliver such services and it would be expanded (National Council Network for Youth). Loza (2007) argues for expanding social services to the rural homeless. The National Alliance to End Homelessness (2008) argues for expanding housing vouchers. Johnston (2001) argues for focusing on the housing needs of the veteran poor.

Since family poverty is usually correlated with domestic violence, particularly spousal and child abuse, interventions to support mental health counseling and reduce child abuse are important (Child Welfare League of America, 2007). For a comprehensive discussion of the value of early home visitation programs, see the hearing on the EDUCATION BEGINS AT HOME ACT (2008, <http://edlabor.house.gov/hearings/2008/06/hr-2343-education-begins-at-ho.shtml>)

One particular problem the poor face is exposure to lead paint (Outterson, 2007). Many poor individuals live in sub-standard housing that continues to contain a lot of lead paint. Lead paint can lead to stunted development, including learning disabilities. Many poor individuals lack the resources to remove lead paint from the homes or to find other places to live. Financial support for lead paint removal under the Residential Lead-Based Paint Hazard Reduction Act could be expanded to support the removal of lead based paint. Lead paint victims could also be given standing to sue (Outterson, 2007).

One particular problem for single parent families is that the former spouse or boyfriend – usually the father – fails to pay court-ordered child support. Lindsay (2009) and Steib (2008) suggest increasing enforcement of child support payments in order to reduce poverty in single parent homes.

Impoverished families that lack well-educated parents are likely to stay in poverty because the parents are unlikely to be able to obtain jobs that pay high enough wages to enable the parents to move out of poverty. Affirmatives that offer to expand educational opportunities for the poor include allowing education to count as work under welfare reform (Furstenberg, 2008) and expanding Pell Grants (Holzer, 2007 and Newman, 2007).

As discussed in some other sections of this essay, there are many limits to current food stamp programs, but one solution is to simply expand the monetary value of the stamps so that individuals who already receive the stamps can purchase more food and more nutritious food (Chilton, 2007). Berg (2008) recommends expanding school breakfast and lunch programs.

Many poor individuals lack

necessary resources to obtain necessary legal assistance to deal with their legal issues, including potential eviction, discrimination, and police brutality. Without legal assistance, it is difficult for people living in poverty to protect their rights. Given this, a strong case can be made to increase legal assistance to the poor (Wallace, 2008).

One barrier to the poor escaping poverty is the fact that poverty is very concentrated, particularly in urban and rural areas. This concentration of poverty makes it difficult for the poor to obtain needed services and to establish contacts with individuals who can help them climb out of poverty. The Department of Housing and Urban Development (HUD) has started a program --- HOPE VI – that is aimed at encouraging middle class individuals to move into cities and to support the movement of poor to the suburbs. This program could be expanded (Curley, 2007).

Increasing access to higher education can improve the employment prospects of impoverished individuals, but so can on the job training programs, many of which are sponsored by the federal government (Lang, 2007). A strong case can be made to expand these programs (Holzer 2007; Lang, 2007; Stricker, 2007).

When girls become pregnant as teenagers, it substantially increases the risk that they will become impoverished (Klein, 2007), a problem that continues to grow. Status quo programs have put a lot of emphasis on abstinence programs, programs that many scholars contend will fail (Steib, 2008), and some such as Klein argue that we should re-focus our efforts on traditional sex education programs. There have been many successful models (Sawhill, 2007).

Providing health care to the

poor is almost a topic unto itself (“health care reform” was chosen second behind “poverty” in the 2009-10 topic voting). And, the issue of health care reform goes well beyond the poor, as there are many who live well above the poverty line and lack access to affordable health care. But despite the fact that health care debates move beyond providing care to the poor, there are many strong cases to expand the provision of health care to persons living in poverty.

There are a few basic problems the poor face as a result of a lack of access to a health care. First, many poor individuals lack access to any care at all, creating life-threatening conditions. In the U.S., health care is generally provided through employer-based plans, and most of the poor either do not have employers or do not have good enough jobs to enable them to qualify for such plans (Feder, 2007). Second, even when the poor have access to care, they often lack access to preventive care, causing conditions to grow worse and requiring more costly treatment when they are finally able to access care. Third, when the poor are treated they are often treated in emergency rooms (Warden, 2007). Emergency rooms are only required to stabilize the patient, not treat the condition, resulting in return visits and higher health care costs (Choudhury 2007).

Some advocates (Kinney (2007), Daniels (2008), and Sandhu (2007) suggest a “right to health care” be established. There are some obvious topicality issues with this – it is not in of itself a social service and it would apply to more people than the poor – but it would result in the delivery of more social services to those living in poverty.

There are more topical proposals in the health care area, however. Lefkowitz (2007) and

Sered (2007) advocate expanding the number of community health care centers in poor areas.

Others advocate a specific focus on improving dental/oral health. Many poor people never receive any appropriate dental care, and more and more research is pointing to the importance of dental health to overall health.

One way that the poor, particularly the children of the poor and the poor who have disabilities, do receive care is through Medicaid, a federally and state funded program that provides health care for the needy. One problem with Medicaid is that services are generally rendered in institutionalized settings, increasing costs and lowering the quality of care (Thomas, 2008). Baldwin (2008) recommends the passage of the Community Choice Act of 2007 as a means of decentralizing care in community settings, increasing both access to care and the quality of care. There is also a strong case to be made for the simply expansion of Medicaid services because current resources do not permit adequate care (Geyman, 2008).

Another category of affirmatives that could be its own topic (it was in 1999) is improving education/ education reforms. Like health care, many of the proposals, such as removing standardized testing and No Child Left Behind (NCLB), are focused beyond how to help those in poverty to the question of how to improve education generally. There are, however, proposals to expand funding for high poverty schools (Corwin, 2007; Weiner, 2007) that may be topical.

One education affirmative that is probably topical is the expansion of Head Start programs for vulnerable youth. Head Start is an early childhood learning program that provides learning opportunities

for kids of the pre-school age to help make up for deficient backgrounds.

There are some strong affirmative cases in this area that requiring pushing the breadth of the definition of “social services,” but probably still qualify. One of the most significant is asset development. Assets are anything of material value that are owned by individuals. Since impoverished Americans own few, if any, assets, it is difficult for them to use assets to leverage future loans and/or to establish financial stability.

The government does a lot to help middle class and wealthy Americans build assets. Americans who buy homes are able to deduct up to \$1 million in interest on mortgage payments and up to another \$100,000 in interest on home equity loans. Individuals who sell their own homes also do not have to pay the capital gains tax on homes that they sell, enabling them to escape this tax on any profit that they make from the sale of their home. This not only makes it possible for them to develop assets, but since schools are primarily financed by property taxes, it enables them to send their own children to schools that are driven by higher property values, magnifying the impact of wealth gaps.

Kramer (2009) & Reid (2008) argue that the government should help impoverished individuals develop assets by providing savings matching grants that individuals can use to purchase homes and/or start their own businesses. Other parts of the program include assisting individuals with starting their own bank accounts. Collectively, asset development plans are referred to as IDAs – Individual Development Accounts. Some asset development programs have been tried on a limited basis and have proven successful.

Other proposals include providing a tax credit for savings for

individuals making up to \$75,000 (New America Foundation, 2007), establishing savings accounts with modest deposits for all persons born in the U.S., establishing additional tax credits for individuals who deposit their Earned Income Tax Credit (EITC) refund into a savings plan, such as an Individual Retirement Account (IRA) or a 529 College Savings Account.

One specific form of asset development is support for microfinance. Microfinance provides capital for microenterprises – small businesses with five or fewer employees that require \$35,000 or less in financing to get started. For more on microfinance, see Klein (2008), Jurik (2008), and Dion (2008). Related proposals include a guaranteed minimum income (Crone, 2007; Kennedy, 2008), an increase in the Earned Income Tax credit (Billitteri, 2009), changing the tax structure so the rich pay more and the poor pay less (Crone, 2007), and raising the federal minimum wage.

Related to the problem of asset development is asset depletion. In order to qualify for programs such as SSI – Supplemental Security Income -- or Medicaid, recipients often have to first spend-down the value of their assets, depleting their life savings. While this is not as consequential for individuals at the end of life who often must deplete their assets before relying on programs like Medicaid to cover the cost of nursing home care, it is destructive to individuals who must rely on such programs mid-life in order to deal with unfortunate circumstances that they may find themselves in (New American Foundation, 2007). In order to qualify, they have to spend-down their assets, depleting savings that they may need for another 20-30 years. And, it obviously operates to discourage savings since strong retirement savings make it

impossible for those individuals to access these programs (Retirement Security Project, 2008).

One particular problem that asset depletion manifests itself in is in the area of food stamp delivery. As explained by Berg (2008), in order to qualify for food stamps, households cannot have more than \$2,000 in countable resources, \$3,000 if the household is disabled. This discourages savings because it encourages families to have \$2,000 in countable savings, they simply spend them so that they can become eligible for the food stamps. O'Brien (2007) argues for a relaxation of asset limits for food stamp utilization.

