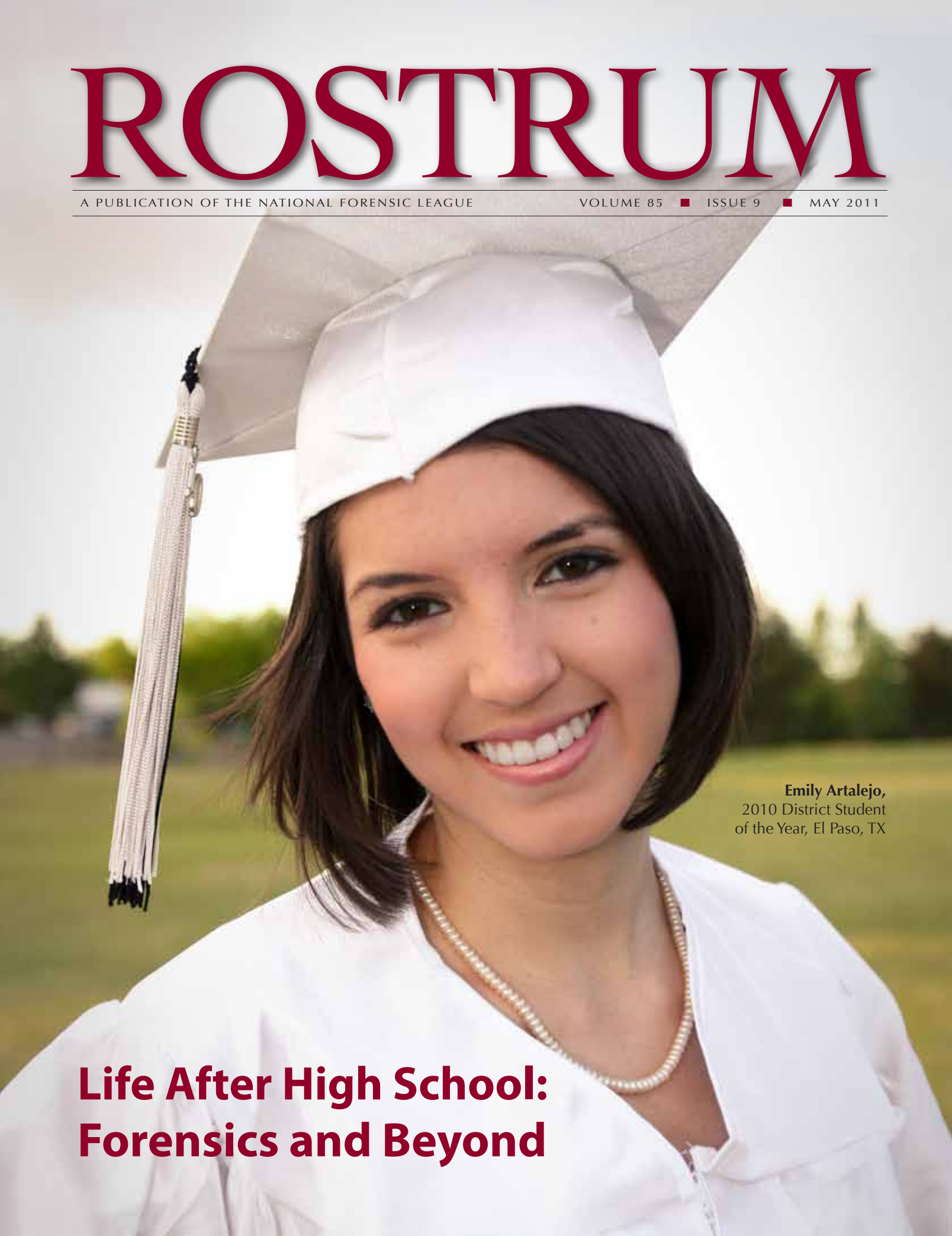


ROSTRUM

A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

VOLUME 85 ■ ISSUE 9 ■ MAY 2011



Emily Artalejo,
2010 District Student
of the Year, El Paso, TX

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A Time of Countless Choices

by Margaret Tellier, Lincoln Financial Group



As senior year approaches, you are considering what direction your life is going to take. The options are limitless, but some common choices are going to college, entering the job force, traveling, or joining the army. Regardless of what you choose, you are embarking on a new and exciting journey.

As I entered my final year of high school, I had no idea what I wanted to do after graduation. I knew that college was a must, but hadn't the slightest clue what my major would be or where I would go. I wasn't quite ready to be far from home, so I wanted to go somewhere in the Midwest, preferably a school in Wisconsin or Illinois. After months of visiting schools and doing my research, I decided on the University of Wisconsin-Madison. When making my decision, I took many factors into consideration: academics, athletics, location, and campus layout. Wisconsin had everything on my checklist, and I was excited to start my college career.

Even though I made the decision to attend a four year university instead of other options, I was faced with many new experiences that every high school graduate eventually encounters. Although I was excited to move out of my parents' house, I found that living on my own was not as easy as it seems. I took for granted my dad's home-cooked meals and the clean laundry in my closet every week. Living on your own requires a heightened sense of responsibility. It is the perfect time to utilize the skills and discipline you have learned through involvement in clubs, societies, and sports teams during your four years of high school. You no longer have parents and teachers encouraging

you to get up in the morning, to do your homework, or to stay healthy. It is a hard transition to make, but I am confident that after a while, it becomes much easier.

Once I entered college, I assumed I would immediately find my passion, choose my major, and know exactly what I wanted to do. However, after countless class switches and meetings with my academic advisors, my focus changed from marketing and history to political science and business. I never would have made these changes had I not experimented with different classes and clubs and given every new opportunity a chance. Having an open mind to new experiences is one of the most important aspects of life after graduation.

Whether you choose to attend college or participate in one of the many other options provided after high school, there are certain experiences every young adult encounters. Moving away from home, having to rely more heavily on yourself, and discovering interests you never knew you had are just a few of these experiences. Do not be discouraged if you don't immediately find your passion or dream job. Keeping an open mind and expanding your horizons may lead you down a road you had never considered. Using the discipline and responsibility learned while in the NFL will help the transition from high school student to independent adult. ■

Margaret Tellier works as an Inbound Sales Specialist and member of the Leadership Preparation Program at Lincoln Financial Group in Radnor, PA. She graduated in May 2010 with a Bachelors degree in Political Science and Certificate of Business.

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From the Editor

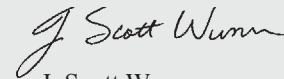
Dear NFL,

This issue of *Rostrum* marks our last of the 2010-11 school year. As the year draws to a close, we felt it appropriate to turn our attention toward life after high school. In the coming weeks, many coaches will watch successful team leaders graduate and begin an exciting new chapter in their lives. Behind them, a new crop of seniors emerges, who will soon be contemplating life-changing decisions about what to pursue once high school ends.

The information in these pages examines the transition from high school to the world beyond. I encourage you to read these pages and discuss them, especially with your upperclassmen. Remember that the conversation continues on *forensiconline.net*. Connecting with others, asking questions, and discussing plans can help students move confidently into the world behind high school.

From all of us at the NFL national office, thanks for an outstanding 2010-11! We look forward to seeing you this summer in Dallas, and serving you again next fall.

Sincerely,



J. Scott Wunn
Executive Director
National Forensic League



ROSTRUM

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TOPICS

2011 National Tournament Public Forum Debate

Resolution will be
announced May 1, 2011.
Visit [www.NFLonline.org/
NationalTournament/
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2011 National Tournament Lincoln Douglas Debate

Resolution will be
announced May 1, 2011.
Visit [www.NFLonline.org/
NationalTournament/
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2010-2011 Policy Debate

Resolved: The United States
federal government should
substantially reduce its military
and/or police presence in one
or more of the following: South
Korea, Japan, Afghanistan,
Kuwait, Iraq, Turkey.

2011 National Tournament Storytelling Theme

Native American Stories

2011 National Tournament Congress Legislation

The NFL will release a docket
on May 10, 2011, which contains
25 preliminary legislation, 12
semifinal legislation, and 6
final legislation. There will be
no Alpha or Omega dockets;
chambers will set their
agenda (order of business) prior
to debating.

2011 National Tournament Extemp Areas

United States Extemporaneous Speaking

- 2012 Elections
- The American Economy: Economic Theory, Economic Policymaking, and Primary Economic Indicators
- American Foreign Policy: Theoretical Questions and Ongoing Foreign Engagements
- The American Judiciary: Nominations, Recent Cases, and Theoretical Approaches
- The American Recovery: The Budget Crisis and American Business
- America's Superpower Status in 2011
- Education
- Energy and the Environment
- Health Care Reform
- National Defense and Homeland Security
- The Obama Administration
- State and Local Politics: Major Elections, Budgets, Welfare, and Immigration Issues
- U.S. Policies, Programs, and Regulatory Policy

International Extemporaneous Speaking

- Africa
- Canada, Mexico, and the Caribbean
- Central and South America
- Energy and the Environment
- Europe
- India, Pakistan, and SE Asia
- The International Community: Seeking a Superpower?
- International Organizations and Global Challenges
- Japan, Taiwan, China, and the Koreans
- The Middle East
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- U.S. Foreign Policy: The Foreign Perspective
- The World Economy

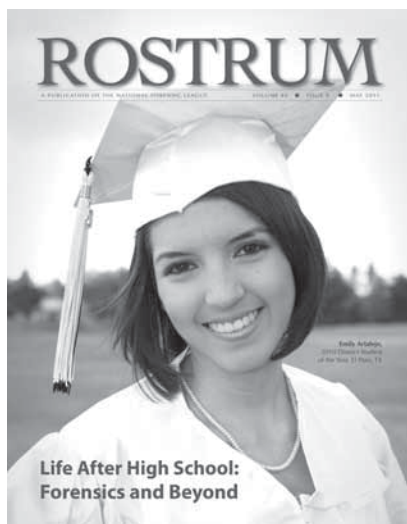
Commentary

- 2000 vs. 2010: A Decade of Differences
- The Budget Crunchies
- Campaign 2012: Contenders and Bit Players
- Looking for Unions and Their Labels
- Notable Deceased Since 2010 Nationals
- Rogue Nations and Nations Ruled by Rogues
- Social Media vs. Actual Socializing
- Tea for Two Parties
- Who's Afraid of Foreign Trade?
- Wicked Wikis and Lamentable Leaks

ROSTRUM

VOLUME 85 ■ ISSUE 9 ■ MAY 2011

Photo: Carlos Valdez



Features

- 52 Life After High School:
Forensics and Beyond**
by Emily Artalejo
- 58 The Role of Forensics in Selecting
a College or University**
by Craig T. Cobane
- 67 Graduating Seniors Enjoy
New NFL Opportunities**
- 70 Out of the Frying Pan: A Student's
Perspective on How the NFL Prepares
You for Post-High School Life**
by Mike Griggs

In This Issue

- 2 Essay from Lincoln Financial Group**
- 3 From the Editor**
- 12 Return to Space: 2011-12 Policy
Debate Topic Overview**
- 26 Dallas 2011 Nationals Overview**
- 62 In Memoriam: Kenneth H. Thames**
- 74 Student of the Year Spotlight**
by Cory Williams
- 78 NDCA Coaches Focus**
by Tara L. Tate
- 84 Coach Profile: Tracey Repa**
- 90 New Diamond Coaches**
- 94 NFL Accreditations and
Distinguished Service Awards**
- 98 Donus D. Roberts Quad Ruby
Coach Recognition**
- 100 Academic All Americans**
- 102 District Standings Report**
- 104 Welcome New Schools**

TABLE OF CONTENTS • TABLE OF CONTENTS • TABLE OF CONTENTS

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TOPICS



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The NFL LD 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 LD Wording Committee requests topic suggestions from coaches and students. The quality of the end product is dependent on your submissions! Please e-mail suggestions to nfl@nflonline.org.



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To allow for maximum levels of creativity this year, please share your ideas for good Public Forum Debate resolutions with the National Topic Advisory Committee by e-mailing nfl@nflonline.org.