Another structural issue related to confronting housing is the contemporary housing crisis. In relation to poverty, this manifests itself in two ways. First, it is not economical for the poor to purchase houses not only because they have difficulties accumulating assets but also because their income is so low that the tax credit has almost no value. Second, many poor Americans who own homes are currently being foreclosed on because they cannot make the payments on their own homes. Proposals that expand assets, and new programs that help prevent the poor from being foreclosed on, may go a long way toward alleviating the housing crisis.

There are other economic development programs that are certainly social services, though they are likely to be social services for everyone, not just the poor. An example of this type of program is expanding public transportation infrastructure (Blackwell, 2007; Crone, 2007). Mass transit affirmatives have been popular on past topics, so if affirmatives can find a way to defend these cases against topicality attacks, they will be run frequently.

It is possible that any of these proposals, or a more general proposal that targeted the delivery of social services for minorities, to function as a reparation for historical injustices against minorities, particularly blacks. For a comprehensive discussion of the merits of reparations, see REDRESS FOR HISTORICAL INJUSTICES IN THE UNITED STATES: ON REPARATIONS FOR SLAVERY, JIM CROW AND THEIR LEGACIES (2007).

Proposals for basic social services are easy to find and very simple to understand. These affirmatives will improve the quality of life for persons living in poverty and hopefully reduce the likelihood that they will remain in poverty. One big factor that the affirmative will need to be able to account for is that many of these proposals are targeted toward people who can be broadly defined as living “in poverty,” or even who have the potential to end-up in poverty (through, for example, asset depletion), and not just for persons living in poverty.

Affirmatives that choose cases in these areas do need to be prepared for an “increase” topicality argument. First, removing a restriction is not a direct increase. Second, and more importantly, removing the restriction may not increase the total availability of social service supports that are available since those that meet the conditions may already be exhausting the available budgeted resources.

*Targeting of social services to specific groups.* Cases in this category will target social services to particular groups of poor persons rather than all people living in poverty. More specifically, these cases are likely to offer social services to individuals where the federal government has the responsibility to/most directly can provide the social services, for such



as to members of the military, those in federal detention/federal prisons, those living on Indian reservations, those living in poverty in the New Orleans area, immigrants who are often unable to access Medicaid resources, and victims of sex trafficking (Hsu, 2007). At least these first three cases will enable the affirmative to claim a strong justification for federal action.

Affirmative cases to expand social services to members of the military living in poverty are likely to be some of the most popular cases next year. These case are strategic because the states counterplan will not be particularly effective against them, and because they allow the affirmative to access a big impact – military readiness – that they can weigh against the disadvantages.

One significant problem facing the military is that many of the soldiers who served/are serving in Iraq and Afghanistan have developed Post Traumatic Stress Disorder (PTSD). Suffers of PTSD are vulnerable to commit acts of violence against their families and communities when they are at home and are less effective warfighters when stationed abroad. Eibner (2008) makes a strong case for an increase in the provision of mental health PTSD services for members of the military.

In a hearing on PROMOTING INMATE REHABILITATION AND SUCCESSFUL RELEASE PLANNING ([http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110\\_house\\_hearings&docid=f:39480.pdf](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_house_hearings&docid=f:39480.pdf)), a number of panelists testified that if prisoners do not receive appropriate social services necessary for rehabilitation that they will recidivate, substantially increasing crime. Others (Conyers, 2007) and LoBuglio (2007) argue that these services need to continue after offenders are released.

ROSTRUM

In a hearing on the INDIAN HEALTH CARE IMPROVEMENT ACT AMENDMENTS OF 2007 ([http://energycommerce.house.gov/cmte\\_mtgs/110-he-hrg.060707.Indian.Hcare.shtml](http://energycommerce.house.gov/cmte_mtgs/110-he-hrg.060707.Indian.Hcare.shtml)), panelists testified about the importance of efforts to improve health care services for Native Americans, both on reservations and in urban areas where many Natives Americans reside. There are also proposals to strengthen the Indian Health Services specifically. Some advocates place a particular emphasis on expanding mental health care for Native Americans.

*Removal of federal limits on social services.* There are many examples of federal limits on the provision of social services. Many affirmatives this year will argue for a removal of these limits, arguing that the social services that would flow are good and that the limit itself is inherently bad. There are limits that can be removed at least in the areas of abortion, welfare, and food stamps.

As per the Hyde Amendment, the federal government currently prohibits federal funding for abortion. Affirmatives could remove this limit, arguing it is important for the federal government to fund abortions, not only to reduce poverty, but also to protect abortion rights.

There are many examples in the area of welfare reform. As part of the Personal Work and Responsibility Act (PWORA), the federal government established many conditions on the receipt of welfare. These include a requirement that the recipient work, that the recipient does not have additional children while on welfare, that the recipient make efforts to disclose the identity of the father and find the father, as well as some additional conditions. Removing the restrictions would increase the number of social

services provided, reducing poverty and its effects. Affirmatives will also be able to claim advantages from the harms of the conditions – such as the biopolitical control of the recipients that results from the government controlling their childbearing decisions.

Another interesting area where one could relax restrictions is in the area of food stamps. Getting access to food stamps is incredibly complicated, and the bureaucracy deters many people from even applying (Berg 2008). Removing the asset limits on food stamps (previously discussed) and reducing the bureaucracy are probably good means to expand access to this social service. Bolling (2007) recommends allowing people to apply for food stamps online.

Asset test limits that were discussed above could also be placed in this “removal of federal limits” category. For example, affirmatives that remove the asset limits would make it easier for individuals who have assets to access the social services at issue.

*Strategic thoughts on the categories.* One of most effective arguments that the negative has on this topic is the states counterplan. For the last thirty years, this has been a very effective negative strategy, and affirmative teams that want to win will need to choose affirmative cases that can defeat this counterplan.

The cases in the first category – those that generally increase social services -- introduce the most breadth to the topic – a myriad of social services that the federal government could provide. The number of affirmative cases in this area, however, is substantially (if not entirely) reduced by the need for the affirmative to justify federal action as opposed to state action (either in the form of a justification argument or in the form of a states counterplan), and

it will be difficult for affirmatives in this category to provide strong justifications for federal action. Really the only plausible justification for federal action in this category is that “federal leadership” is necessary, but those arguments have really not been winners in modern debate. Negatives are usually able to convince judges that any marginal benefit to federal action vis-à-vis the states is easily outweighed by the disadvantages (usually politics and/or spending).

The second category of cases presents a greater opportunity for the affirmative to argue that federal action is necessary to solve. Clearly, the states cannot, for example, provide social services to those in federal prisons. They could, perhaps, provide social services to members of the military living in poverty, but they could not necessarily provide those services “on base” or “on location.” Many of these cases enable the affirmative to make strong solvency deficit arguments against the states counterplan.

The third category of affirmatives appears to provide a lot of leverage against the states counterplan: If federal law limits the distribution of funds, it seems that it is important to remove the federal law in order to solve. While this is an intuitive claim, one weakness of these affirmatives is that in most instances the federal law does not prohibit the use of *all* funds for social services such as abortion, but only *federal funds*. The negative can still counterplan to have the states expand their own public funding for abortion and have the states use their own financial resources to for welfare without the federal conditions. Changing the federal policy is one way to solve, but it is probably not *necessary*. Affirmatives would still

need to prove that federal action and/or leadership in these areas is necessary. And they can argue that the existence of the restriction is inherently bad, independent of the fact that it blocks the flow of social services to the poor. For example, the affirmative could argue that the welfare conditions are biopolitical and need to be removed.

### **Affirmative Advantage Ground**

There are three categories of advantages on the 2009-10 resolution. The first category stems from actions to reduce poverty.

*Poverty.* The most predictable advantage on the topic is poverty. Many, though not all (the resolution does not require that the affirmative reduce poverty) affirmative cases will claim to reduce poverty and the harms that result from poverty. Harms that result from poverty include:

- Sickness and death – The poor do not have adequate diets, they often end up hungry (Berg, 2008) and homeless, and they do not have access to appropriate health care. This often results in death (Fiscella, 2007).
- Disease. Those living in poverty are less likely to be treated for diseases, increasing the risk that diseases will spread.
- Childhood poverty – The children of poor parents (those in poor families) are poor themselves. Lacking appropriate opportunities (an appropriate education, appropriate living conditions, necessary social contacts), many of these individuals grow up to be poor themselves, creating a “cycle of poverty” (Pearce, 2007).
- Domestic violence. Poor families experience higher rates of spousal and child abuse.

Poverty is often correlated with increased rates of mental illness and substance abuse, leaving parents less capable of handling life’s difficulties and leading to abuse (Child Welfare League of America, 2007).

- Crime. Those living in poverty are more likely to commit crimes in order to obtain the goods necessary to support living. Children living in poverty are more likely to be delinquent.

- Racism. Members of minority classes often constitute many of the poor, so arguably the failure to act to reduce poverty is racist.

*Ethics & Social Justice.* It is arguably unethical for a society to let a large number (or any) of its members to live in poverty. Many affirmative teams are likely to take a strong ethical stance against allowing poverty to continue.

A failure to reduce poverty can also have larger consequences:

*Soft Power.* Our ability to make friends and influence others is known as soft power. The fact that the U.S. is the richest nation on earth yet still has the highest rate of poverty for any industrialized country undermines our global credibility, threatening our soft power and overall leadership.

*Economy.* I think a lot of teams will try to tie the consequences of poverty – decay of the inner cities, the collapse of affordable housing – to the larger economy. Economic collapse in the U.S. can have domestic and global implications.

*Class inequality/riots.* There is more and more evidence that growing inequality in America is contributing to “class warfare” and some speculate that the outbreak of rioting is possible.

This article continues online! See [http://www.nflonline.org/Rostrum/0509\\_071\\_080.pdf](http://www.nflonline.org/Rostrum/0509_071_080.pdf) for the complete text.

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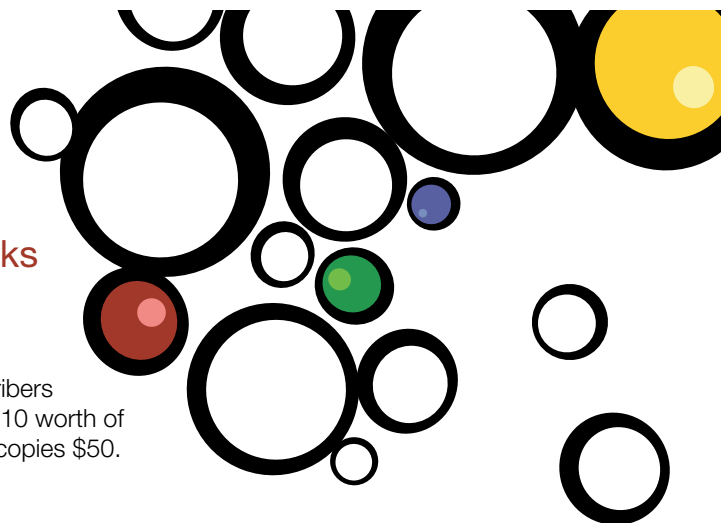


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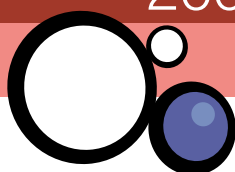
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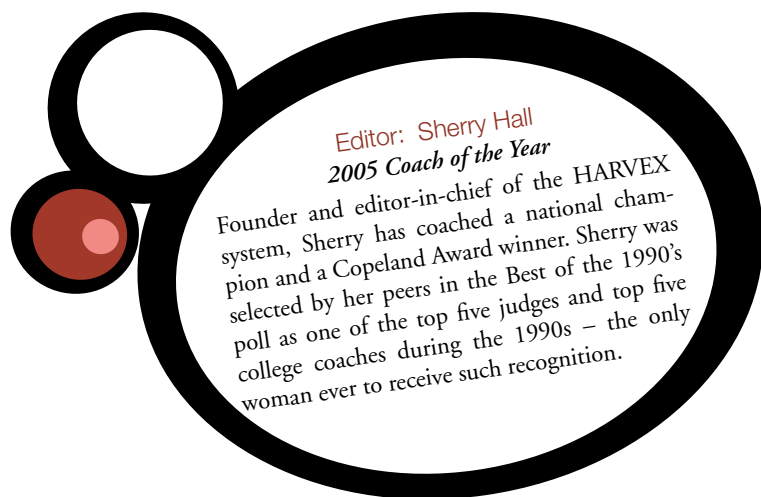
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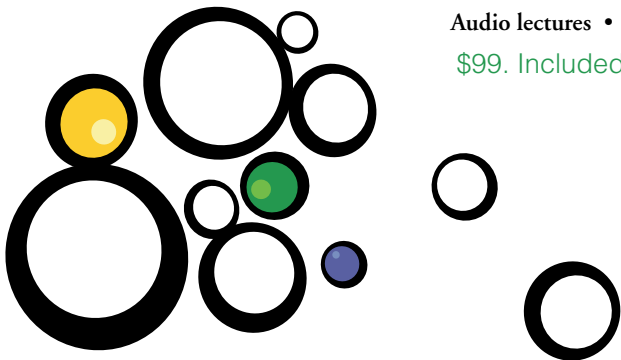
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### Dr. Timothy M. O'Donnell

Dr. Timothy M. O'Donnell is the Director of Debate at Mary Washington College (MWC) in Fredericksburg, VA. As a faculty member in the English, Linguistics, and Speech department, he teaches courses in rhetoric, public address, and argumentation.

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# LOOKING BACK AND AHEAD

## TEACHING EFFICACY: REFLECTING ON THE YEAR

by Adam J. Jacobi

You might call me a teaching geek. I love the end of the year, not necessarily because it signaled summer vacation, but because it meant I could step outside myself, diagnose what worked and what didn't, and make sure I would be all the better the following year.

My final exams often incorporated a take-home essay or culminating portfolio of work, asking students to reflect on areas of the course where they struggled and excelled, and what specific lessons and skills they expected to take with them into the future. This exercise is valuable because it asks students to think about their own learning as a process and means to an end, rather than an end unto itself (i.e., a grade). This also brings the validity of learning full-circle, vis-à-vis overarching course *throughlines* as discussed in my inaugural Curriculum Corner column in October. What's more, reading the students' thoughts on their learning gave me insight on my teaching.

A mentor always prompted me to consider the *scope*, or balance of depth and breadth of content

covered, and *sequence*, the order in which that content is presented. For example, when I initially tried the unit on Public Forum Debate (December *Rostrum*), it was a culminating experience for the semester. There were several problems with this. First, in May, I would lose students to IB exams, or seniors to, well, senioritis. Second, while it brought together several skill sets taught in the course, it was also a tremendous motivator. I needed that kind of catalytic experience earlier in the semester to sustain motivation afterwards. Plus, students reflected that speaking with a partner and opposing team in close proximity was less intimidating than giving individual speeches in front of the class, so the debate became a stepping-stone to individual public speaking. My instincts, enhanced by student reflections, were correct. Placing the debate unit earlier in the semester yielded a more productive second quarter.

Being a visual and somewhat spatially-minded person, the best way to map out my thoughts is using a spreadsheet as a calendar,

and plugging in the various units and lessons, so I can see how long they take, how they interact with breaks and my scheduled forensic tournaments and theatre-going field trips away from the classroom. I always left periodic "buffer days," to account for spontaneous all-school assemblies, fire/lockdown/tornado drills, and most important, the need to go back and elaborate on something my students just weren't "getting." Since I saw tests and quizzes as measurements of learning for "when I'm not there," I tried to schedule those for days I expected to be out. That motivated me, as a teacher, to make sure my students were prepared for my assessments of their learning to the point that I didn't need to be there to answer any questions.

Following, you will see examples of the take-home assignments for the various courses I taught. Embedded within each, I task students with reflecting on the course objectives presented them in the syllabus distributed the first day of classes.

**Acting** (*one-semester survey course in performance techniques; often taken to satisfy fine arts graduation requirement*):

Reflect on your theatrical experiences in this class, using specific examples, which should come from the storytelling unit, the classic literature scenes, "open scenes," Vaudeville plays." Be sure to include moments where you learned from your struggles as much as you learned from your successes!

- ⇒ **Scenework** – what did your experiences teach you about *working with others* (ensemble) to produce a work of art?
- ⇒ What discoveries did you make about yourself and *performing* in front of others?

- ⇒ What did you learn from **watching others** perform (including videos of plays)?
- ⇒ What techniques do you want to **improve** upon for the future?
- ⇒ How will **apply** the skills and techniques you've learned **to your life** and **general career goal(s)**?

## Contemporary Communication *(one-semester 11<sup>th</sup> or 12<sup>th</sup> grade survey course in communication studies):*

Provide a clear, concise and direct response to the prompt below. Your answer must be characterized by clear and concise writing, which provides: a thorough and honest response, with clear claims and concrete supporting examples (and experiences). Understanding of the communication theories and principles you are discussing (*refer to your notes as necessary*) – *assume your reader has no context/frame of reference for the content we've covered this semester.*

The Contemporary Communication course is required for graduation. However, students who are IB Diploma candidates are exempted from taking the course (because of scheduling conflicts).

Write a letter to the principal, explaining the benefits of this course, explaining **why** it is important for all students to take and how it has prepared you for future education and your career. Discuss how taking the course earlier might have helped you more in your high school career. Be persuasive and be specific about what relevant concepts you've learned!