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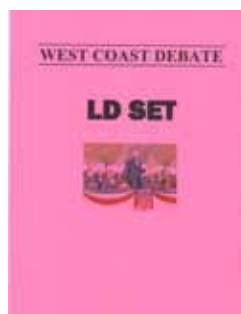
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A RETURN TO SPACE

by Stefan Bauschard

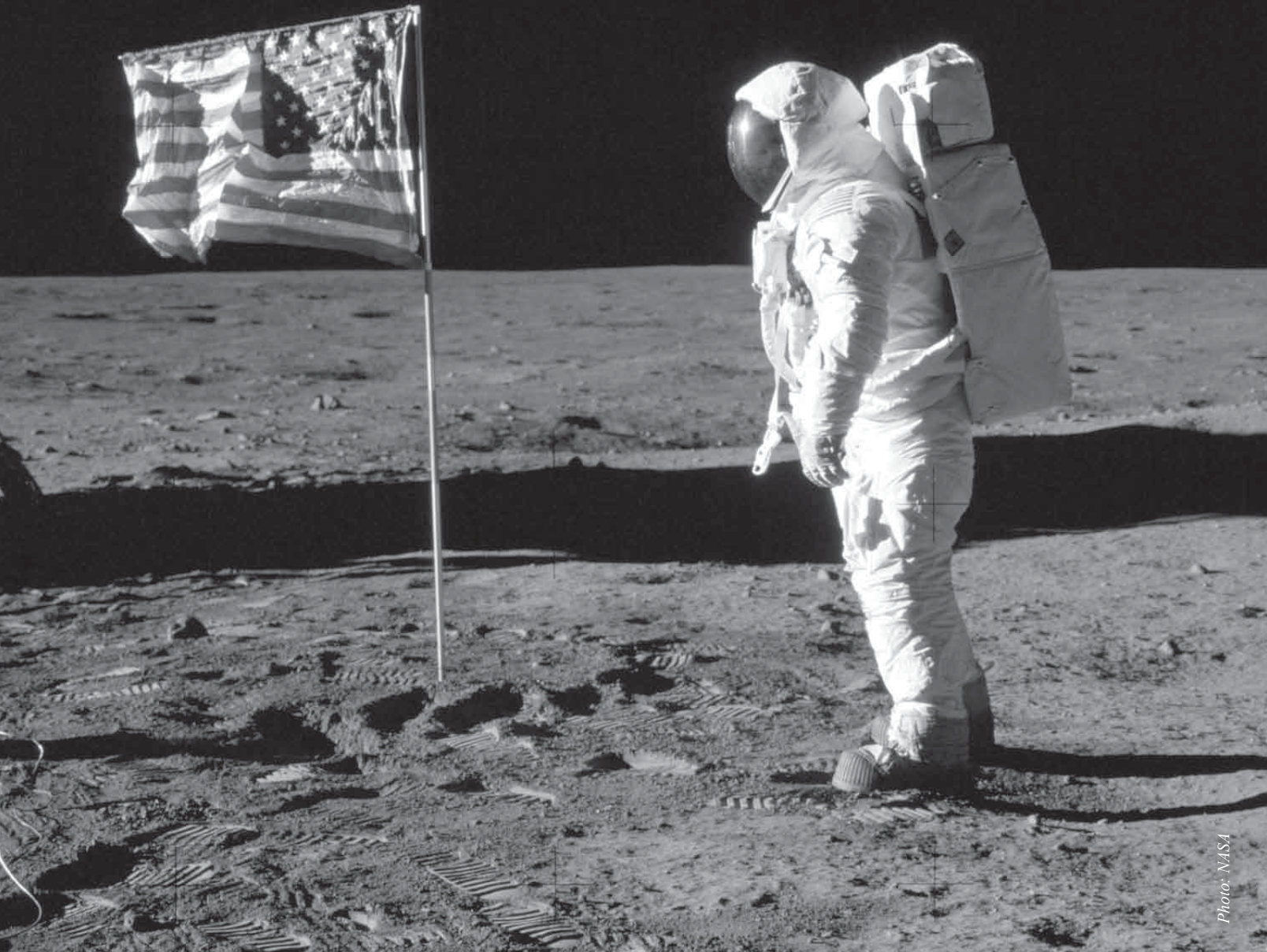
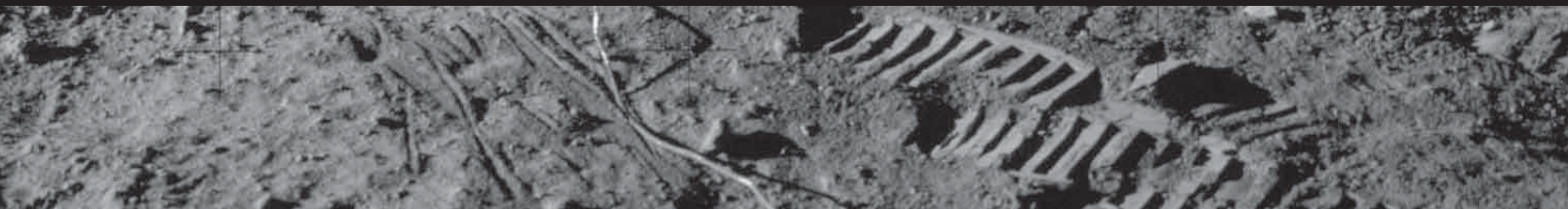


Photo: NASA

Resolved: The United States federal government should substantially increase its exploration and/or development of space beyond the Earth's mesosphere.



2011-12 Policy Debate Topic Overview

Introduction

The 2011-12 Policy Debate resolution asks the affirmative team to advocate a specific proposal for the exploration and/or development of space beyond the earth's mesosphere. In this brief essay, I will define some of the key terms in the resolution and review some of the most important arguments on the topic. At the end of the essay, I will make suggestions for picking a strategic affirmative case and developing a negative strategy.

Definition of Terms

"Space" refers to any area outside the earth's atmosphere, the layer of gasses surrounding the earth that is retained by gravity. The "mesosphere" is the layer of the atmosphere that is between 30 and 50 miles in altitude. So, the "exploration" and/or "development" that the affirmative engages in must be beyond this 50 mile range.

Both "exploration" and "development" are very broad ideas, so almost anything the affirmative does to learn more about this area (to "explore" it), or changing it through human-instigate intervention (to "develop" it), is topical. It is also worth pointing out that this exploration and/or development can be of a civilian and/or military nature.

Advantages

Regardless as to what particular plan teams will choose, they are likely to claim one or more of the following

advantages. To prepare for the season, negative teams should construct a set of blocks that are designed to answer these popular advantages.

(1) *Earth Collapse*. The central claim of this advantage is that the human race will inevitably go extinct for any given number of reasons: Population growth could cause an environmental overshoot, global warming could destroy the biosphere, economic growth could result in runaway species extinction, humans may inevitably let loose thousands of nuclear weapons, and/or an asteroid could inevitably strike the earth. If we can explore and develop outer space, we can build places for humans to live outside of the earth (for them to "get off the rock") and we can avoid inevitable human extinction. This advantage is strategic because it solves the impact to any disadvantage the negative can read.

(2) *Overview Effect*. Affirmatives that run this advantage will claim that if we explore outer space that the visual views of the whole earth will create an "overview" effect that will lead to global peace.

(3) *International Cooperation*. U.S. exploration and/or development of space could trigger international cooperation as a result of the plan. The cooperation could stem directly from the plan (the plan itself could engage in international cooperation on space exploration). Affirmative teams will argue that the international cooperation will mollify international

tensions and reduce the risk of war. Teams may argue this generally or they may claim specific scenarios.

(4) *Relations*. Some teams are likely to argue for plans that promote cooperation in space exploration and/or development with specific countries, such as Russia, China, or India. These teams will argue that they promote relations with these countries and that strong U.S. relations with these countries are important to promote solutions to many different global problems.

(5) *Economy/Competitiveness*. Increasing U.S. space exploration and development will generally require investments in the aerospace sector, increasing U.S. overall economic competitiveness. Also, space exploration creates many technological and product spin-offs (velcro is often cited as an example) that generally benefit the economy.

(6) *U.S. Military Readiness*. There are a number of ways that space exploration and development could increase U.S. military readiness. First, as just discussed, it could strengthen the U.S. aerospace industry and developments in that industry are arguably important to overall U.S. military power. Second, strengthening the economy generally increases U.S. military power (the stronger the economy, the more that we can afford to invest in the military). Third, generally increasing space presence promotes U.S. control of outer space and controlling outer

space is important to U.S. military readiness on the ground because satellite communication is critical to ground communications and weapons targeting. Fourth, many plans are likely to directly promote U.S. military development of space weapons, including missile defense and anti-satellite weapons.

(6) *U.S. Hegemony*. There are a number of ways that space exploration could increase U.S. hegemony. As just discussed, it could increase U.S. economic strength and/or military power. It could also increase U.S. soft power by strengthening the likability of the U.S. According to experts such as Joseph Nye, strong economic power, military power, and economic power are the critical pillars of overall U.S. hegemony. Affirmatives will argue that this global dominance is critical to world peace.

(7) *Space Militarization*. Similar to military readiness, affirmative cases that claim space militarization advantages will argue that they either promote U.S. military domination of outer space or that they promote peaceful cooperation in outer space in a way that undermines space militarization.

(a) *Good*. Teams that argue that space militarization is good will argue that other countries will inevitably militarize space and that if the U.S. does not that these other countries will be able to defeat us in battle on the ground and defeat critical military and civilian assets in space that will destroy the economy.

(b) *Bad*. These teams will argue that by promoting civilian use of space and cooperation in space that they will undermine the drive to the militarization of space that will inevitably lead to wars in space. Since such wars involve knocking-out the satellites of other countries,

they will likely create “blinding” and instability that will increase the risks of accidental nuclear war.

(7) *Science*. Space exploration and development obviously requires a significant amount of scientific research and development that will advance science generally and potentially promote international science cooperation.

(a) *Scientific Advancement*. Generally, scientific advancement can improve the human condition, reducing labor intensity and promoting medical and other advancements that extend human life.

(b) *International Science Cooperation*. Promoting international scientific cooperation can accelerate advancement in the sciences and reduce tensions between countries.

(8) *Environment*. There are many threats to the global environment, including climate change, species extinction, mineral shortages, and energy shortages. Teams will argue that space exploration can address these harms by studying the atmosphere, supporting remote sensing, and supporting earth-based energy reduction.

Plans/Affirmatives

In addition to identifying some common advantages, I think it is also possible to identify some types of plans. First, there are a number of plans that will directly promote the development of space with a military and/or civilian angle. Second, there will be plans that directly promote international cooperation on space with other countries. Third, there will be plans that remove current restrictions on the exploration and/or development of space both domestically and internationally. Starting with the direct promotion plans, I’m going to discuss some of

the cases in each of the categories.

(1) *Mars Colonization*. Recently, President Obama has shifted the focus of the U.S. space program away from returning to the moon and toward a mission to Mars and an asteroid. Though there is certainly support at the governmental level for moving in this direction, U.S. resource investment in the program is substantially inadequate.

(2) *Asteroid Colonization*. Similar to the Mars affirmative, this case argues that we need to provide more support to the government’s plan to reach an asteroid. Teams will claim that getting to an asteroid will increase that chance that we can divert one that is about to hit the earth.

(3) *Moon Base*. Obama’s decision to shift the focus of the space program away from the moon has been highly criticized because it abandons a commitment to return to the moon that was made in the Bush administration. Advocates argue that going to the moon is more practical than going to Mars, that a moon base is needed for effective Mars exploration, that focusing on the moon is important to U.S. leadership in space exploration and development, and that if we do not go to the moon that we will abandon the Constellation rocket program that is critical to reinvigorating U.S. space transportation. There is excellent evidence that this program is politically popular, giving teams a lot of leverage against the widely-read politics disadvantage.

(4) *Solar Powered Satellites (SPS)*. Given the popularity of this case on the energy topic, it is likely to be a common case. The affirmative will argue that the U.S. government should deploy a SPS in order to stimulate private sector investment in SPS. Advantages include space military

dominance and reducing oil and coal consumption as a result of stimulating alternative energy development.

(5) *Space Shuttle and/or Space Plane*. The U.S. space shuttle recently flew its last mission. Some advocates favor extending the number of missions the shuttle will fly and others say that the government should focus more on the development of a new space plane that will have both commercial and military utility. One important thing to note is that these planes rarely fly beyond the mesosphere, so affirmative cases that promote space planes and shuttles need to focus on developing technologies/planes that are useful beyond the mesosphere.

(6) *Space Station*. U.S. participation in the space station will be retired in a few years and the space station will be de-orbited soon thereafter. The U.S. could reverse its decision to eliminate its participation and claim to save the space station.

(7) *Human*. Many space advocates argue that there is one significant problem with current U.S. approaches to space exploration and development—that the current approach favors robotics over humans, which is the new emphasis of the Obama administration space policy. These advocates argue that the U.S. needs to place a new emphasis on human exploration of space. This could be a part of any of the affirmative cases that have been discussed or it could be part of an affirmative plan focus in and of itself.

(8) *Space Tourism*. There is a substantial amount of literature about promoting tourism in outer space. One problem with this affirmative is that many of the proposals for space tourism assume that it would occur within the Earth's mesosphere.

(9) *Space Nuclear Systems*. One

problem with significant space exploration and development is that a substantial amount of energy is required to support deep space exploration. Some advocates argue that we should substantially invest in nuclear energy for space transportation.

(10) *R & D*. This affirmative advocates greater investments in basic research and development that is needed to support space exploration.

(11) *Military Weapons System Investments*. Affirmatives can argue for increased investments of any military space applications, such as anti-satellite weapons (ASATS) and ballistic missile defense (BMD).

(13) *China/India/Russia Cooperation*. There are a number of advocates for increasing outer space cooperation with China, India, and Russia. As discussed in the advantage section, many affirmative teams are likely to advocate increasing cooperation with one of these countries and claim relations advantages.

(14) *International Trafficking in Arms (ITAR) Restrictions/Regulations*. ITAR restrictions inhibit the transfer and sale of U.S. aerospace technology abroad. This serves as a significant barrier to international cooperation in space. There are many advocates for removing, or at least reducing, these restrictions.

(15) *Search for Extraterrestrial Intelligence (SETI)*. Increased efforts could put us in contact with other civilizations, potentially bringing us new knowledge that could help address many of earth's problems.

Disadvantages

(1) *Politics*. The traditional political capital and 2012 elections disadvantages will be popular.

(a) *Political Capital*. Substantially

increasing space exploration will require a significant increase in spending beyond the current levels (the entire NASA budget is only \$18 billion). In this fiscally constrained environment, investments of this size would require a substantial amount of political capital by the President. This expenditure of political capital could trade-off with other agenda items that he is investing political capital in.

(b) *Elections*. Though these links are always somewhat tenuous, teams are likely to argue that increasing space exploration will increase or decrease the likelihood that Obama will win re-election.

(2) *Spending*. The spending disadvantage takes two forms—increased deficits and spending trade-offs.