## IB Theatre 1 *(year-long 11<sup>th</sup> grade advanced course):*

In March/April of your senior year, you will give an oral presentation in front of classmates where you reflect critically on the skills they have acquired and developed during the course, both as a practitioner and spectator. To prepare you for the content your presentation must include, this final exam allows you to collect and synthesize your theatrical experiences (mostly in the form of journal entries you've already written) in your first year of the program. To that end, you will assemble a **digital portfolio** of work you've done to save for spring of next year.

### A comprehensive portfolio will include all of these elements:

- ⇒ Personal reactions to **“external” productions you’ve witnessed** (e.g., *Henry IV, Part 2, An Interview with Paul Robeson, Twelfth Night, Crime and Punishment, Cymbeline, The Night is a Child*). Make sure your reactions are clear and detailed, concise and insightful in terms of **how your ideas relate to your understanding of theatrical production principles and performance techniques**. Include the effect of the performance on the spectators and context in which it was received (how the play was set or adapted to a particular period, theme, etc.)
- ⇒ Reflections of productions and trainings/workshops **you’ve personally been involved with since August 2007** (aikido as it relates to theatre, Japanese Noh festival, One Act Plays, *Romeo and Juliet*, etc.). Consider the **processes involved in realizing a performance**, including the devising and rehearsal techniques and technical elements incorporated. Analyze **how effectively** concepts were **realized** on stage.
- ⇒ What **technical proficiencies** have you developed/honed, and what extent of aptitude have you developed. ***If you really haven’t in your junior year, then discuss what skills you plan to address by doing them in your senior year*** (required by IB if you want a higher score for Theatre!)
- ⇒ **Thoughts on theorists/practitioners** you’ve studied and applicable **dramatic literature** (Stanislavski and realistic theatre, ancient Greek theatre, medieval theatre, Elizabethan Renaissance/Shakespeare). As part of this, ***consider how the research and planning processes are critical to realizing a performance***, and **how theories and practical experiences can be incorporated in performance**.
- ⇒ Epistemology/**philosophy of theatre** and the making and justifying of aesthetic and practical choices.
- ⇒ **Images that emphasize or symbolize various points of your journey**, including graphics you have generated (set/costume design, flowcharts, etc.)

**Provide a “metadescription,” for each artifact, giving context for its importance to inclusion in your overall portfolio, and your thoughts on it now, with the benefit of hindsight.**

**Show understanding of how core course components relate to your own development:**

⇒ **Theatre in the making:** The focus of theatre in the making is on the process of theatre making rather than the presentation of theatre. It encompasses the acquisition and development of all skills required to create, present and observe theatre. It is exploratory in nature.

⇒ **Theatre in performance:** The focus of theatre in performance is on the application of skills developed in theatre in the making. This involves students in various aspects of presenting theatre, where their practical skills can be applied in different roles (as performers and as part of the production team), while also building upon the knowledge they have acquired in other areas.

⇒ **Theatre in the world:** The focus of theatre in the world is on a practical and theoretical exploration of a range of theatre traditions and cultural practices around the world. It allows students to explore the origins and traditions of a variety of theatre conventions and practices from diverse cultural and historical contexts.

**The same rubric used to evaluate the content of your presentation next year will be used to assess the quality of artifacts – and descriptions thereof – in this portfolio.**

## **New Opportunities on the Horizon**

The end of the semester is also a great time to decide when to incorporate new learning opportunities. Were I still teaching, I would incorporate some of the contests the NFL has partnered with, because they meet a number of cross-curricular goals, while harnessing the power of the Internet to extend communication skills to a medium that's becoming increasingly important to gain proficiency in. Additionally, a teacher could help his/her students win prizes and expense-paid travel opportunities of a lifetime.

### **Global Debates and Service Projects**

The United Nations Foundation encourages students to engage members of the community surrounding their schools in topics of global significance to raise awareness of issues and give the students experience with showcasing their skills in real-world public debates. In addition, a variety of multimedia supporting blogs, informative Web sites, video PSAs and/or interviews, songs, letters to the editor and/or elected officials, and video games offer students myriad means of expressing themselves. Winning

schools could earn students a trip to the annual July Youth Leadership Summit in New York City. Plus, the NFL offers member schools a variety of incentives, including merchandise vouchers and service speaking NFL points (above and beyond the limit of 750 points in that area, and 1,500 non-district or national points). For more details, visit [www.nflonline.org/Partners/GlobalDebates](http://www.nflonline.org/Partners/GlobalDebates).

### **National Public Policy Forum**

New York University, in partnership with the Bickel and Brewer Foundation, offers a unique debate essay contest, geared toward the annual Policy Debate topic, but allowing for debaters of any format to participate. The contest offers a number of cash incentives for different levels of advancement, as well an expense-paid trip to New York City in April for the annual Final Four Debate before one of the most prestigious panels of judges of any debate tournament. Plus, the NFL offers service speaking NFL points (above and beyond the same limits described above). For more details, visit [www.nppf.net](http://www.nppf.net).

### **Now Debate This**

Now Debate This offers a series

of contests centered around its online social network – where it's cool to be smart! This spring, students earned laptops, monetary prizes and technology award packages for their schools. For more details, visit [www.nowdebatethis.com](http://www.nowdebatethis.com).

### **Rising Powers**

The Stanley Foundation raises awareness of the changing world order and what the role of the United States will be in this new paradigm. Visit [www.risingpowers.com](http://www.risingpowers.com) to learn more, and stay tuned for exciting opportunities this fall!

If you'd like to make a case with your administration for these curricular initiatives, or the scholastic benefits of forensics, visit [www.nflonline.org/AboutNFL/Advocate](http://www.nflonline.org/AboutNFL/Advocate) and pay particular attention to the article on “Pedagogical and Scholastic Arguments for Forensics.”

For more ideas, visit [www.teachingwithcontests.com](http://www.teachingwithcontests.com).

(**Adam Jacobi** is NFL's Coordinator of Programs and Coach Education. He is a former two-diamond coach who taught International Baccalaureate theatre as well as courses in speech communication.)



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## Running Head: Harnessing Technology

by

Joshua A. Gonzalez

Harnessing the Power of Technology, or,  
Everything You Always Wanted to Know About Computers and Debate\* (\*But Were Afraid to Ask)

In the past decade, every facet of our lives has been irrevocably changed by technology. Only ten years ago, our world was vastly different, not only with respect to the technologies available to us (high speed Internet access, cellular data networks, GPS, etc) but also the exponentially larger amounts of information that we are able to access, and the revolutionary tools at our disposal to search, organize, and categorize it. Yet one place has seemed largely resistant to this change – the policy debate tournament. To this young assistant coach of a fledgling high school program, the release of the pairings for the preset rounds of the Wake Forest National Earlybird in 1998 was characterized by a flurry of activity, largely a motley assortment of teenagers frantically pushing 14 gallon Rubbermaid tubs full of paper around the halls of Mt. Tabor High School. Ten years later, I found myself on the other side of the ballot table, but saw more or less the same thing.

While anyone that knows me would get a chuckle out of the thought of my residence on the bleeding edge of either debate or technology, I have nonetheless been asked to submit my thoughts on ways that technology can be productively integrated into the practice of policy

debate. Before I delve into a list of specific pointers and suggestions, I'd like to offer a few preliminary thoughts:

1. *More technology does not necessarily mean more expense:* while computers themselves are expensive (although decreasingly so), the overwhelming trend has been toward lower costs for technology. The immense number of tools provided free of charge by Google alone are capable of revolutionizing the way that coaches, students, and teams debate.
2. *More technology does not necessarily mean more complexity:* information technology comes with a learning curve, but when one gives it a little thought, computers are really no different than any of the more rudimentary technologies we've been using in debate for decades (photocopiers, tubs, etc.) - computers are merely new. Much as we abandoned note cards decades ago, in favor of briefs, scissors, and tape, we can easily move into an entirely electronic realm.
3. *Technological change is like inevitable and irresistible:* debate may well be behind the curve in terms of the integration of

information technologies, but it is not immune to the digital era. It is largely the case that each of us is faced with a choice of one of two ways to undergo this transition: we can be at the front, or dragged along kicking and screaming.

Now, on to the good stuff. This list is neither exhaustive nor comprehensive. These are merely some tools that I've found useful in my teaching and coaching. The vast majority of these resources are already in wide use by debaters in one form or another and no single one of them is revolutionary, in and of itself. However, when used in combination, they have the capacity to radically transform the way that a debate team works, strategizes, and communicates, at substantially savings in time, efficiency, and cost. Thus, without further ado...

Part One: Google, Google, Google.

1. Google News (<http://news.google.com/>): this is easily the single best tool available to debaters, and it's completely free of charge. While the rise of electronic research databases in the 1990s was met with a combination of excitement and concern,<sup>1</sup> the appearance of Google News (in beta in 2002 and final release in 2006) offered

<sup>1</sup>A number of fears arose over the proprietary nature of access to databases such as Lexis-Nexis, as well as the potential for these databases to cause a general decline in the quality of evidence and argument in debate. For an example, see Wastyn and Stables (1995).

a practically limitless repository of articles and research on current events. While its search engine lacks some of the more powerful proximity search features of databases such as Lexis-Nexis, the sheer volume of sources that Google News covers more than makes up for its slightly less elegant search algorithm. In essence, every major news source is cataloged live and in real time by Google, and is available for your searching. I know a number of colleagues who have wholly abandoned Lexis-Nexis and only research politics and other time-sensitive updates using Google News.

2. Google Alerts (<http://www.google.com/alerts>): the second best tool currently available to debaters, Google Alerts will save a set of search terms (think “Obama AND political capital”) and periodically run the search, returning any new hits to the user’s e-mail or as a feed (more on feeds next). Simply put, Google does your research for you and sends you the results. The searches aren’t limited to news items, either – users can specify the type of sources they want to search, and Google will happily comply. Sadly, Google has yet to develop software that tags and blocks evidence, although I wouldn’t be at all surprised if they did...

3. Google Reader (<http://www.google.com/reader>): an RSS feed reader (RSS = Real Simple Syndication), Google Reader allows a user to subscribe to “feeds,” continuously updated indices of content from favorite web sites. For example, I subscribe to the RSS feed for more than

50 different political web sites and blogs, allowing me to have a constantly updated stream of headlines and articles delivered to one single, aggregated space. There is a virtually limitless number of feeds on an equally limitless number of topics, creating a free and easy way of staying up to date on topic developments.

4. Google Groups (<http://groups.google.com>): Google Groups create a free e-mail distribution list for your team. Simply register, enter the e-mail addresses of your members, and Google provides you with a single e-mail address that allows for simple and



easy distribution of messages. One often overlooked aspect of a Google Group is the ability to use it as an archive and storage area

for all of your work and research when it is combined with a free Gmail account (<http://www.gmail.com>). With at least two gigabytes of storage space, a team Gmail account that is subscribed to your Google Group is a free and simple way to store and serve a complete record of your team’s work.

## **Part Two: Microsoft Word Isn’t Just a Word Processor**

5. “The Template:” Microsoft Word is an immensely powerful (and immensely complex) piece of software. Given that it is nearly universal and bundled with any new computer, debaters have recently been discovering what the business community has known for decades: Word’s universality provides a very powerful tool for standardizing brief and file production and allowing interoperability. The features and details of involved in creating a template for debate work are somewhat complex, but fairly straightforward. Naveen Ramachandrappa, a former debater at the University of Georgia, produced an excellent set of instructions for the creation of a custom template, available at [http://debate.uga.edu/research\\_guide/howto.pdf](http://debate.uga.edu/research_guide/howto.pdf).

6. Paperless Evidence Production: while eliminating paper from your workflow doesn’t rely on any single piece of software or hardware, it is one of the single easiest and best ways to improve your workflow and save cost. With Google News and Alerts, debaters have access to electronic versions of nearly any journal or publication their heart could desire, without the need for paper copies. With simple Optical Character Recognition (OCR)

software now bundled with Microsoft Office and portable flatbed scanners available for 50 dollars or less, books can be quickly and easily scanned into electronic form as well. With the cost of photocopies starting at three cents a page (and often much higher), debaters and teams can realize substantial savings by eliminating paper from their workflows.



### Part Three: The World of Wikis

7. Wikis: five years ago, if you had asked me what a wiki was, I probably would have guessed that it has something to do with a candle. Since then, the rapid growth of Wikipedia and the rise of the Opencaselist project started by Wake Forest to replace the casebook produced at the Shirley Classic college tournament have made wikis a part of my everyday life. For those unfamiliar, a wiki is a “collection of web pages designed to allow anyone with access to contribute or modify content” (Wikipedia, 2009). In practice, the ability of wikis to create a collaboratively built and modified collection of information has numerous productive uses for debaters and the debate community. The most obvious implementation is the opencaselist wiki (<http://opencaselist.wikispaces.com>), the benefit of which is largely self-evident. Similar caselists have sprung up for some of the larger high school invitational tournaments in the past few years, but at the time of this writing, no comparable centralized community-wide caselist exists. Given the nature of wikis (anyone and everyone can

edit them), this is somewhat of a mystery to me.

The benefits of wikis aren’t limited to their capacity to centralize information, though. In fact, more emphasis is deserved on their *collaborative* nature. A debate team wiki provides an extraordinary resource with which teams can organize their work and assignments. The current team with whom I work, Wake Forest University, provides an excellent illustration. Rather than repeatedly circulate e-mails and assignment lists amongst our coaches and debaters, a preliminary assignment list is posted by our coaches to a team wiki at the beginning of the season. As debaters claim individual assignments, they edit the wiki, placing their name next to the given file that they’ve taken, and moving it to a section of “completed files” as they are finished. The result is an organized and dynamic list of work that has been completed, work that is in progress, and work that needs to be done. The use of simple hyper-linking tools within the wiki space gives our debaters and coaches the ability to access and review completed assignments and files in our Google Group and online server space (Gmail account) with one simple click. In essence, asking each

member of our squad to invest two or three extra minutes of effort with each assignment creates a highly organized and efficient organization system for all of the work we do over the course of a season.

### Part Four: Looking Forward to the Future

8. Paperless Debate: in my opinion, this represents the single greatest ongoing change

in debate practice in my nearly 20 years of involvement with debate (yes, even bigger than the critique). At the beginning of this past college debate season, Whitman College announced that they had recycled the entirety of their tubs and backfiles, and would be debating entirely off of their laptop computers. Initially skepticism was quickly extinguished as Whitman reached the semifinals of the season’s first major national invitational tournament, and a quick glance at our photocopying invoices and the ridiculous pocket-lightening capacity of airline baggage fees had many of us eagerly chasing down the Whitman coaching staff, asking “how do you do this, and can you teach me?”

In short, paperless debating is an evolution of the use of Microsoft Word templates. Given uniform formatting of each and every file produced on a squad, the scripting language employed by Word (Microsoft Visual Basic) can be programmed to allow a debater to rapidly search through their files and copy and paste pieces of evidence dynamically into briefs and blocks. To anyone who has watched Whitman’s system in action, or spent time with Aaron Hardy, the

individual principally responsible for writing the underlying code, the results are nothing short of breathtaking and revolutionary.

Think back to the flurry of activity of which I wrote at the beginning of this essay: the chaotic dance of debaters, carts, and tubs disappears. Instead, debaters can simply look at a pairing, and head for the room in which they are debating, with nothing more than a backpack or laptop bag in tow. At a college debate tournament, this feature alone creates 15 to 20 extra minutes of preparation time for the paperless team and impressive time savings to both the debaters and the tournament administrators. Moreover, hitting the “save” button at the conclusion of each round reaps an extra benefit – every single brief and block that a debater writes throughout the course of a season is preserved, eliminating an enormous amount of duplicate work and preparation in a round.

The cost savings involved are equally impressive. At first, this claim seems relatively counter-intuitive, given the need for each debater to have a laptop computer. However, a little bit of math quickly proves my point. A very conservative estimate suggests that an average debate team carries with them about 5000 pages of evidence in a given season (think about the size of a ream of paper, and the size of a tub, couple that with the compulsive need of the average teenage debater to

carry volumes of practically useless backfiles, and you’ll catch my drift). Assuming an equally conservative overall printing or copying cost of five cents per page, photocopying and printing alone costs 250 dollars per team.<sup>2</sup> For a team that flies to a tournament, baggage fees rapidly tilt the balance sheet in favor of ditching their tubs: a single team carrying four tubs is likely to rack up roughly 160 dollars in fees for each round trip at current airline rates. When you adds in the extra fuel costs, space requirements for tubs in vans and cars, the cost of carts that seem to break every other tournament, etc., and pair it with the rapidly declining cost of computers (simple “netbooks” now cost as little as \$300), the numbers begin to demand abandoning paper altogether.

9. Open Source Debate: this is, in my estimation, the final frontier of information technology and debate. It also fairly safe to say that, at the current moment in time, it is also largely a pipe-dream of sorts. In essence, what it is envisioned of an open source debate model is a world where not only citations and tags are shared by members of the debate community, but where the proprietary right of “ownership” of evidence is altogether eroded and abandoned. The rationale for such a transition is arguably radical, but entirely defensible: given educational use, as well as

the public utterance of a piece of evidence, debaters can lay little legal claim to any right of ownership over that card. In addition, the very strong norm that is currently in place in favor of open sharing of citations seems a half-measure, at best. The democratizing and transformative potential of a movement in debate toward greater sharing and openness with regard to evidence is nearly limitless and, in my opinion, entirely inevitable. The endlessly accelerating intensity and commitment required by the practice of policy debate demands some form of change. Perhaps more here than any other place, my earlier comments hold true: whether we like it or not, technology advances and changes our lives. Our ability to cope with it constructively and harness its power to improve our activity is what is at stake. Change, in and of itself, is irresistible.