(a) *Fiscal Discipline*. The “increased deficits” disadvantage is referred to as the “fiscal discipline” disadvantage. This disadvantage argues that the government is bringing non-entitlement (Social Security, Medicare/Medicaid) spending under control and that this perception of fiscal discipline is critical to reassure investors (both domestic and foreign) about U.S. financial stability. Spending billions and billions of dollars on space exploration that have, at best, some long-term pay-off, will make investors nervous, raise interest rates, and undermine the economy.

(b) *Spending Trade-Offs*. Since the NASA budget is very limited, increasing investments in one area creates trade-offs in others. For example, the Constellation moon program was cancelled to free-up funding for spending on Mars colonization, an asteroid landing, basic science R&D, and contracts with private companies that want to build rockets. Affirmative plans that invest money and resources to re-invigorate

(continued on page 19)

Policy 3 Week Program

July 18 - August 6

4th Week Intensive: August 6 - August 13

Our approach each summer involves thinking of interesting ways to use the topic as a vehicle for teaching students how to compete successfully during the year. Our 3 Week program is designed to improve students' critical thinking and strategy: taking well-reasoned argument and tying it to evidence researched by the students on any given topic, and enhancing that argument in later rebuttals with strong analysis and expert vision. Moreover, students should walk out of the SNFI experience with a confidence that they can compete in every debate round, regardless of the arguments being made, which in contrast to other institutes, involves working on both policy arguments and critical theory.

Currently our staff for the 3 week program are:

Jim Schultz- Jim currently coaches debate at Idaho State University and the Head Royce School. As a debater he is a four time qualifier to the NDT, reaching elimination rounds and placing in the top 20 speakers three times. He participated in the elimination rounds of nearly every tournament in college the last three years, winning the UNLV Round Robin and UNLV open tournament, reaching Finals of Northwestern and the California swing, Semifinals of CEDA nats, Wake, Kentucky, Berkeley, and GSU. He was the top speaker at both UNLV tournaments and in the top five speakers of CEDA, Harvard, Kentucky, Wake, GSU, Berkeley, and the California swing. Jim has coached many high schools to deep elimination rounds of virtually every national high school tournament including Chattahoochee, Georgetown Day, Bishop Guertin, and Carrollton Sacred Heart. He has previously worked at debate institutes at University of Michigan, Gonzaga, and is returning to Kentucky for the 4th year.

Sara Sanchez- Formerly an assistant coach at Rowland Hall-St. Mark's. Sara coached the 2007 Blake and Alta champions and her teams were in elimination rounds of most major high school tournaments, including the University of Southern California, New Trier, Stanford, Redlands, Berkeley, Montgomery Bell Academy, The Barkley Forum, the College Prep Round Robin, and the Tournament of Champions. Currently, Sara is the Director of Debate at Lexington High School in Massachusetts whose teams reached the Finals at Wake Forest and Semifinals at Montgomery Bell Academy and New Trier last season.

Through our staff's experience as teachers, SNFI Policy has created a very simply pedagogical approach to the institute: student-driven learning. The quality of our files is not determined by the quality of the evidence found by an instructor but rather by the students themselves. And while the staff does not cut evidence directly, we use an extensive back-reading system and group sorting process to ensure quality control. Students choose the topics for seminars, and each lecture ends with a lab meeting so that they each have a chance to ask questions while the information is still fresh in their minds. And unlike other camps, the majority of students' rounds, including the tournament, are judged by full-time instructors rather than recently-graduated high school students.



Jim Schultz



Sara Sanchez

Policy 4 Week Lab

July 18 - August 13



We have a fantastic staff planned for our new program including:

Brian Manuel, Curriculum Director (Lakeland HS and Harvard University)
John Hines (College Preparatory School) Leah Moczulski (Gonzaga University)
Eric Lanning (Michigan State University)

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Highlights of the Stanford 4-Week Lab include:

- **In-Depth Negative Strategies v. Major Institute Affirmatives** – Each student in the lab group will discuss and analyze the most popular affirmatives from institutes around the country. Instructors will provide intensive case specific lectures dissecting these affirmatives and instructing participants on how to effectively construct evolving negative strategies to use throughout the year. Each student will leave with a INC against each of the major affirmatives discussed. Furthermore, we *INSIST* that every student leave camp with a level of flexibility in argument selection that other major institutes ignore and thus all research/strategy will be discussed in the context of policy argumentation and relevant critical literature.
- **One on One Attention** – Instead of the traditional method of lab organization where 40-50 students are lumped together with two or three instructors, we anticipate an 8:1 student to staff ratio, guaranteeing a substantial amount of face to face instruction for each participant. Moreover, our pedagogical model relies on a unique combination of instructor backgrounds: a full-time high school teacher, a nationally recognized researcher and coach, and in the near future, the inclusion of a top level college practitioner. We *REFUSE* to follow other institutes' quest for instructor written evidence sets at the expense of the student's education in debate.
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(continued from page 15)

the moon program are likely to create trade-offs with all of these other programs.

Some affirmative plans are likely to spend so much money that you could probably win that they cause budget trade-offs and that they increase the deficit!

(3) *China*. This disadvantage argues that China is currently committing significant resources to the exploration of space and that new U.S. efforts in the area will displace emerging Chinese leadership, threatening both their global soft power and their economy. A “China Soft Power Good” disadvantage was popular on the Africa topic. Negatives can also argue that increasing U.S. exploration and development of space will lead to more military control of space, putting the U.S. on a military collision course with China.

(4) *Japan and Europe*. The Japan and Europe disadvantages are the same in structure to the China disadvantage. The Japan version of this disadvantage is obviously somewhat complicated by the recent tsunami and continuing problems with the nuclear reactors, as they may create resource and political diversions from Japanese space exploration.

(5) *Russia*. This disadvantage is similar to the China, Japan, and European Union disadvantages, but instead of soft power impacts, most people argue that displacing emerging Russian leadership in some particular area will cause political problems for the current Russian President—Medvedev, leading to a rise of Russian nationalism and/or a political loss for Medvedev against Putin, with a series of internal political impacts. There is also a Russian economy version of this argument that claims that promoting U.S. economic leadership in space exploration will come at the expense of the Russian aerospace

industry, which is critical to their economy. As is the case with China, increased U.S. control of space could lead to greater military competition, increasing the risk of war.

(6) *Private Sector Crowd-Out/Trade-Off*. The Obama administration is focusing on reducing the direct role that NASA plays in transporting people to space and instead focusing on signing contracts with private companies who will be responsible for the development of space transportation. Negatives can argue that increasing the role of the government in space exploration will undermine these private companies and that companies provide the best long-term solution to space exploration.

(7) *Inflation*. Increasing space exploration could significantly boost the economy, risking a return to inflation. High inflation could mean interest rate increases, putting a break on economic growth.

(8) *Hegemony Bad*. As is common on most topics, many teams will argue that U.S. hegemony/global leadership is bad because it will lead to more terrorism, conflicts with other superpowers, American unilateralism, and a geopolitical backlash that will eventually constrain U.S. power.

(9) *Space Militarization*. As discussed in the advantage section, exploring outer space could increase or decrease space militarization. Negatives can choose the best link and impact approach in any given debate.

(10) *Space Junk/Debris*. Space exploration, and particularly development, usually results in space debris being left in outer space. This debris could not only trigger catastrophic collisions with spacecraft engaged in space exploration, but could also knock out critical communications systems, threatening the economy and blinding U.S. military space assets. Such blinding

could result in an accidental war.

(11) *Space Diseases*. Exploring outer space, particularly deep space exploration, could bring us in contact with new life forms. These new life forms could be diseases, that when transported back to earth, could threaten a human race that may not have any ability to fight the spread of the disease.

(12) *Space Nuclearization*. As also discussed in the advantage section, increasing space exploration may require the use of nuclear power for space transportation. Negative teams can argue that this nuclear power in space will eventually lead to nuclear accidents in space and the use of nuclear space military systems. As an added impact, teams may argue that using nuclear power in space will lead to plutonium shortages, threatening the viability of nuclear power on earth.

It is important to note that the space disadvantages generally follow into two categories. Disadvantages such as politics, spending, geopolitical trade-offs (China, Japan, Europe, Russia), inflation, private sector trade-off, hegemony bad, and space militarization (depending on the impact) are all specific to U.S. space exploration. Disadvantages such as space junk, diseases and space nuclearization are not specific to U.S. action, but would apply equally to actions by any actor to increase space exploration. As we move into the sections on counterplans, this distinction will be important to remember.

Counterplans

There are a number of different counterplans and types of counterplans that will be run on the space exploration topic.

(1) *International Actor/Agent Counterplans*. These counterplans will simply have another international actor such as Japan, Russia, China,

and/or the European Union (EU) engage in space exploration as per the specific mandates of the plan. These popular counterplans will solve any general advantages to space exploration, but will not solve any advantages that are unique to U.S. action. Similarly, disadvantages that are specific to U.S. action will serve as net-benefits to these counterplans. A strategic negative team will develop an international actor counterplan and have strong disadvantages to U.S. action.

(2) *Domestic Actor/Agent Counterplans.* These counterplans will change the domestic agent of action. For example, if the plan uses Congress, negative teams may counterplan to have the Executive or the courts (usually the Supreme Court) act. If affirmatives specify an agency such as NASA, the negative may counterplan with the DOD.

(3) *International Cooperation/U.N.* Though difficult from a competitiveness standpoint, these counterplans will have the U.S. propose the plan to international actors such as the U.N. and claim to create multilateral, international support for the plan and to generally strengthen international cooperation and multilateralism.

(4) *Private Action/Tax Incentives.* As discussed in the disadvantage section, the Obama administration is moving toward an approach to space exploration that emphasizes the development of private sector space initiatives. Instead of relying on the government to explore space, negative teams could counterplan to have the government support private sector initiatives to accomplish the mandates of the plan.

(5) *Consultation.* As popular as ever, these counterplans argue that

the U.S. should consult with another international actor, such as Russia, China, Japan, the European Union, or NATO before doing the plan. Advocates of these counterplans will contend that consulting the actor prior to decision to adopt the plan will improve relations with that actor.

Kritiks

I'm going to keep this discussion short because at this stage I do not have ideas for kritiks that are space-specific, though all of the generic kritiks are likely to apply. Popular kritiks include capitalism, with links related to the expansion of industry to outer space; biopower, with links related to the expansion of global surveillance; neo-liberalism, with links related to the expansion of international geo-economic control.

Strategy

As with any topic, there are a number of different potential arguments that can be made by the affirmative. To win debates, both affirmative and negative teams need to make strategic choices about what arguments they will prepare for and make.

Affirmative teams need to prepare a case that (a) has a strong defense of U.S. action, either based on solvency (on the U.S. is really capable of doing "X" or advantages—only U.S. action, for example, could likely strengthen the U.S. aerospace industry); (b) has some leverage or tricks against the disadvantages discussed; and (c) has impacts that are not exclusively long-term, such as international cooperation. Since the politics disadvantage is such a popular argument, an affirmative case such as the Constellation/moon plan that has

some link turns against the politics disadvantage would also be desirable.

Negative teams need to develop a substantial number of disadvantages to U.S. action and have a non-U.S. actor counterplan that will enable them to solve a lot of the affirmative case advantages. They will also need a substantial number of defensive arguments against advantages that an international actor counterplan cannot capture and should have a secondary counterplan option, such as incentives, available. Although negative teams may make different counterplan choices, what is essential is that they invest time preparing disadvantages that are net-benefits to the counterplans so that they have a complementary strategy. It does no good, for example, to prepare the EU counterplan and the Space Junk disadvantage because the Space Junk argument links to the EU counterplan.

Conclusion

The space topic accesses an interesting and growing literature base that ties into some of the more popular and interesting arguments that have been a part of academic Policy Debate for the last decade. Given the interest of the topic among students and this intersection, this will likely make for a great year of debate! ■

Stefan Bauschard is the President of Planet Debate, the Director of Debate for the Lakeland School District, and an Assistant Debate Coach for Harvard Debate. He also authored the topic paper for the 2010-11 foreign military presence topic.

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The **Value Debate Handbook** is the most popular textbook for Lincoln Douglas Debate. It provides a simple system for analyzing Lincoln Douglas Debate topics. It provides fully evidenced briefs on significant American values in easy, ready-to-use form. The **Value Debate Handbook** shows how to LINK the briefs to any of a wide variety of debate topics.

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- Expanded discussion of the meaning and relationship between **Values** and **Criteria** with special emphasis on how to argue for and against ideologically derived values like **justice**, **legitimacy**, the **Social Contract**, etc.
- The addition of new **non-Western philosophers** whose values and worldviews conflict with and oppose those of most European and American philosophers.
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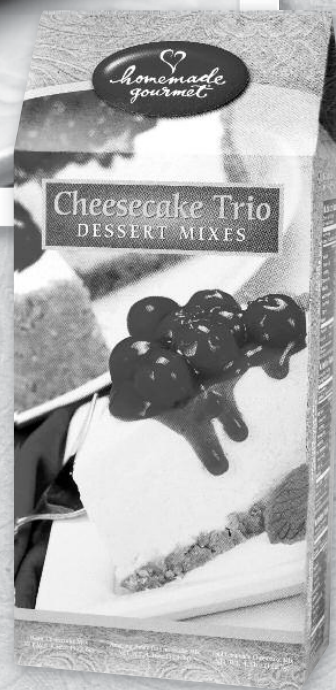
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DOWNTOWN DALLAS will be an excellent location for the 2011 LFG/NFL National Speech and Debate Tournament. To make planning easier, the NFL is happy to provide an overview of key logistical information. Please take note that this year's tournament runs from **Monday, June 13 (registration), to Saturday, June 18 (awards)**, and will be held in one single competition venue. Please refer to pages 27, 35-38 for essential lodging information.