My hope in writing this essay was to offer debaters and coaches some insight into a few of the various technological tools that can help them improve their debating. The above list is intended to be neither exhaustive, nor definitive. Given the incredibly low cost of most of them, as well as their ability to save both time and money, my hope is that you will experiment with at least a few, to your benefit.<sup>3</sup> Best of luck to all.

(Joshua A. Gonzalez is Graduate Assistant, Department of Communication for Wake Forest University.)

**Paperless Debate Tutorial:**  
[www.whitman.edu/rhetoric/tech/paperless-complete-manual.pdf](http://www.whitman.edu/rhetoric/tech/paperless-complete-manual.pdf)

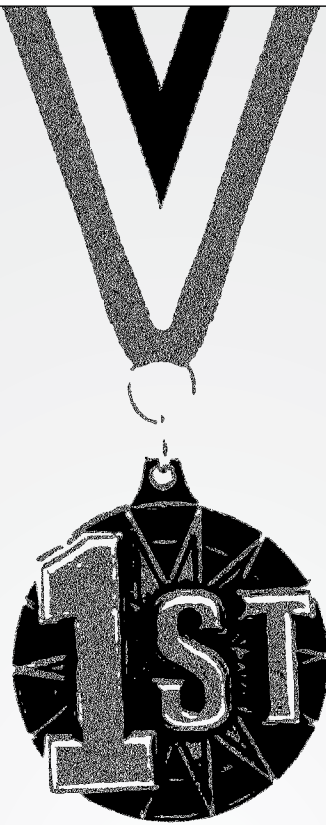
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<sup>2</sup>It is worth noting that these are ridiculously conservative estimates. I would have given an arm and/or a leg to have been able to “only” explain away 250 dollars per team’s worth of copying and paper costs to my principal in any given year. My experience has been that the only thing that exceeds debaters’ ability to senselessly use up paper and copies is their ability to ignore my admonitions against doing so...

<sup>3</sup>Six of the nine items presented are essentially free of charge, *assuming* that one has access to a computer and the Internet. I will be the first to admit that in many instances, this is a very strong assumption, but given the subject matter of this essay, one I feel compelled to make.





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## **University of Kentucky Debate Tournament of Champions: Congressional Debate** by Adam J. Jacobi

In 1972 Dr. J. W. Patterson founded the prestigious *Tournament of Champions* (TOC) at the University of Kentucky. The TOC is a contest that culminates a season of independent invitational debate tournaments around the country, giving students an opportunity to meet some of the top competition that may be present at the NFL and NCFL national tournaments at the end of the year. Policy Debate was the TOC's mainstay until 1986, when Lincoln-Douglas Debate was added. Public Forum was added in 2004, and Congress was added in 2005.

Congress found its roots after three years as an independent event -- the "Congress Tournament of Champions," -- held in Ft. Lauderdale, Florida by Brent Pesola (then coach at University School of Nova Southeastern University) and Jason Wysong (then coach at Cypress Creek High School and subsequently, Trinity Prep High School). Andrew West (Myers Park HS, NC), Lisa Miller (Nova HS, FL) and Alicia Slavis (Christian Brothers Academy, NY) were early advisory committee members. Several of those committee members approached Dr. Patterson to request that Congress be added at the TOC to enhance Congress' stature among the greater debate community, and to help standardize practices at invitational tournaments across the country and in different regions.

Consistent with Dr. Patterson's philosophy that the TOC be

inclusive from a wide geographic draw, but also represent the "best of the best" of competition, the tournament allows for students who do not necessarily travel the national circuit to claim top placing at regional tournaments and even state tournaments as qualifying "legs" to the TOC. In fact, the 2007 TOC champion in Congress was unknown on the national circuit. A list of tournaments and the level of qualification for a leg (top 6, final round, semifinal round) are listed at [www.studentcongressdebate.org](http://www.studentcongressdebate.org).

Advisory committee members help steer standards for qualifying tournaments, to ensure some degree of consistency and competitive integrity. They also find past successful students in the activity to draft sophisticated legislation, which is complemented by a handful of bills taken from the actual docket of the United States Congress. The quality of debate is exquisite (take it from someone who has judged the final session), and some unique features make it truly a unique affair. For example, all students give a "morning hour" speech during the first preliminary session, modeled after a practice in the United States House of Representatives. In the final Super Session, all speeches are up to four minutes in length, with one minute reserved for questioning.

Every Tournament of Champions culminates the last day of competition with an awards

"breakfast of champions," as it were, where the final grouping of elimination round participants are announced, along with a host of other student and coach awards. The keynote speaker in 2008 was Tom Rollins, now an NFL coach at the Potomac School in Virginia. Mr. Rollins -- voted by coaches as the top debater of the 1970s -- spent his professional career in law and as chief of staff for a Senate committee, before effectively retiring. When his children entered high school, he noted the absence of a debate squad, so decided to start one! After a truly inspiring speech, I asked Mr. Rollins to serve as a distinguished judge on our final Super Session panel. Following the round, Mr. Rollins could not stop praising the students he judged, as well as the event of Congressional Debate itself. While he had heard of Student Congress, he had never seen a round before, and this exposure sold him on what a wonderful, practical event it is!

So, to learn more about this additional offering for high-caliber Congressional Debate, visit [www.studentcongressdebate.org](http://www.studentcongressdebate.org).

(Adam J. Jacobi, NFL Coordinator of Programs and Coach Education, directs the Congressional Debate division of TOC. He has served on the advisory committee for Congress since 2004.)

# *Four Years of Finalists in Congress at the Tournament of Champions*



*TOC*



*Dr. J. W. Patterson*



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Anthony, 1989, Logistics Mgr

"NFL and speech and debate made a huge difference in my life."  
Daman, 1978, State Judge

"I would love to be able to give back to an organization that helped me in high school."  
Alexandra, 1996, Chemical Engineer

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Wesley, 1957, Teacher/Librarian

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Brandon, 1993, Network Engineer

"I owe a great deal of what I've become today to my years competing in NFL competitions."  
Tuwanda, 1977, TV Producer

"I learned so much from debate which directly applied to skills needed in my work."  
Dawn, 1978, Organizational Dev. Consultant

"The eight years I spent competing in forensics composed some of my most vivid and fondest memories."  
Jennifer, 1999, MedicAid Specialist

"The NFL was the best thing that ever happened to me in my high school career. It has been most of the fuel that has driven me in my job as an acting coach. I love it and hope one day my own children will be a part!"  
Michelle, 1999, Acting coach/On-screen TV talent

"Now that I have children of my own I am eager to get them involved in speech as it was an integral part of my growing up experience."  
Jenny, 1983, Homemaker

"Wouldn't be the person I am today without having been a member of the NFL. Thanks."  
Catherine, 1992, Web Designer

"High school debate set me on the right path in life."  
Nolan, 1999, Sr HR Analyst

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Royi, 2001, Attorney

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Paul, 1981, US Airforce

"Nothing prepares you for life better than to present yourself with confidence. That is what I got from my experience."  
Rueban, 1977, State dep director vet affairs

"Grateful for the opportunity to do high school debate. I learned so much."  
Juan, 1982, Forensic Economist

"The NFL was probably the greatest part of my education ... and certainly the most memorable."  
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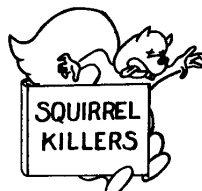
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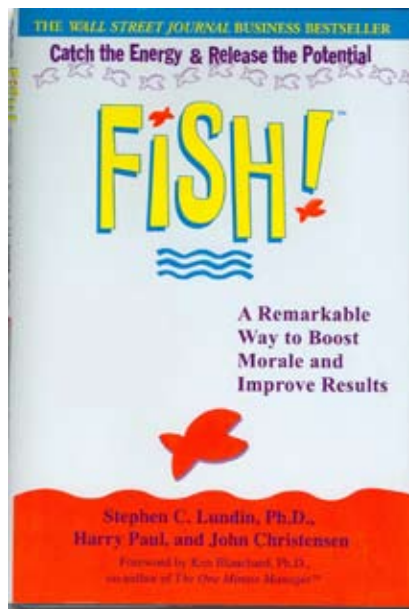
“Fun” and “work” rarely seem compatible. In fact, the two are often paired in a rigid dichotomy – as in, “all work and no play” makes someone “a dull boy.” Perhaps due in part to the rhetoric surrounding work, it’s often considered a drag, the obligatory drudgery that serves as means to an end.

In stark contrast to traditional connotations of “work,” this month’s Billman Book Club selection argues that work should be enjoyable. *Fish* presents a parable to illustrate the power of viewing work in a positive way. Drawing on lessons from the world famous Pike Place Fish Market, an actual business in Seattle, the authors of *Fish* outline four simple steps that everyone can take toward enjoying his or her work.

### The Story

The parable’s protagonist, Mary Jane Ramirez, is a hardworking, newly widowed mother of two. She excelled so highly as a manager at First Guarantee Financial that she was promoted to the bank’s operations department on the third floor. Unfortunately, the third floor was a place to which many referred as “a toxic energy dump” (p. 26). The attitudes are poor, the work is lackluster, and the service is

performed grudgingly. Mary Jane felt suffocated within the first few weeks on the job. Mary Jane was languishing on the third floor when her supervisor engaged her to resolve the situation – or else. Desperate for answers, she headed down to the Pike Place Fish Market.



While observing the raucous and jovial fish market she meets an employee named Lonnie, who listens kindly to her dilemma and offers to explain the strategies of the fish market. While Mary Jane is skeptical, Lonnie assures her that if a few simple guidelines can transform a fish market into an enjoyable working atmosphere, then they will work anywhere.

The following are Lonnie’s suggestions to Mary Jane, based on the Pike Place Fish Market philosophy. While the scenario posed in the book is fictitious, these distinguishing characteristics provide real ways to exact positive energy in any organization.

### Choose your attitude

Lonnie explains that while fish mongering is not glamorous or easy, employees at Pike’s Place choose to have a positive attitude about it. He explains, “We can bring a grouchy attitude and irritate our customers and coworkers. Or we can bring a sunny, playful, cheerful attitude” (p. 38). Lonnie advises Mary Jane to be positive and energetic, regardless of her surroundings. Charmed by Lonnie and out of options, Mary Jane decides to give it a try.

Not only does Mary Jane choose to be positive, she also encourages her staff to make a similar commitment. Within a few days, Mary Jane is greeted by a large sign as she steps off the elevator onto the third floor. The sign presents a “menu” that instructs employees to choose their attitude for the day. Inspired by this small but significant victory, Mary Jane heads back to the fish market for more words of wisdom from Lonnie.



## Play

Lonnie explains to Mary Jane that Pike Place employees demonstrate their positive attitude through *play*. Lighthearted, respectful banter shows that members of the team can be committed to their work while refusing to take themselves too seriously. In other words, having fun and attaining excellence are not mutually exclusive.

Initially, Mary Jane wonders whether processing paperwork will be conducive to play. Still, she trusts Lonnie's advice, so she directs a team to evaluate the feasibility of play on the third floor. As part of their presentation, team members to generate a list of incentives to play. They come up with the following: "Happy people treat others well... Having a good time is healthy. Work becomes a reward and not just a way to rewards" (88).

As Lonnie notes, no one wants to toil away at a job that isn't fun. For this reason, choosing to play on the job – in a responsible way that includes everyone – may be one of the best ways to achieve some serious productivity.

## Be Present

Mary Jane appreciates the way that Lonnie is completely focused on her, rather than anything else going on in the fish market. Letting her in on their secret, he points out that each of the other employees demonstrates the same level of attention to their customers. To illustrate this concept further, Lonnie recalls a trip to the grocery store when the sales clerk was more focused on a fellow employee than him. He explains that the way to avoid such frustration for the customers of

First Guarantee is to encourage the third floor to be *present*.

Back to the office, Mary Jane's colleagues conclude that "When you are present you show consideration for the other person," (p 98). This concept becomes so important for the third floor by the end of the book that the corporate office takes notice, and reminds the entire organization to "Stay focused in order to be present when your customers and team members need you" (p 107). Although potential distractions are many, both in the book and the real world, being *present* makes both business and ethical sense.

## Make their Day

Lonnie demonstrates the concept of making someone's day by inviting Mary Jane's young son to help him stack fish, an experience which he continued to talk about for weeks. Lonnie explains that he tries daily to involve customers in a similar fashion: "The playful way we do our work allows us to find creative ways to engage our customers. That's the key word: *engage*. We try not to stand apart from our customers, but to respectfully include them in our fun. Respectfully. When we are successful, it makes their day" (p. 66).

Mary Jane and her employees commit to making an extra effort on every transaction in hopes of making someone's day. While her team looks for creative ways to involve customers, simple courtesies are often enough to make someone feel special – in other words, to make their day.

### Final Focus

By describing their leadership strategies in the form

of a parable, the authors take a creative look at the philosophy of the real-world Pike Place Fish Market. Some readers will appreciate the narrative approach more than others, who may prefer a more technical presentation. Additionally, the suggestions may be a bit "fluffy" for those who prefer cut-and-dried solutions to team and organizational issues.

While it is what some would call an "easy read," *Fish* makes valid points about the power of a positive attitude to control our internal state, even when our external state is less than desirable. Additionally, it shows the reader that personal commitments can be intensely motivating to those around us.

In the end, *Fish* reminds readers that work can and should be a pleasure! The type of work is irrelevant; the way to achieve a positive work environment involves choice and commitment. As Lonnie reminds us, if it can work at the Pike Place Fish Market, it can work anywhere.

## Reference:

Lundin, S. C., Paul, H., & Christensen, J. (2000). *Fish*. New York: Hyperion.

(**Jennifer Billman** is the Coordinator of Public Relations and Marketing for the National Forensic League. She holds an MA and a BA in Communication, both from Western Kentucky University, where she was a 4-year member of their forensic team and a Scholar of the College. Questions? Comments? Suggestions? E-mail [Jenny.Billman@nationalforensicleague.org](mailto:Jenny.Billman@nationalforensicleague.org))



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*--Zig Ziglar*

# NFL DISTRICT STANDINGS

*(as of April 1, 2009)*

| Rank | Change | District                  | Average<br>No. Degrees | Leading Chapter              | No. of Degrees |
|------|--------|---------------------------|------------------------|------------------------------|----------------|
| 1    | --     | Three Trails (KS)         | 273                    | Blue Valley North HS         | 676            |
| 2    | --     | Calif. Coast (CA)         | 247                    | Leland HS                    | 821            |
| 3    | +1     | San Fran Bay (CA)         | 206                    | James Logan HS               | 712            |
| 4    | +1     | Kansas Flint-Hills        | 205                    | Washburn Rural HS            | 440            |
| 5    | +1     | Show Me (MO)              | 197                    | Belton HS                    | 455            |
| 6    | +1     | Ozark (MO)                | 196                    | Central HS – Springfield     | 648            |
| 7    | -4     | East Los Angeles (CA)     | 193                    | Gabrielino HS                | 760            |
| 8    | --     | Sunflower (KS)            | 191                    | Wichita East HS              | 366            |
| 9    | +3     | Southern Minnesota        | 189                    | Eagan HS                     | 611            |
| 10   | --     | New York City             | 187                    | Bronx High School of Science | 727            |
| 10   | -2     | Northern South Dakota     | 187                    | Watertown HS                 | 363            |
| 12   | +3     | Illini (IL)               | 185                    | Downers Grove South HS       | 506            |
| 12   | +2     | Nebraska                  | 185                    | Millard North HS             | 470            |
| 12   | +1     | East Kansas               | 185                    | Shawnee Mission East HS      | 494            |
| 15   | +2     | Central Minnesota         | 179                    | Eastview HS                  | 583            |
| 15   | -4     | Heart Of America (MO)     | 179                    | Liberty Sr HS                | 743            |
| 17   | -1     | Northwest Indiana         | 173                    | Munster HS                   | 524            |
| 18   | --     | Sierra (CA)               | 169                    | Sanger HS                    | 746            |
| 19   | -1     | Rushmore (SD)             | 164                    | Sioux Falls Lincoln HS       | 487            |
| 20   | --     | Florida Manatee           | 158                    | Nova HS                      | 600            |
| 21   | +3     | Northern Ohio             | 152                    | Canfield HS                  | 271            |
| 22   | --     | Northern Illinois         | 151                    | Glenbrook South HS           | 427            |
| 22   | --     | South Texas               | 151                    | Bellaire HS                  | 797            |
| 24   | -3     | Eastern Ohio              | 149                    | Perry HS                     | 352            |
| 24   | +1     | Carver-Truman (MO)        | 149                    | Neosho HS                    | 442            |
| 26   | +1     | West Kansas               | 147                    | Buhler HS                    | 329            |
| 27   | -1     | New England (MA & NH)     | 144                    | Manchester Essex Regional HS | 357            |
| 28   | --     | Golden Desert (NV)        | 140                    | Green Valley HS              | 407            |
| 29   | +1     | Idaho Mountain River      | 134                    | Hillcrest HS                 | 373            |
| 30   | -1     | Montana                   | 132                    | Bozeman HS                   | 285            |
| 30   | +3     | Great Salt Lake (UT)      | 132                    | Skyline HS                   | 271            |
| 32   | -1     | Rocky Mountain-South (CO) | 129                    | George Washington HS         | 306            |
| 33   | +2     | Inland Empire (WA)        | 128                    | Gonzaga Prep HS              | 182            |
| 33   | -2     | Utah-Wasatch              | 128                    | Sky View HS                  | 338            |
| 35   | -2     | Eastern Missouri          | 124                    | Pattonville HS               | 405            |
| 36   | +1     | South Kansas              | 121                    | Fort Scott HS                | 320            |
| 36   | +5     | Arizona                   | 121                    | Desert Vista HS              | 523            |
| 38   | +4     | New Jersey                | 120                    | Ridge HS                     | 331            |
| 39   | -3     | Florida Panther           | 119                    | Trinity Preparatory School   | 324            |
| 40   | -2     | Sundance (UT)             | 118                    | Bingham HS                   | 276            |
| 41   | -3     | Idaho Gem of the Mountain | 117                    | Mountain Home HS             | 314            |
| 42   | +1     | Tarheel East (NC)         | 114                    | Pinecrest HS                 | 264            |
| 43   | +14    | Northern Lights (MN)      | 111                    | Moorhead Senior HS           | 250            |
| 44   | -4     | Southern California       | 110                    | Claremont HS                 | 351            |
| 44   | +1     | Hole In The Wall (WY)     | 110                    | Cheyenne East HS             | 335            |
| 44   | +9     | West Los Angeles (CA)     | 110                    | Fullerton Joint Union HS     | 359            |
| 47   | -2     | Heart Of Texas            | 107                    | Del Valle HS                 | 234            |
| 47   | --     | Nebraska South            | 107                    | Lincoln East HS              | 318            |
| 47   | --     | Deep South (AL)           | 107                    | The Montgomery Academy       | 306            |
| 50   | +8     | Southern Wisconsin        | 106                    | James Madison Memorial HS    | 264            |
| 51   | -2     | North East Indiana        | 105                    | Chesterton HS                | 515            |
| 52   | -8     | Colorado                  | 103                    | Cherry Creek HS              | 446            |
| 52   | -2     | Wind River (WY)           | 103                    | Green River HS               | 302            |