A BRIEF OVERVIEW OF THE TOURNAMENT LOGISTICS*

MONDAY (Registration and Opening Party)

This year, the tournament registration, NFL vending expo, and the national service project will take place on Monday, June 13, from 8 a.m. to 3 p.m. in the ballrooms of the Sheraton Dallas Hotel. In addition to normal registration events, there will be an opening party at The West End, which is accessible by Dallas Area Rapid Transit (DART) rail from any of the NFL hotel properties.

TUESDAY AND WEDNESDAY

All preliminary competition will be held at the Sheraton Dallas Hotel. All preliminary competition and early elimination competition on Tuesday and Wednesday will occur between 7:30 a.m. and 6 p.m.

The student party will take place at Gilley's Dallas downtown Wednesday evening. Gilley's is accessible by DART rail from any of the NFL hotel properties. Students eliminated from main event competition on Wednesday will re-register for the Thursday supplemental events at the student party.

THURSDAY

All main event elimination and supplemental event rounds will be held at the Sheraton Dallas Hotel between 7:30 a.m. and 7 p.m. Those students eliminated from main event competition or supplemental events will be allowed to re-register for Friday consolation events throughout the day at the Sheraton (if pre-registered.)

FRIDAY

On Friday morning, all elimination competition will continue at the Sheraton Dallas Hotel with the addition of consolation events. The National Congress finals will be held throughout the day.

On Friday evening, attendees will enjoy the national final rounds of Humorous Interp, Dramatic Interp, and Duo Interp, as well as the Coaches' Diamond Ceremony in the Lonestar Ballroom of the Sheraton Dallas Hotel.

After the conclusion of the finals of Duo Interpretation, attendees will be treated to a downtown evening event at the Dallas Museum of Art, which is within walking distance of the Sheraton Dallas Hotel.

SATURDAY

The remaining main event final rounds (Original Oratory, US Extemp, International Extemp, Lincoln Douglas, Policy, and Public Forum), as well as supplemental and consolation event finals, will be held throughout the day on Saturday at the Sheraton Dallas Hotel.

** Please keep in mind that all logistics are tentative and subject to change.*



Do you have important questions about the logistics of the 2011 Downtown Dallas Nationals that weren't answered here? Feel free to contact the national office at **920-748-6206** or e-mail **nfl@nflonline.org**.

IMPORTANT CONSIDERATIONS WHEN SELECTING AND RESERVING HOTELS AT THE 2011 DOWNTOWN DALLAS NATIONALS



PLEASE READ BEFORE SELECTING LODGING!

TOURNAMENT HOTEL

The official tournament hotel is the Sheraton Dallas Hotel. All schools should attempt to book rooms at this property first. Staying at this property will be the most convenient and cost effective way to enjoy the 2011 National Tournament. Do not delay in booking this property, as space is limited!

ADDITIONAL NFL BLOCK HOTELS

We anticipate that the Sheraton Dallas Hotel block will fill quickly. Although the Sheraton is the best option, the NFL has negotiated other excellent hotel options for schools that book after the Sheraton fills including the Marriott, which is connected by skywalk. It is essential that schools stay downtown at the Sheraton or one of the other NFL properties. Morning and afternoon traffic jams will make commuting from non-NFL recommended properties a very difficult task and could result in major issues for your team. In addition, the NFL only has contracts with those properties listed and will not be able to assist you with issues in hotels outside the block. **DO NOT STAY OUTSIDE THE NFL HOTEL BLOCK.**

BENEFITS OF STAYING IN THE NFL BLOCK OF HOTELS

Schools will find several major benefits to staying in the NFL block of hotel rooms.

- **Avoid the Cost of Vehicle Rental:** All competition is being held at the Sheraton Downtown Dallas. The Sheraton can be accessed by DART rail from all NFL hotel properties and Love Field. A discounted rate has been negotiated with Super Shuttle making transportation from DFW easy and affordable, rendering a rental vehicle unnecessary. Those schools driving to Dallas will receive discounted parking at NFL hotels.
- **Free Internet Café at Sheraton:** All attendees who are lodging in an NFL hotel will receive free access to the NFL National Tournament Internet café at the Sheraton. Those staying outside the NFL block will have to pay a fee for daily access.
- **Discounted Meals:** All attendees who are lodging in an NFL hotel will receive discounts on advanced meal purchases.
- **Easy Tournament Accessibility:** Staying in the tournament hotel or within the NFL block will avoid the risk of delays or major inconveniences related to traffic and morning parking.
- **Easy Access to Meal Options and Special Events:** The tournament hotel is the site of registration, all competition, the final rounds, and awards. There is a food court adjacent to the Sheraton and Marriott. There is a DART stop on site providing the best possible access to the opening ceremony, the student party, and the evening event at the Dallas Museum of Art. All NFL hotels sit near DART stops to provide access to all events and restaurants.

Note: All room reservations within the NFL block are subject to an automatic non-refundable two-night deposit per room at the time of booking. This avoids double booking and allows all attendees equal opportunity to book in the best available properties.



Photo: Robert Hensley

Additional tournament information (logistics, complete driving directions, maps, individual event schedules, etc.) will be available online at www.NFLonline.org/NationalTournament.

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The clinics are free to coaches of national qualifiers. Non-qualifying coaches are encouraged to attend for a \$95 fee. Any coach may earn a graduate credit from Drake University for only \$100. Register early, as space is limited!

Visit us online at www.NFLonline.org/CoachingResources/NationalTournamentClinic or e-mail spencer.waugh@nationalforensicleague.org for more information today.

2011 National Tournament Clinics • Application Form

NATIONAL FORENSIC LEAGUE SPEECH AND DEBATE HONOR SOCIETY

Please complete this form thoroughly and fax to 920-748-9478 or mail with payment to NFL • PO Box 38 • Ripon, WI 54971-0038.

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Select from the modules below. Please do NOT select sessions with overlapping timeframes. A complete schedule and updated course descriptions are available at www.NFLonline.org/CoachingResources/NationalTournamentClinic.

Module Legend / Title	(See next page for tentative schedule.)
<input type="checkbox"/> A1-A2 Judging Speech / Judging Speech Practicum	
<input type="checkbox"/> B1-B2 Judging Debate / Judging Debate Practicum	
<input type="checkbox"/> C Helping Your Students Find a Summer Institute (<i>SHARING SESSION</i>)	
<input type="checkbox"/> D Hosting and Running a Tournament	
<input type="checkbox"/> E Introduction to Coaching Speech	
<input type="checkbox"/> F1-F2 Introduction to Coaching Public Forum Debate / Introduction to Coaching Policy Debate	
<input type="checkbox"/> G1-G2 Introduction to Lincoln Douglas Debate / Values and Criterion in Lincoln Douglas Debate	
<input type="checkbox"/> H Setting up a Joy of Tournaments Account	
<input type="checkbox"/> I Special Issues: "Speech: The Edge in Life"	
<input type="checkbox"/> J Practical Basics of Managing a Forensic Program	
<input type="checkbox"/> K Fundraising Suggestions	
<input type="checkbox"/> L The Ballot as an Instructional Tool	
<input type="checkbox"/> M Special Issues: "Forensics for English Language Learners"	
<input type="checkbox"/> N1-N2 2011-2012 Space Policy Topic Lecture, Parts 1-2	
<input type="checkbox"/> O1-O2 Seeking and Cutting Literary Interpretations, Parts 1-2	
<input type="checkbox"/> P TRPC and TRIEPC Basics	
<input type="checkbox"/> Q Speaking Warm-Ups! (<i>SHARING SESSION</i>)	
<input type="checkbox"/> R Running Your Own Summer Institute	



All judging obligations must be met. Attending sessions will not excuse judging obligations.

Select from the following to indicate total enclosed. Make check payable to National Forensic League.

Fees	<input type="checkbox"/> I am an NFL coach attending the national tournament <i>with</i> national qualifiers; all of my national tournament entry fees have been paid.	\$ 0
	<input type="checkbox"/> I am an NFL coach attending the national tournament <i>without</i> national qualifiers and would like to attend _____ a la carte sessions.	@ \$20 each
	<input type="checkbox"/> I am an NFL coach attending the national tournament <i>without</i> national qualifiers and would like to attend unlimited sessions.	\$ 95
	<input type="checkbox"/> Drake University Graduate Credit * (<i>optional for ALL coaches</i>)	\$ 100
	TOTAL FEES	\$

* Graduate Credit Note:

To attempt graduate credit, you must fill out this form AND the Drake University course registration form.

E-mail spencer.waugh@nationalforensicleague.org for Drake registration instructions.

See you in Dallas
June 13-18!



2011 National Tournament Clinics • Schedule Overview

NATIONAL FORENSIC LEAGUE SPEECH AND DEBATE HONOR SOCIETY

DATE	9:30 a.m. – 11:30 a.m. <i>(unless noted)</i>	1:00 p.m. – 2:00 p.m. <i>(unless noted)</i>	2:30 p.m. – 4:00 p.m. <i>(unless noted)</i>
13 June • Monday	(A1) Judging Speech, Wendi Brandenburg (B1) Judging Debate, Lisa Miller and Team	(C) Helping Your Students Find a Summer Institute (SHARING SESSION), Instructor TBA	(D) Hosting and Running a Tournament Brad Hicks
14 June • Tuesday	9:30 a.m. – 11:30 a.m. (E) Introduction to Coaching Speech, Wendi Brandenburg 9:30 a.m. – 10:30 a.m. (F1) Introduction to Coaching Public Forum Debate, Glenda Ferguson 10:30 a.m. – 11:30 a.m. (F2) Introduction to Coaching Policy Debate, Glenda Ferguson	(G1) Introduction to Lincoln Douglas Debate, Alli Martin and Team (H) Setting up a Joy of Tournaments account, Brent Hinkle and JOT Staff	(G2) Values and Criterion in Lincoln Douglas Debate, Alli Martin and Team (I) Special Issues: “Speech: The Edge in Life” Randy McCutcheon and Bob Marks
15 June • Wednesday	(J) Practical Basics of Managing a Forensics Program, Johanna Russell and Lisa Miller	1:00 p.m. – 4:00 p.m. (K) Fundraising Suggestions, Bob Marks	
		1:00 p.m. – 2:00 p.m. (L) The Ballot as an Instructional Tool Instructor TBA	(M) Special Issues: Forensics for English Language Learners, Gay Brasher
16 June • Thursday	(N1) 2011-2012 Space Policy Debate Topic Lecture Part 1, Charlie Chafer (O1) Seeking and Cutting Literary Interpretations Part 1, Matt Heimes, Demond Wilson, and Matt Murphy	(N2) 2011-2012 Space Policy Debate Topic Lecture Part 2, Charlie Chafer (O2) Seeking and Cutting Literary Interpretations Part 2, Matt Heimes, Demond Wilson, and Matt Murphy	(A2) Judging Speech Practicum, Wendi Brandenburg (B2) Judging Debate Practicum, Lisa Miller and Team
17 June • Friday	(P) The Basics of TRPC and TRIEPC, Steve Schappaugh	(Q) Speaking Warm-Ups! (SHARING SESSION), Instructor TBA	(R) Running Your Own Summer Institute, Dr. Janelle Hawk

Whether or not a coach’s students qualified to nationals, he or she can take advantage of this opportunity!
Coaches of qualifiers can still make their judging obligations in rotation with attending clinics.

Note: All judging obligations must be met. Attending sessions will not excuse judging obligations.

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FAQ SHEET



Monday, June 13 – Saturday, June 18

WHAT IS THE ROOM RATE, AND IS QUAD OCCUPANCY ALLOWED?

The NFL has negotiated a flat rate of \$119 per room per night with up to quad occupancy. The majority of the room block is made up of double-double rooms.

DOES THE ROOM RATE INCLUDE TAX?

No. All Dallas area hotels will include a 15% tax.

WHAT IS THE COST OF PARKING AT THE SHERATON COMPLEX?

The parking rate for all Sheraton hotel guests is \$7 per day. Non-hotel guests will be charged \$15 per day. All parking fees at the Sheraton include in and out privileges. The other NFL hotel properties are within either walking distance or a short DART rail ride to and from the Sheraton. These properties are also providing some discounted parking rates to NFL guests.

ARE THERE ANY UPGRADED ROOMS AVAILABLE?

Yes. A limited number of suites are available in the block. The rate for these rooms is slightly higher and the parlor portion of the room must be made available from 8 a.m. to 6 p.m. for competition if needed.

WILL YOU BE PROVIDING FREE WIFI FOR ALL OF YOUR GUESTS DURING THIS EVENT?

Free WIFI is available to all guests of NFL block hotels in the National Tournament Internet Café. Those not staying in NFL block hotels may obtain Internet Café access for a fee.

WILL DISCOUNTED MEALS BE PROVIDED TO HOTEL GUESTS?

Yes. Guests who stay at any of the NFL properties will receive substantial discounts by pre-purchasing meal tickets.

HOW WILL AIRPORT TRANSPORTATION WORK?

The NFL has arranged a reduced rate of \$14 one way or \$26 round trip with SuperShuttle Vans from the DFW airport. Call 1-800-BLUEVAN (1-800-258-3826) or go online (<https://www.supershuttle.com/GroupRez/TripDetails.aspx?GC=2RUPV>) to reserve your reservation. Be sure to use group code "2RUPV." In addition, the DART can be taken from Love Field (Southwest Airline hub) for \$3.

HOW WILL THE PUBLIC TRANSIT SYSTEM(S) WORK?

DART (Dallas Area Rail Transport) is Dallas' "above ground" subway system. It is clean and secure. There is a stop outside the Sheraton and it connects participants to all of the NFL tournament properties, special event venues, and other downtown and regional establishments. Attendees can pre-purchase discounted weekly passes on the DART for \$20. All pre-sale tickets will be available for pickup on Monday, June 13, at registration.

WILL THE ELEVATORS BE ABLE TO ACCOMMODATE SUCH A LARGE GROUP OF PEOPLE?

The hotel routinely accommodates this type of hotel use for large groups. Several banks of elevators are targeted to specific floors, making the process easier for guests. In addition, the hotel is equipped with a back up elevator system in case of emergencies. Finally, all of the competitors will have their schedules well in advance and will have plenty of time to get to their debates, especially if they are hotel guests. Adult volunteers will help monitor elevator use during competition.

ARE THERE AMPLE RESTAURANTS AVAILABLE IN THE AREA TO ACCOMMODATE LARGE CROWDS OF PEOPLE?

Yes. The Sheraton and surrounding food establishments have accommodated crowds of this magnitude in the past. In addition to the on-site eating options, there is a 15-restaurant food court adjacent to the hotel in the Plaza of Americas and a variety of eating establishments in the West End, which are accessible within two stops on the DART. Other restaurants are within walking distance of the hotel.

JUST HOW HOT IS IT IN TEXAS IN JUNE?

Texas does get hot in the summer, but June is the mildest month. Dallas highs are typically in the mid-90s. Most natives don't feel too much of the heat though buildings are cooled most of the year. Public buildings, like hotels, can actually be chilly; it's not unusual to see someone carrying a light sweater or jacket into a hotel, theater, or restaurant.

WILL THERE BE A LOCATION TO STORE TUBS IN THE EVENINGS?

Yes. Overnight tub storage will be arranged.

WHAT IS THERE TO DO IN DALLAS?

All national tournament participants will be invited to partake in events at the West End, Gilley's Dallas, and the Dallas Museum of Art. See pages 40-43 of the April *Rostrum* for additional attractions in downtown Dallas.



DALLAS HOTEL GUIDE

2011 LFG / NFL Nationals



Marriott

2



Indigo

3



Crowne Plaza

4



Fairmont

5



Aloft

6



Hyatt Regency

7

**BOOKING
TIP**

For prompt and accurate service, mention
“National Forensic League” rather
than “NFL” when booking your rooms.



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DALLAS MARRIOTT CITY CENTER www.marriott.com 214-979-9000	②	Skybridge walkway to Sheraton	\$129 King or Double Beds	FC, R
HOTEL INDIGO DALLAS www.hotelindigo.com 214-741-7700	③	5 minute walk to Sheraton	\$109 King or Double Beds	CI, FC, GL
CROWNE PLAZA HOTEL DALLAS DOWNTOWN www.ichotelsgroup.com 214-742-5678	④	10 minute walk or one DART stop from Sheraton	\$109 King or Double Beds	Free Shuttle to Sheraton, CI, FC, GL, OP
THE FAIRMONT DALLAS www.fairmont.com/dallas 214-720-2020	⑤	10 minute walk or one DART stop from Sheraton	\$109 King or Double Beds	CI, FC, OP, R
ALOFT DALLAS DOWNTOWN www.starwoodhotels.com/aloft/hotels 214-761-0000	⑥	10 minute walk or one DART stop from Sheraton	\$109 King or Double Beds	CI, FC, OP, R
HYATT REGENCY DALLAS www.dallasregency.hyatt.com 214-651-1234	⑦	15 minute walk or two DART stops from Sheraton	\$119 King or Double Beds	CI, FC, OP, R

AMENITIES LEGEND

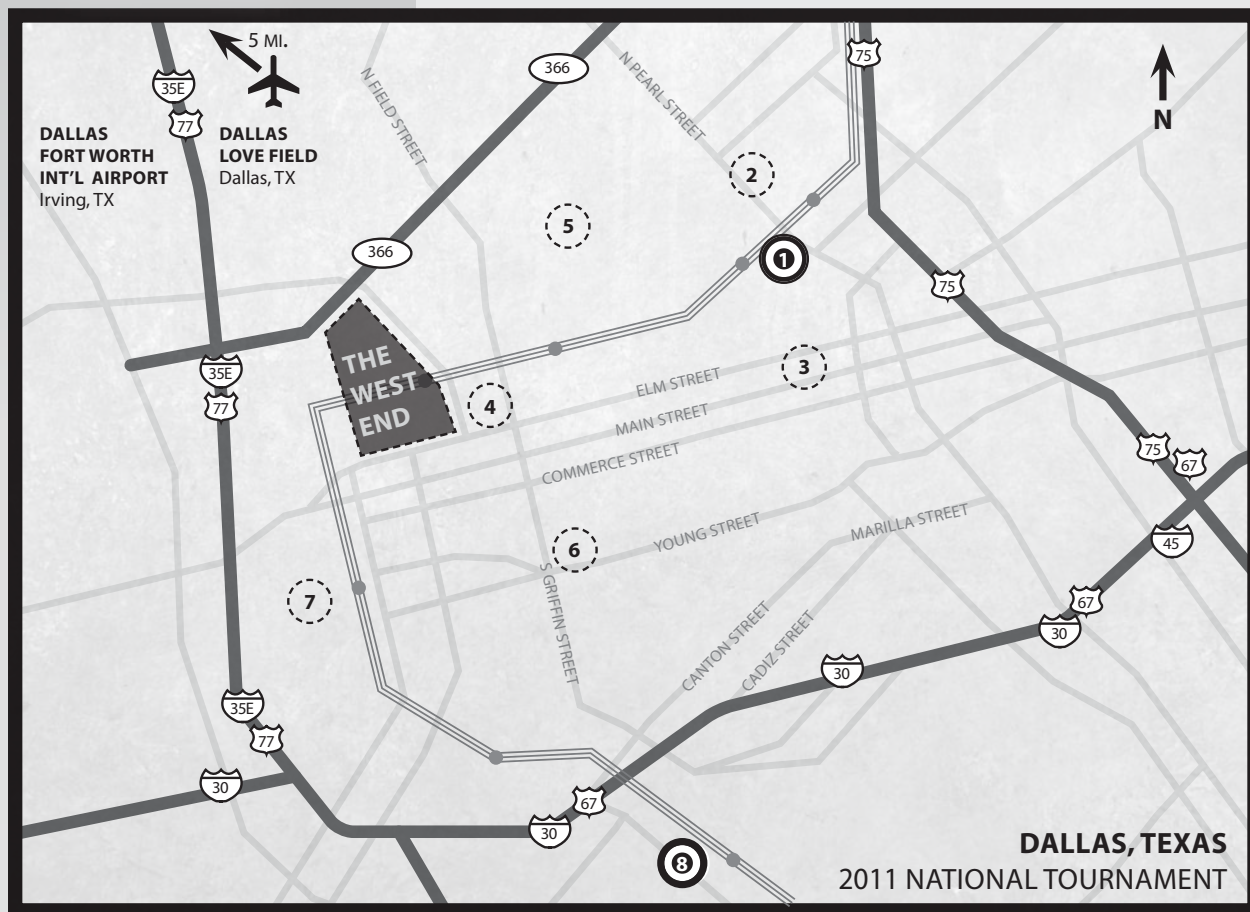
AS = Airport Shuttle
CB = Complimentary Breakfast
CI = Complimentary Internet
FC = Fitness Center
GL = Guest Laundry
IP = Indoor Pool
OP = Outdoor Pool
R = Restaurant



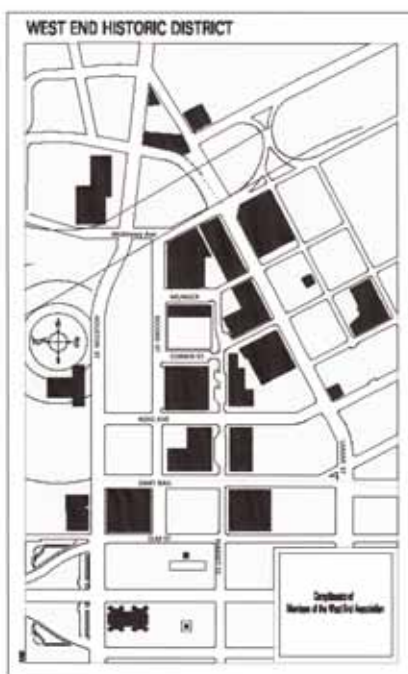
Compete, Sleep, Relax in the Same Location.



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



- ① **SHERATON DALLAS HOTEL**
400 North Olive Street
 - ② **DALLAS MARRIOTT CITY CENTER**
650 North Pearl Street
 - ③ **HOTEL INDIGO DALLAS**
1933 Main Street
 - ④ **CROWNE PLAZA HOTEL DALLAS DOWNTOWN**
1015 Elm Street
 - ⑤ **THE FAIRMONT DALLAS**
1717 North Akard Street
 - ⑥ **ALOFT DALLAS DOWNTOWN**
1033 Young Street
 - ⑦ **HYATT REGENCY DALLAS**
300 Reunion Boulevard
 - ⑧ **GILLEY'S DALLAS**
1135 South Lamar Street
- ☰ **DART Rail and Stations**



Monday

June 13, 2011

Registration Day



Saturday

June 18, 2011

Awards Ceremony

WEST END • DALLAS, TX

NATIONAL FORENSIC LEAGUE STREET PARTY

NFL STREET PARTY!

MONDAY, JUNE 13, 2011
6 PM TO 8 PM

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BINGO

POOL TABLES

LINE DANCING

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The poster has a dark background with several stylized stars of varying sizes and a crescent moon. The text is in white and light gray. The title 'Late Nights' is in a large, playful, rounded font. The museum's name is in a clean, sans-serif font. The event details and description are in a smaller, clean font. The website and location are at the bottom left. A decorative bar of colored squares is at the bottom.

DALLAS
MUSEUM
OF ART

Late Nights

The art doesn't go home.
Why should you?

Friday, June 17
6:00 p.m.–midnight

The Dallas Museum of Art welcomes the attendees of NFL Nationals to the June Late Night. Join us for our annual Summer Block Party and see the exhibition *Art of the American Indians: The Thaw Collection*.

Throughout the evening, enjoy concerts, NFL-inspired programs, films, open mic, tours of the collections, Creativity Challenges, and more.

DallasMuseumofArt.org

Downtown Dallas Arts District
214 922 1200

Late Nights at the Dallas Museum of Art is supported by the Donor Circle membership program through leadership gifts of Mr. and Mrs. William T. Solomon and the Vin and Caren Prothro Foundation. Promotional support provided by CBS Radio: JACK-FM and KLUV 98.7, *Dallas Observer*, KXT 91.7, and Radio Disney.

The Dallas Museum of Art is supported in part by the generosity of Museum members and donors and by the citizens of Dallas through the City of Dallas/Office of Cultural Affairs and the Texas Commission on the Arts.



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National Forensic League

Dallas, TX

June 13-18, 2011

CV# 04JZ0002

Rates available from Dallas-Ft. Worth locations for rental start dates June 6-25, 2011

Car Class	Daily Per Day	Weekend Per Day	Weekly 5-7 Day
A-ECONOMY	\$45.00	\$26.00	\$169.00
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C-MID-SIZE	\$53.00	\$31.00	\$199.00
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F-FULLSIZE 4DR	\$59.00	\$33.00	\$219.00
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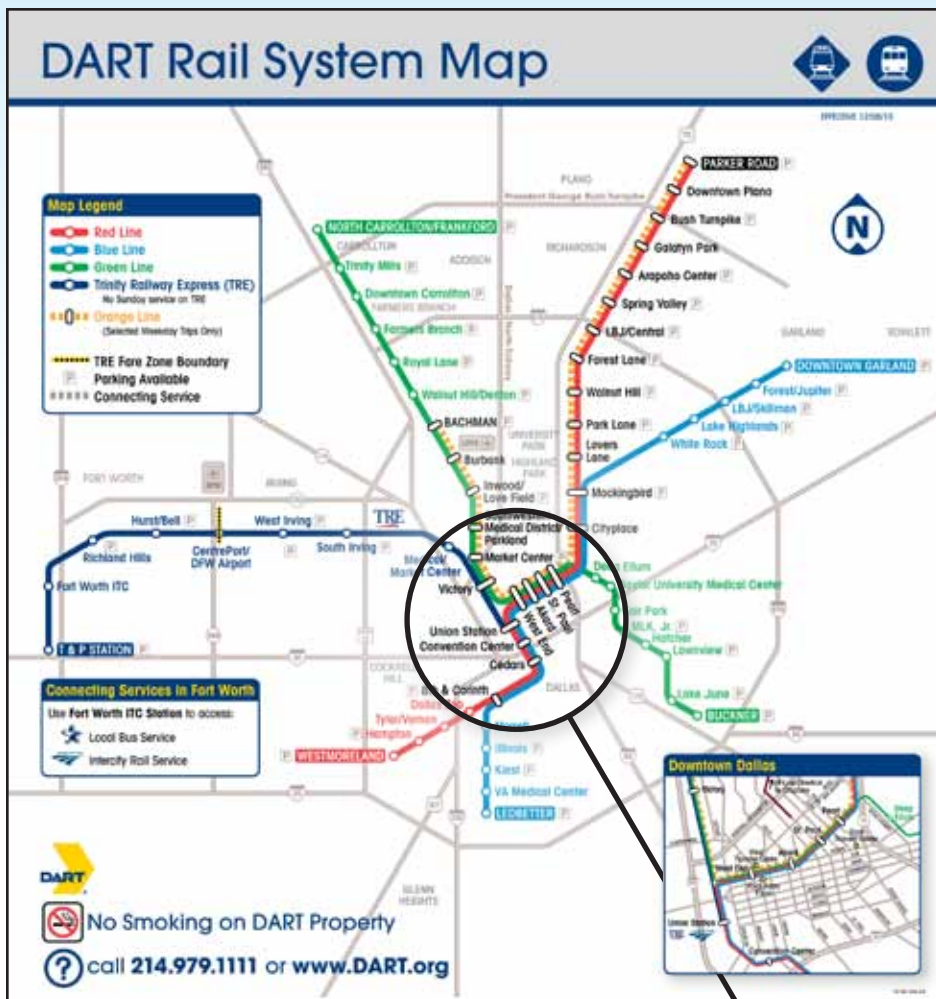
General Information

Meeting rates are guaranteed from one week prior through one week after the meeting dates and are subject to availability. Advance reservations are recommended, **blackout dates may apply**. Government surcharges, taxes, tax reimbursement, airport related fees, vehicle licensing fees and optional items, such as refueling or additional driver fees, are extra. Minimum rental age is 25 (exceptions apply). Standard rental conditions, qualifications and return restrictions apply. In the continental U.S. and Canada weekend rentals are available for pick-up between noon Thursday and noon Sunday and must be returned no later than Monday at 11:59 p.m. Thursday pick-up requires a minimum three-day keep. Friday pick-up requires a minimum two-day keep, and Saturday and Sunday pick-up require a one-day keep. Weekly rentals are from five to seven days. Extra day rate for Weekly rentals will be charged at 1/5 of the Weekly Rate.