# NFL DISTRICT STANDINGS

*(as of April 1, 2009)*

| Rank | Change | District                  | Average<br>No. Degrees | Leading Chapter              | No. of Degrees |
|------|--------|---------------------------|------------------------|------------------------------|----------------|
| 54   | -1     | Louisiana                 | 102                    | Comeaux HS                   | 208            |
| 54   | -3     | Pittsburgh (PA)           | 102                    | North Allegheny Sr HS        | 288            |
| 56   | -5     | West Iowa                 | 101                    | West Des Moines Valley HS    | 282            |
| 57   | -4     | Central Texas             | 99                     | Winston Churchill HS         | 267            |
| 58   | -5     | East Texas                | 98                     | William P Clements HS        | 224            |
| 59   | +2     | Florida Sunshine          | 97                     | Pine View School             | 205            |
| 60   | +7     | West Virginia             | 95                     | Wheeling Park HS             | 120            |
| 60   | +10    | Northern Wisconsin        | 95                     | Appleton East HS             | 293            |
| 62   | -2     | North Coast (OH)          | 94                     | Gilmour Academy              | 265            |
| 62   | -1     | Hoosier Heartland (IN)    | 94                     | Ben Davis HS                 | 228            |
| 64   | -3     | Western Ohio              | 93                     | Notre Dame Academy           | 138            |
| 64   | +1     | Hoosier Crossroads (IN)   | 93                     | Kokomo HS                    | 216            |
| 66   | -2     | Colorado Grande           | 92                     | Canon City HS                | 159            |
| 67   | -2     | Space City (TX)           | 91                     | Alief Elsik HS               | 190            |
| 68   | -1     | North Oregon              | 89                     | Gresham-Barlow HS            | 193            |
| 68   | +17    | Michigan                  | 89                     | Portage Northern HS          | 210            |
| 68   | -1     | Georgia Northern Mountain | 89                     | Henry W Grady HS             | 319            |
| 68   | +5     | North Dakota Roughrider   | 89                     | Fargo South HS               | 219            |
| 68   | +2     | North Texas Longhorns     | 89                     | Colleyville Heritage HS      | 207            |
| 73   | +17    | UIL (TX)                  | 86                     | Lindale HS                   | 227            |
| 74   | -4     | Lone Star (TX)            | 85                     | Grapevine HS                 | 280            |
| 74   | +2     | South Carolina            | 85                     | Southside HS                 | 266            |
| 74   | -16    | Carolina West (NC)        | 85                     | Myers Park HS                | 341            |
| 77   | -2     | West Oklahoma             | 83                     | Norman North HS              | 312            |
| 77   | +3     | New York State            | 83                     | Scarsdale HS                 | 232            |
| 79   | -6     | Puget Sound (WA)          | 82                     | Kamiak HS                    | 205            |
| 80   | +7     | Tall Cotton (TX)          | 80                     | Seminole HS                  | 143            |
| 80   | +3     | East Iowa                 | 80                     | West HS – Iowa City          | 265            |
| 80   | --     | Chesapeake (MD)           | 80                     | Walt Whitman HS              | 361            |
| 80   | --     | Greater Illinois          | 80                     | Belleville West HS           | 190            |
| 84   | -8     | Rocky Mountain-North (CO) | 79                     | Moffat County HS             | 200            |
| 84   | -6     | South Florida             | 79                     | Belen Jesuit Prep School     | 148            |
| 86   | -1     | East Oklahoma             | 77                     | Jenks HS                     | 249            |
| 86   | +1     | Kentucky                  | 77                     | Grant County HS              | 210            |
| 86   | -2     | New Mexico                | 77                     | Albuquerque Academy          | 180            |
| 89   | -10    | Valley Forge (PA)         | 76                     | Truman HS                    | 183            |
| 90   | -1     | Western Washington        | 73                     | Gig Harbor HS                | 290            |
| 91   | +6     | West Texas                | 71                     | El Paso Coronado HS          | 113            |
| 91   | +7     | Sagebrush (NV)            | 71                     | Reno HS                      | 203            |
| 93   | -1     | Big Valley (CA)           | 70                     | James Enochs HS              | 162            |
| 94   | -1     | LBJ                       | 68                     | Princeton HS                 | 184            |
| 94   | -1     | Gulf Coast (TX)           | 68                     | Gregory Portland HS          | 225            |
| 94   | -4     | Mississippi               | 68                     | Oak Grove HS                 | 202            |
| 97   | -4     | Tennessee                 | 67                     | Ravenwood HS                 | 136            |
| 98   | +1     | Georgia Southern Peach    | 63                     | Fayette County HS            | 177            |
| 98   | -2     | Virginia                  | 63                     | Randolph Macon Academy       | 207            |
| 100  | --     | Maine                     | 60                     | Bangor HS                    | 127            |
| 100  | --     | Pennsylvania              | 60                     | Bellwood-Antis HS            | 174            |
| 102  | +1     | Capitol Valley (CA)       | 59                     | Mira Loma HS                 | 148            |
| 103  | -1     | South Oregon              | 57                     | Ashland HS                   | 185            |
| 104  | --     | Iroquois (NY)             | 51                     | The Family Foundation School | 127            |
| 105  | --     | Hawaii                    | 48                     | Kamehameha Schools           | 136            |
| 106  | --     | Pacific Islands           | 31                     | GheongShim Int'l Academy     | 109            |

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| CONVENT OF THE SACRED HEART   | CT |
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Krishna Kalpathy  
Evan K Larson  
Vikas Yendluri  
*Brentwood School*  
Jordan Lincenberg  
Michael Shagrin  
*Gabrielino HS*  
Samantha Phung  
Amy Tran  
Fanny Xu

### COLORADO

*Douglas County HS*  
Tyler Stephen

### GEORGIA

*Fayette County HS*  
Sonika Reddy

### IDAHO

*Lake City*  
Tyler Powers  
*Skyline HS*  
Lilly Shi

### ILLINOIS

*Glenbrook South HS*  
Stacy Kapustina  
Alec Zimmer

### INDIANA

*Brebeuf Jesuit Preparatory*  
Jacob Bonifield  
David Price  
Barrett Tenbarger

### IOWA

*Des Moines Roosevelt HS*  
Mirza Germovic  
Christopher Oman  
*Okoboji Community HS*  
Wesley Baish  
Katelyn M Warburton  
*Spirit Lake HS*  
Olivia Skogerboe

### KANSAS

*Campus HS*  
Brayden R Barrientez

### MASSACHUSETTS

*Waring School*  
Tessa Geron

### MISSISSIPPI

*Oak Grove HS*  
Michael Chancellor  
Christian Green  
*Ridgeland HS*  
Lamley Lawson

### MISSOURI

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Kaitlyn Payne  
*Kansas City Oak Park HS*  
Weston Rumbaugh  
*The Barstow School*  
Abigail Watts

### MONTANA

*Flathead HS*  
Olivia Heinle  
Cailin Rogers

### NEW ENGLAND

*Waring School*  
Tessa Geron

### OHIO

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Dennis Johnson  
*Rocky River HS*  
Mary E Farah

### OKLAHOMA

*Muldrow HS*  
Rachel Hill  
*Norman HS*  
Lauren Meadors

### OKARCHE HS

Trindle Brueggen

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Katherine E Thornton

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*Skyline HS*  
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