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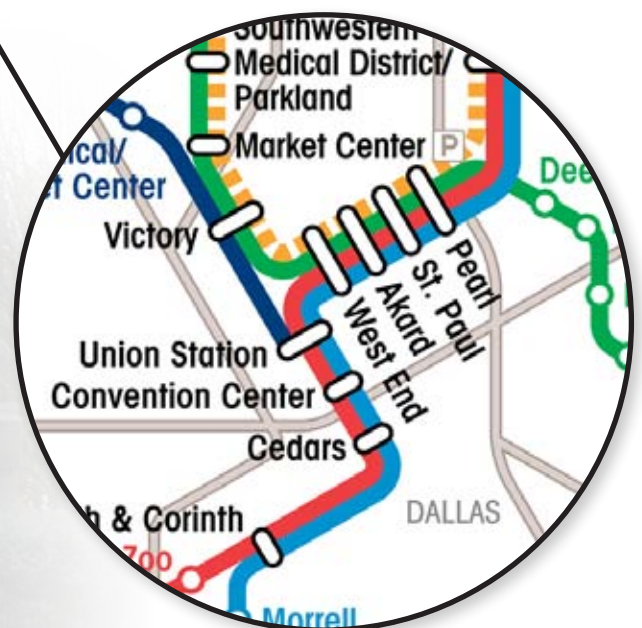


DART (Dallas Area Rail Transport) is Dallas' "above ground" subway system. It is clean and secure. There is a stop outside the Sheraton and it connects participants to all of the NFL tournament properties, special event venues, and other downtown and regional establishments.

DART Rail Stops

Sheraton – Pearl
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Crown Plaza – West End
Fairmont – Akard
Aloft – Akard
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West End Street Party – West End
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A young boy in a blue denim jacket and jeans, captured in a dynamic pose as if dancing or falling, positioned over the word "ELLIOT" in the title.

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Raise Money for Nationals!



.....

The NFL has partnered with **CAUSECAST** to create a custom online donations system to allow speech and debate teams to collect funds for upcoming events! This platform serves as an easy and convenient way to reach out to new and potential supporters to meet your team's financial needs.

TIP Use the Give Youth a Voice fundraising portal to earn money for the National Tournament in Dallas. Your funds can be used to pay for your team's hotel rooms, entry fees, flights, and other expenses.

.....

Get started today
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Step 2:
Create your team profile



Step 3:
Promote your fundraiser

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DALLAS

Photo: Matthew Rutledge

NJFL Middle School Nationals



**The NJFL Middle
School National
Tournament
will be held in
Dallas, Texas,
June 15-18, 2011,
in conjunction with
the high school
national speech and
debate tournament.**



Photo: Robert Hensley



Photo: Dustin Atkins

**For more information,
visit us online!**

www.juniorforensicleague.org

Core LD Program July 24 - August 6 3rd Week Intensive August 6 - August 13

The Stanford National Forensic Institute offers national caliber summer debate programs for students of any level of experience. The Two Week Lincoln-Douglas program is open to all students and is a comprehensive preparation for the upcoming year of competitive debate. Each lab is carefully constructed to maximize student's ability to accelerate their skills in a highly educational environment. A strong student to staff ratio (7:1) and a minimum of 10 expertly critiqued practice rounds are a core feature of the two-week camp. The Three Week program adds an additional week to the standard Two Week program. The Third Week focuses on technique and practice rounds, and gives students the chance to fully integrate the skills they have learned during the first two weeks of camp.

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 outrounds 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 Michelle Keohane, Jordan Lamothe, Fritz Pielstick, Christian Tarsney, Mike Spirtos, Nadia Arid, Beena Koshy, 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.



Dan Meyers is the division director for Lincoln Douglas debate at the SNFI and Co-Director of Forensics at The Meadows School in Nevada. Prior to his move to Nevada, Dan was Director of Forensics at Clovis West High School in Fresno, California and Presentation High School in San Jose, California. His debaters have been in late elimination rounds at Greenhill, St. Marks, Apple Valley, Glenbrooks, College Prep, Victory Briefs Tournament, Arizona State, MBA Round Robin, Stanford, NFL Nationals, and the Tournament of Champions, and have won the Mid-America Cup, Golden Desert, Harker, and UC Berkeley tournaments. This will be his sixth year at the SNFI and fourth as Director of LD.

Parliamentary Debate

One Week Program: July 31 - August 6, August 7 - August 13

Two Week Program: July 31 - August 13

The Stanford Parliamentary Debate program returns this summer, bringing 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 section is planned for this summer. Small group activities ensure that students of all experience levels can be accommodated.

These exclusive programs feature:

A low student to staff ratio - averaging 1 staff to every 10 students or better

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

Living and working on the Stanford University campus in a stimulating and secure environment

The camp is 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 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 debate, ready to compete in the fall.



With two degrees from Stanford University, including a M.A. in Communication, Matt Vassar has spent all of his adult life teaching debate and public speaking. As a coach, he trained winners to some of the largest parliamentary debate invitationals, including the Marty Cronin Invitational, the Martin Luther King Jr. Invitational, and the Santa Clara University Invitational. He has also trained parliamentary teams to the semi-final round of the elite International Tournament of Champions, the semi-final round of the North American Debating Championships, and the semi-final round of the California State Championship. This is Matt's sixth year at the Stanford National Forensic Institute, and his fourth year serving as the director of the parliamentary debate program.

SQUIRREL-KILLERS

2011-2012 ORDER FORM

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OR Basic + 6-mo. Updates	___ copies (\$138/\$69)	___ \$124	___ \$110	___ \$193	___ \$179	\$ _____
OR Basic + 4-mo. Updates	___ copies (\$122/\$61)	___ \$110	___ \$98	___ \$171	___ \$159	\$ _____
NOTE: same items available individually:						
Aff. Casebook (May 15)	___ copies (\$14/\$7)	___ \$12	___ \$10	___ \$19	___ \$17	\$ _____
1st Negative Briefs (Jul 15)	___ copies (\$38/\$19)	___ \$35	___ \$32	___ \$54	___ \$51	\$ _____
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Update Briefs (print & CD published MONTHLY, e-mail version published WEEKLY)						
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4-month option (Sep-Dec)	___ copies (\$32/\$16)	___ \$28	___ \$24	___ \$44	___ \$40	\$ _____

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Basic Subscription (all 4)	___ copies (\$96/\$48)	___ \$84	___ \$72	___ \$132	___ \$120	\$ _____
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Jan-Feb L-D topic	___ copies (\$24/\$12)	___ \$21	___ \$18	___ \$33	___ \$30	\$ _____
Mar-Apr L-D topic	___ copies (\$24/\$12)	___ \$21	___ \$18	___ \$33	___ \$30	\$ _____

PUBLIC FORUM DEBATE (NFL TOPICS)

Basic Subscription (all 8)	___ copies (\$192/\$96)	___ \$168	___ \$144	___ \$264	___ \$240	\$ _____
OR same items available individually: (on printed copies of 4 or more of the same item, all copies are at lower price)						
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33RD ANNUAL SUN COUNTRY FORENSICS INSTITUTE

Workshop in Policy Debate,
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July 17–30, 2011

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

DIVERSIFIED STAFF — Carol Shackelford (Bingham High, UT); Mike Shackelford (Rowland Hall, UT); Andrew Arsh (Georgetown, DC); Moses Baca (Juan Diego High, UT); Stan Banks (Bridgewater, FL) Natalie Brisighella (Utah State); Aniel Butler (Juan Diego High, UT); Jordan Friedman (USC); Andres Gannon (Berkeley, CA); Matthew Gomez (Bingham High, UT); Danielle Jennings (Idaho State); Steve Knell (Bingham High, UT); Kirk Knutson (the Meadows, NV); Judie Roberts (Skyline High, UT); Madison Rodabough (Juan Diego High, UT); Gabriel Rusk (Denver University, CO); Jimmy Stevensen (Puget Sound, WA).

CURRICULUM

POLICY — Lectures focus on the topic, debate theory, unique and rival views of positions, and “cutting edge” argumentation. Labs focus on research, document-mapping, briefing, refutation, rebuttal reworks, delivery, and practice.

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

PUBLIC FORUM — Lectures and labs focus on current events, crossfire cross examination skills, argumentation, clash, refutation, persuasion, and practice.

IF — Lectures and practice for all NFL events.

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- **Every student has access to a computer and monitored internet.**

COLLEGE CREDIT — Each student will receive three (3) hours of transferable college credit (COMM 2020).

SCHOLARSHIPS — Winners of each varsity debate event will receive a scholarship to Dixie State College.

ATMOSPHERE — SCFI provides a safe environment where students will feel connected to the staff and other students.

COST

\$695 includes **room** (apartments/dorms, air conditioned, pool) and **board** (lunch and dinner)

If traveling, fly in/out of Las Vegas, NV

\$425 for commuters (no room and board)

Lab Fees (maximum): Policy **\$70** / LD **\$45** / Forum **\$30**

CHECK US OUT ONLINE

www.scfi.wikispaces.com

REGISTER ONLINE

www.dixie.edu/workshops/registration.php

THREE WEEK POLICY WORKSHOP

July 10–30, 2011

The additional week features: case construction, efficiency drills, special lectures, targeted skill training, and a round robin tournament.

\$1085 includes room, board
\$630 for commuters

COACHES WORKSHOP

July 17–23, 2011

Coaches will receive **lesson plans** and **training** in Policy debate, LD debate, Public Forum and all NFL individual events.

\$445 includes room, board
\$310 for commuters

Cover Story



Life After High School: *Forensics and Beyond*

by Emily Artalejo

Emily Artalejo—2010 District Student of the Year from El Paso, TX—reflects on her most memorable speech and debate experiences, and what's kept her grounded during and after high school.



As I began high school, I entered speech and debate in hope of sharpening my public speaking skills and possibly earning a shelf full of trophies to show for my efforts, but ultimately I ended up with so much more.

After the first tournament, I began to feel at ease with my teammates. Though I had not advanced in any of my rounds, I was proud to be part of such a successful and respected team. My coach, Mr. Pecquet, told me as I watched my fellow teammates compete, “Never give up.”

I had a place where I belonged and was always accepted, a family I truly needed after my parents’ painful divorce. I knew that even as a teenager, I had the power to change the world. Instead of ranting about incivility, I wrote an Oratory about it. My words and ideas, even if debated by others, were always respected. For the next three years, I competed my heart out, qualified for nationals, and was elected team captain. Not every moment was easy; some achievements came with a tremendous amount of effort, but Mr. Pecquet’s words from that first tournament always rang in my ears each time I faced a challenge.

In August 2009, my father called me one day during debate practice to inform me that my mother was in the hospital for what the doctors thought was a stroke. I immediately told my teammates and Mr. Pecquet as tears

welled up in my eyes. During the long following weeks, my mom was constantly travelling back and forth from the hospital for additional tests. Though I was devastated by the state of my mother’s health, I continued to fervently compete in speech and debate; in part because I know my involvement in forensics made my mom proud, but mostly because the very first lesson I learned during competition was to never give up.

In October 2009, my mother was diagnosed with relapsing-remitting multiple sclerosis (MS), a neurological disease that does not currently have a cure. In the following months, in addition to leading my team to the Texas Forensic Association State Championship, I led and organized a more personal project. Many of my teammates gathered with my family to support my mother’s fight against MS. We donned shirts and accessories colored bright orange, the symbolic hue for MS awareness, and began our march for the National Multiple Sclerosis Society’s Walk MS El Paso. I named our team “Orange You Fighting for a Cure?”—a humorous name in order to focus my energy on the positive aspect of researching for a cure. Our small team raised more than \$500 for MS research and treatment programs. I knew that I could not reverse my mother’s diagnosis, and that a cure may not be found in her lifetime, but

“I have learned that, to change the world, it is not enough to alter a rule or enact a new law—but rather, to connect with people to give a new perspective and gather toward a common goal.”



I channeled my efforts into making a positive impact and giving others hope.

Later that year, I created a Relay for Life team in honor of my friend and family members who have suffered from cancer. My experience as captain for both teams has inspired me to explore a career as chair of a non-profit organization.

Serving for two years in a leadership position on my speech and debate team proved to me that I had the skills to lead other organizations. I was elected to other leadership positions in my school: Student Council, Theater, Academic Decathlon, and Interact. I became more involved in school events. I represented the speech and debate team in my school's Most Beautiful Pageant, performed a duet interpretation as the talent portion of the pageant, and earned the title of Hanks High School's Most Beautiful.

In addition, my mother's illness also posed a financial burden on my family. Suddenly, I did not have a viable way to pay for the private university (I had my heart on St. Mary's University). Though I had already earned an academic scholarship and grants, I knew my family would have to pay tens of thousands of dollars in loans after graduation. I asked Mr. Pecquet to write a recommendation for the Texas Forensic Association Scholarship. I

put forth all of my effort in my essay describing how forensics has impacted me.

What I remember most was the pride glowing on the face of my mother, Mr. Pecquet, and my team as I accepted a scholarship given to only two students across the state of Texas. Though the scholarship was not large, it gave me the confidence to apply for countless other scholarships, most of which I have been awarded and therefore drastically decreased my loan amount.

I created a digital portfolio in support of my original proposition: The Texas State Government will provide a yearly grant for the University of Texas Health Science Center at Houston Multiple Sclerosis Research Group. I drafted legislation, prepared several speeches, and a Prezi Presentation, which I plan to present to my local chapter of the National Multiple Sclerosis Society along with an extensive research document. I utilized the skills I had gained through forensics to create the online portfolio, but more importantly, the values and the desire to serve others which forensics had instilled in me.

I have learned that, to change the world, it is not enough to alter a rule or enact a new law—but rather, to connect with people to give a new perspective and gather toward a common goal.

I turned to forensics to cope with personal issues and walked away with four years of amazing memories, skills, and wisdom and life lessons. I can honestly say that I have achieved what I have today through my involvement in forensics, and for that, I am thoroughly indebted.

Recalling my speech and debate years, what comes to mind is not a particular award: I recall how intently my partner and I persisted through our toughest Cross Examination round, how hard I laughed as Mr. Pecquet shared hilarious stories between rounds, and how ecstatic I was during a team snowball fight after a TFA award ceremony.

During my experience with debate, a single quote articulates the entirety of what I have learned: “Live and love are only one letter apart.” I learned to love and respect myself and others, and to strive to make a positive impact on the lives of others. ■

Emily Artalejo is an alum of Hanks High School in El Paso, TX, where she served as team captain her senior year. Emily earned awards in debate, interpretation, and public speaking during her four year career. Emily achieved the degree of Outstanding Distinction while competing at the NFL National Tournament for three consecutive years. She is now an Honors Program student at St. Mary's University in San Antonio, where she is studying political science. She is involved in the Ethics Bowl Team, Phi Alpha Delta pre-law fraternity, and Delta Zeta sorority.



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PROGRAM DESCRIPTION

The Ivy Scholars Program offers three innovative, intensive summer educational experiences that feature interdisciplinary college-level non-credit academic study with leading scholars and practitioners. A very select group of high school students from across the United States and around the world will learn from members of Yale's world-class faculty, scholars from other leading institutions, distinguished fellows, and top government and business practitioners on a wide range of issues facing national and international leaders. Over the past several years, speakers have included such luminaries as Paul Kennedy, John Lewis Gaddis, Charles Hill, Walter Russell Mead, John Negroponte, Paul Solman, Robert Dahl, Harold Koh, Jonathan Schell, Robert Schiller and others.

The Ivy Scholars programs are developed specifically for academically competitive high school students who wish to pursue undergraduate study on a campus of a top-tier university such as Yale. Students will experience academic and residential life at a top Ivy League school by living on-campus in Yale College housing, dining in the historical residential college eating halls, and most importantly, learning from Yale scholars on the subjects of their expertise in university classrooms. Library facilities at Yale are unmatched by any other high school summer academic and leadership program with one of the largest university library collections in the world. Students will have network privileges that gives them 24/7 access during the program to Yale's world-class on-line resources including journals, databases, and research services.

STUDENT PROFILE

We are seeking outstanding high school student leaders with strong academic records, passion for national and international issues, and who wish to make substantive and lasting contributions to their communities and the world. Because our programs are conducted as college-level academic and leadership development programs, students are expected to be mature, focused, responsible, articulate, passionate, and willing to engage in discussions over difficult moral and policy issues. The Ivy Scholars Program focuses on developing future senior leaders in government, business, public service, and education, and to that end, seeks student scholar-leaders who have strong written and verbal communication skills, can read and analyze large amounts of material, draw well-reasoned conclusions, and consistently adhere to a high standard of personal and professional conduct. These special academic and leadership development programs are for extraordinarily capable individuals of strong character who know who they are, possess a strong desire to study the most important ideas of our time, and have a calling to someday serve at the very highest levels of government, business, public service, and education.

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 - Focus on executive writing skills, group facilitation and deliberation skills, and study of major global challenges
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 - Designed for rising sophomore and junior high school students
- **Studies in Grand Strategy for Rising High School Seniors • 24 July – 7 August 2011**
 - Focus on strategic writing skills, advocacy and persuasion skills, and the study of Grand Strategy
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Admission is competitive and applicants are encouraged to apply as early as possible. Need-based financial aid is available. Last year's program attracted top scholar-leaders from across the U.S. and South America, Europe, and Asia. Visit our website:

[HTTP://IVYSCHOLARS.YALE.EDU/](http://ivy scholars.yale.edu/)

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The Role of Forensics in Selecting a College or University

by Craig T. Cobane

Every year forensic students, along with several million other high school seniors, go through the gamut of selecting an institution of higher education in which to spend the next four (increasingly five) years. For many, the process begins their sophomore or junior year, thus stretching out the angst for several years. Students are not alone in the stress; the selection and application process involves parents, guidance counselors, friends, and, even, forensic coaches.

In helping students select an institution of higher education, parents and coaches often provide advice based upon their personal experience, which is often decades old and from a very different world of higher education than what exists today. Traditionally, the criteria used to select a university were fairly circumscribed. Does the university have a good reputation (often pre-*U.S. News & World Report* rankings)? Does it have the major you wanted? How close to home? How good is the sports program? Graduation rate? Job placement rate? What is the cost (i.e., in-state vs. out-of-state and public vs. private)?

Those criteria still have value, but today's students, and their parents, are looking at a wider set of variables. Are there opportunities for engaged learning (e.g., internships, lab research, etc.)? Are there opportunities for me to excel and stick out from the crowd? Are there online options? What is the average class size? Will my teaching faculty

be actual professors or instructors, part-time adjuncts and graduate students? What are the residential facilities and services like? How many students get accepted to graduate/professional school? Are they top graduate/professional schools? What percentage of students study abroad? And where? What is the success rate for national scholarships?

As a forensic participant, or the coach/parent of one, there are variables that are often overlooked when selecting a university—learning style, experience, and the skills accumulated from participation in competitive forensics. This article is not intended to demonstrate how forensics can help students get admission to the college or university of their choice—although the forensic experience certainly does help. In fact, Professor Minh A. Luong wrote an excellent article on the subject for November issue of *Rostrum* (reprinted in 2007). The focus of this piece is how participation in forensics should influence your selection of an institution of higher education. In forensics, students are taught to play to their strengths. Selecting where you will invest the next four to five years, and a great deal of money, should be informed by the same quality advice—play to your strengths.

For ease of reading, this essay will speak generally about “forensics” and not discuss the various events and the specific skill sets developed through participation in each type of event. For the sake of simplicity, I assume in this article that forensics develops

the following skills: advanced critical thinking, enhanced research ability, rhetoric, source evaluation, analysis/synthesis, and overall intellectual flexibility. The question to ask is “what type of educational environment is best suited to the skill sets developed through participation in forensics?”

Traditionally, schools are categorized based upon certain criteria—for example, ownership (i.e., state-supported, private, military academies, etc.); size (i.e., large, medium, and small); primary mission (i.e., doctoral granting, master comprehensive, primarily undergraduate, and community college). Obviously, the preceding is a simplification and not as comprehensive as the veritable Carnegie Classification system (CFAT, 2010), but most readers will recognize and can use these variables to discuss and categorize institutions of interest.

Each type of institution has both strengths and weaknesses and also advantages and disadvantages. No one type of institution is inherently better than another. It is your fit with any particular institution that is important. Students participate in selected forensic events based upon the fit of their talents and the demands of the event. The key for selecting a university is for students and parents to assess and balance students' skills and these variables to find the university or college that is the best fit. But what is the best fit for a student with a background in forensics? Before delving too deeply

“Traditionally, the criteria to select a university were fairly circumscribed... Today’s students, and their parents, are looking at a wider set of variables.”

into what type of university is a good fit for someone with the skills and experiences developed through experience in forensics, let us look at the major categories of schools in the United States.

Large state-supported schools have a great deal to offer: reasonable price, expansive choice of majors, strong reputation, graduate/professional programs, big time sports programs, and name recognition—to name just a few. (Note, the same can be said for large private institutions, sans the reasonable price.) However, these advantages come at a cost. Often the focus on graduate/professional program and the pursuit of reputation can lead to less emphasis on undergraduate education. We have all heard the stories about large universities with plenty of star faculty, who teach primarily small graduate level seminars and never teach a freshman course. Therefore, the first several years of your education, you never see the star faculty who attracted you in the first place, because instructors and graduate teaching assistants teach your classes. Unfortunately, higher education is a business—and for universities to afford star faculty and small graduate seminars, other courses need to be larger, often much larger. It is unfortunate, but true, that much of the focus of large research institutions is focused upon faculty research and graduate education, not the undergraduate experience.

In a class of 200-plus (by no means a huge class by American higher

education standards), there will be little if any class discussion, and tests will be predominately multiple choice, based upon a test bank created by the publisher of the large text book you will be assigned read. The lecture portion of class *may* be taught by a tenured faculty member, but the discussion sessions surely will be led by graduate students. If you have a question or want to engage the professor in dialogue, you will first have to talk to a graduate teaching assistant, then be referred to the lead teaching assistant, and then maybe you will get to talk to the professor. If there is interaction with your professor during the lecture in the auditorium, that interaction will be based on personal response systems or “clicker.” The professor poses a question and hundreds of students “click” their handheld remote in response (Mayer, *et al.*, 2009). The rhetorical, research, verbal communications, critical thinking skills, etc., developed in forensics will not be of much value as you “click” your way through the rote memorization and multiple choice tests of today’s freshman level courses at large universities.

After several years of large lecture halls of introductory courses, students will be able to enroll in a wide range of upper division courses. It may take several years, but the specialized courses at the junior and senior year are worth the wait. Courses may still seem large to a current high school student (e.g., upwards of 35-45 students or more), but the diversity

What to look for...

- Are there opportunities for engaged learning?
- Are there opportunities for me to excel and stick out from the crowd?
- Are there online options?
- What is the average class size?
- Will my teaching faculty be actual professors or instructors, part-time adjuncts and graduate students?
- What are the residential facilities and services like?
- How many students get accepted to graduate/professional school?
- Are they top graduate/professional schools?
- What percentage of students study abroad? And where?
- What is the success rate for national scholarships?

“Large universities have created honors programs and colleges, to create a more intimate learning experience of a small private college, while still providing the resources of a large institution.”

of these courses is greater than what any other category of institution can provide. This specialization will be helpful if you are looking toward post-graduate education, especially if your department is strong and academically rigorous.

Forensic students with skills honed through years of training and competition may find that a smaller university or college is a better fit. Small private institutions, often referred to as liberal arts colleges, have a number of advantages. They offer a personal intimate learning experience, small class sizes (specially in the crucial first two years), classes are taught by professors who often know you by name and develop personal friendships with students over four years, and are rarely taught by graduate students. Classes are more likely to be designed to play to the strengths of forensic students: in class discussion and presentations with substantial give and take with faculty and classmates, you are less likely to have standardized tests and more likely to have written assignments and tests, which play to your forensic skills of research, analysis and critical thinking. For these reasons and others, the liberal arts experience is traditionally considered the “idealized” college experience.

As a result, these small private schools typically have a strong reputation, which is always a plus, but these advantages come with a price. The average cost of a private four-year college is \$27,293 annually, but it is not uncommon for colleges to cost \$40-50,000 or more per year (College Board, 2010). Additionally, in order to keep the size of the institution small, admission is very competitive with many colleges, boasting about acceptance rates in the single digits. However, if you are good/fortunate enough to get into the small private

liberal arts college of your choice, you will find the range of courses by necessity limited. A college with 1,500 students and 50 faculty members cannot offer the range of courses a university that has 10-20 times more faculty can offer. It is not uncommon for a large university to have more faculty members in one department than a small college has at the entire institution. Additionally, small colleges cannot offer the range of programs and majors that larger schools can. For example, the cost of faculty, staff, and infrastructure to have an engineering program makes it nearly impossible for a small liberal arts college to offer engineering programs.

Many students, and parents, find themselves in the same situation as Goldilocks: one porridge is too hot, the other too cold; one bed is too hard, the other too soft; and one chair is too big, the other too small. Students and parents are looking for educational opportunities that combine many of the advantages of a large university, with the fine qualities of a small private college. Those opportunities exist and often are a very good fit for students who want to make the most of the training and preparation with which their high school forensic training has provided them.

Colleges and universities have endeavored to meet this demand. Small liberal arts institutions have worked together to create college consortia that draw upon each other's resources to expand the diversity of their offerings in order to attract more students. The “Five College Incorporated” in Massachusetts and the “Five Colleges of Ohio” are examples of this phenomenon. Large universities have created honors programs and colleges, to create a more intimate learning experience

of a small private college, while still providing the resources of a large institution (Digby, 2002). The goal of a large state university in creating honors programs and college (Sederberg, 2002) is to attract high achieving and gifted students, who have traditionally attended prestigious private liberal arts intuitions. In many regards they have succeeded; a number of honors colleges have the attributes of some of America's best private colleges: ACT/SAT composites, study abroad participation, success in nationally competitive scholarship competitions (i.e., Fulbright, Goldwater, Rhodes, etc.), and admission to selective and elite graduate/professional programs that rival most private colleges (Spurrier, 2002).

Both of these options help students find the middle ground between a university that is too large to provide the personalized experience and one that is too small to have the range of academic opportunities today's forensic students need

and desire to get the most of their college experience. Additionally, honors program/colleges and private college consortia are unintentionally designed for students with a forensic background, as they provide the opportunity to take a number of small classes on a range of topics. These courses are typically organized to play to the learning style of students with forensic training and experience: class discussion and presentations, field trips, research assignments that focus on critical thinking and well organized writing, and intellectual flexibility.

Yes, there is more out there than just the large universities and the small colleges—and, yes, looking at honors college and private consortia adds more options and variables to think about, possibly making the college selection process more complicated and increasing angst. However, finding the right school is probably the most important decision a student can make, and students (and parents) should look at as wide a range of options as possible. In

doing so, students should keep at the fore of their decision making those institutions that allow them to benefit from the forensic training and experience. If you choose well, your forensic experience will help you be successful during your collegiate years and beyond. ■

Craig T. Cobane is the John and Jacque Jarve Endowed Professor in Honors and has served as the Executive Director of the Honors College at WKU since 2005. Before taking the position at WKU, he taught at a large public research institution and a small private liberal arts college. He is a political science professor by training, who specializes in international security policy. He has published in the area of international politics, military affairs, and working with gifted and high achieving students. He is the co-editor of the forthcoming NATO: An Encyclopedia of International Security. He was a Salvatori Fellow at the Heritage Foundation, an Academic Fellow at the Foundation for the Defense of Democracy, and, most recently, a Defense Policy Fellow at the Pentagon, sponsored by the American Association for the Advancement of Science (AAAS), where he worked on issues related to non-kinetic counter-insurgency policy in Afghanistan.

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In Memoriam



The NFL mourns the loss of Wisconsin educator **Kenneth H. Thames**, who passed away on April 11, 2011. Thames taught in Milwaukee for five years and then in Eau Claire from 1975 until his retirement in 1993. He coached speech and debate in addition to several sports, receiving numerous awards such as the Wisconsin Communication Association's Andrew T. Weaver Award for outstanding leadership and excellence in the communication field. He served the National Forensic League for many years at the local, state, and national levels, and was inducted into the NFL Hall of Fame in 2000.

The NFL extends its deepest sympathies to the family of Ken Thames.



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**A student's
perspective
on how the NFL
prepares you
for post-high
school life**

by Mike Griggs

Out of the Frying Pan

Sleeping heads on desks. Staring jealously out the window at the classes lucky enough to be taught outside for the day. A general feeling of complete apathy floating through the air. All these situations can be described by three simple—yet all-too-familiar—words: *Second. Semester. Senior.*

As the sun sets on our high school lives, we seniors find ourselves looking back at the past four years, wondering how they slipped by so quickly, even though the hours spent in class seemed to drag on so tediously. Needless to say, I have spent a lot of time reflecting on all the competitions of which I have been a part, the friends I've made, and all of my successes and failures of recent years. It seems like only yesterday that I walked into a local high school for my very first speech and debate competition, a novice tournament with about 50 total competitors. Since then, I have maintained a four-year love affair with forensics, competing in everything from other tournaments of similar size to three (soon to be four) NFL Nationals.

Something I've noticed, however, is that second semester seniors rarely focus on the future and what life holds for us after high school. Sure, we have a general plan of where we will be going to college, how we will spend our summer, and which graduation parties will have the most food, but whenever the conversation turns toward how our lives will change once we toss our graduation caps in the air, our brains want to turn immediately to

another subject. (Usually something to do with last week's *Glee* episode)

And frankly, I can't blame them. I've learned from experience that dwelling on what hasn't happened yet is a recipe for disaster. Just because we choose not to dwell on the future, however, does not mean that it isn't going to happen. Eventually, we will have to leave that high school campus behind and jump into the real world. While such a leap can be daunting, especially given the current state of the economy, I am confident that my experiences with competitive forensics will give me an advantage that most people don't have.

First is the ability to formulate an idea. I believe I speak for a considerable percentage of forensic students when I say that being an NFL member has helped me considerably to become an independent thinker and come out of my shell. Moving to North Carolina from Ohio before my freshman year, I was one of the shyest, most introverted people of my age. Being suddenly thrust into a school of 3,000 students certainly didn't alleviate my perspective of being the smallest fish in a huge pond, and it seemed impossible for me to find my niche.

Due to scheduling conflicts, I did not get into the Theatre I class I requested, and was randomly placed into debate I instead. Being a typical 9th grader with no knowledge of the debate world, I thought the class would be all about arguing and critical thinking, two of my absolute worst skills at the time. However, I

“Formulating an idea is incredibly important, but it is useless without the ability to convey a message, to articulate a point, to contribute to the ever-expanding marketplace of ideas.”

was shocked when my teacher (soon to be coach) introduced the class to interpretation events first. That day, a whole new world was opened to me. In the past, my acting skills had been used to deliver lines to an audience in a theatrical setting. Learning about how to use those skills to create my own interpretation of an author's work in a competitive setting... it was intimidating, to say the least. However, I saw it as a good way to possibly hone my acting abilities. I chose to attend one tournament to see if I would enjoy it, and after that, I was hooked. The thrill of competition was something I had never experienced in stage acting before, and it was something I immediately fell in love with. Unbeknownst to me, through interpretation, I was honing my ability to create my own original ideas, as opposed to simply following someone else's. This ability was put to work in Congressional Debate. Since my first competition, I have become a much more outgoing, independent thinker, which is a trait that I'm positive I will use in college and beyond. I am so grateful that I developed this trait in high school, so that the transition into post-high school life will be as smooth as humanly possible.

The second skill that the NFL has taught me is the ability to lead. I have been given multiple responsibilities on my team, such as offering encouraging words to discouraged competitors, recruiting new members, or helping to run one of the largest tournaments in the southeast. However, I've learned

that being a leader is about more than taking initiative. It is about working with others to achieve a common goal. It is about supporting the people who need support. Most of all, leadership is all about listening, be it to the coach's advice or suggestions from fellow teammates. If every student were to graduate high school with the notion that leading is simply having "followers," nothing would ever be accomplished. Thankfully, programs like the NFL are ensuring that students know the true meaning of leadership, a skill that is not only vital in the speech and debate world, but also on any path a student wishes to take after graduation.

The third, and perhaps most important, skill that the NFL has given me to take into the real world is communication. The first skill I mentioned (formulating an idea) is incredibly important, but it is useless without the ability to convey a message, to articulate a point, to contribute to the ever-expanding marketplace of ideas. If our unique theories are bottled up inside us and not shown to the rest of the world, no progress can be made. In other words: ineffective communication is a danger to our society, which is why I firmly believe that the power to communicate is the power to change the world. Thankfully, the NFL has done a fantastic job of preparing students to be effective communicators and, consequently, better citizens. While several students may choose not to pursue forensics beyond high school, the ability to communicate that was

developed in those four years will be used every day for the rest of their lives.

So, am I nervous about going off to college this fall? Of course. Any high school senior would be. However, I am also confident that my experiences with the NFL have prepared me to take on post-high school life with a determination I would not have, had it not been for my involvement with forensics. I have no idea what classes I'm going to take, let alone what my major will be, but that does not bother me. As I said earlier, the last thing I want to do is dwell on the future; but that does not mean I intend to ignore it.

My goal is to keep my possibilities as open as possible. Two years ago, I wanted to become a professional actor. Now, I want to become a history teacher. As actor Christopher Lloyd once said in *Back to the Future*, "Your future is whatever you make it... so make it a good one." I'm sure I speak for all my fellow NFL members when I say that being in forensics has helped tremendously in giving me that power... the power to leave high school with confidence, the power to look forward with anticipation as opposed to dread, and the power to make the future whatever I want. Life after high school? Bring it on. ■

Mike Griggs is a senior and four-time national qualifier at Myers Park High School in Charlotte, NC, holding an NFL degree of Premier Distinction. He will be attending Trinity College in Hartford, CT next year.

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Student of the Year Spotlight

by Cory Williams



Writing this article has been one of the hardest things I've ever found myself doing. For weeks, I have been putting it off. When I did try to think of a clever vehicle that would accurately display how I feel about this activity, I just couldn't. I tried to blame it on being too busy, writer's block, and even a lack of inspiration, but none of that was true. I had time to watch every episode of *How I Met Your Mother*. You can't have writer's block if you haven't been writing. And there are very few life events that are more inspiring than my four years as a competitor in the NFL. The real reason I haven't been able to write this article is because it marks the end of my official involvement with this organization.

"We can influence the world in a great way, but we can never do that if we are constantly living in the past."

The NFL has been a staple in my life for the past five years. What the NFL has taught me is something that cannot be learned in a classroom, something that cannot be researched for a paper, something that cannot be confined to one school's campus. Nothing else I've ever done has prepared me for life outside of high school like the NFL. There is a reason that the NFL is the nation's oldest and largest high school speech and debate honor society. For the past 86 years, the NFL has worked hard to make sure that all students leave the program better than when they joined. This activity has helped students begin their path to adulthood.

College is the time where you find out who you really are. Students grow into adults during these four years. You're away from your parents and you have a newfound sense of freedom. But after four years of a strict speech schedule, what is there to do with all of this new time on your hands? How can you make sure that all that you've learned in the last few years isn't lost? There are certain things that the NFL asks of its alumni in an effort to keep the values that the NFL has given us.

Never Give Up

We can all remember our first tournament. I woke up that morning and was so afraid to compete that I actually contemplated asking my mom to call our coach, telling him that I couldn't compete. I counted myself out before I even tried. I didn't know whether or not I would do well. All I knew was that I was nervous. At the close of my very first tournament, I went 1-3 in Lincoln Douglas Debate. Words cannot express how I much I wanted to quit. But my family wouldn't let me. To this day, I am so thankful that they didn't.

Albert Einstein once said, "Success is not final, failure is not fatal: it is the courage to continue that counts." Now that forensics is over, we're going to be faced with doing something new. With some of those things, we may not be successful, but we have to remember that giving up is not an option. Too often, we only see the immediate future and fail to see how we may benefit in the long term. Quitting debate would have been the worst decision of my life and I would have regretted it.

The NFL wants us all to be successful after we graduate high school. It is our job as alumni of this organization to show that there is a whole world outside of high school and that, as NFL alumni, we have been equipped to handle anything and excel in everything. We have been empowered to be effective communicators, ethical individuals, critical thinkers, and leaders in our society. With these traits, there is nothing that we can't do, so giving up should never be an option.

Look Toward the Future

I arrived at college, as many of you will do, heavy with accolades. I assumed that I would excel in all that I attempted to do. On my very first day of class, I remember waking up thinking about how I was going to take my school by storm. I walked into my first class, chemistry, with confidence and sat proudly on the front row. My professor passed out his syllabus, and then immediately began talking about a subject that I did not expect to cover on the first day: chemistry. I soon realized that there would be no "let's get to know each other" or "let me tell you a little about my class" discussion taking place.

I was not prepared to experience this fast-paced learning environment

because I was focused on all that I had experienced and done while in high school. I was about to miss out on an entire sea of experiences because I was so focused on my past.

As NFL students, we were trained to constantly look toward the future. Policy Debate helps us come up with plans to make the future better. Oratorics help us formulate ideas that will make our society better. Extemporaneous Speaking teaches us to explain what's going on today and how it will affect our tomorrow. As alumni, we have to remember to look toward the future and not focus so much on the past. We have been placed in a position where we can influence the world in a great way, but we can never do that if we are constantly living in the past. While it is important to learn from the mistakes of the past, we have to make sure that we are using the knowledge, capabilities, and resources given to us by the NFL to make the world a better place for generations to come.

Pay It Forward

I know you've probably heard it before, but there is no better way to pay the NFL back than to actually pay it forward. This activity has given us all so much, and it is our job, duty, and obligation as alumni to pay it forward. Even if you aren't going to be in your hometown, there are schools all across the country looking for young students, fresh out of competition, to help with their teams. Who else knows more about what to look for than someone who recently competed? I know that it is a huge time commitment, but nothing feels better than passing down your knowledge to someone else.

Even if you cannot help coach, judge at a tournament. At every awards ceremony, the emcee thanks

the judges because without them, a tournament is not possible. You can still leave your mark and help students with comments on ballots. This activity is a learning experience, and competitors desperately need qualified judges like you to help them make their performances better. We have all made it this far because we have been blessed with the influence of coaches, judges, and older students who really cared about our progress in this activity. Now that we are done, we owe it to the past generation of competitors to pay it forward.

My time with the National Forensic League has been great. I was even blessed to have another year of involvement after high school. I have greatly enjoyed coaching and attending tournaments this year. As you may have noticed, I used "we" a lot in this article because now that I am done, I have to find my life after forensics as well! However, I know that I will go toward the future confident that God, my family, my coach, my community, and the NFL have equipped me with what I need to excel in all of my endeavors.

Congratulations to all of the NFL National Qualifiers and District Students of the Year. You all have proven to be leaders in this activity and in your communities, and I know that you will all continue to serve the NFL as it has served you.

See you all in Dallas! ■

Cory Williams is the 2010 NFL Student of the Year. An alum of Hattiesburg High School in Hattiesburg, MS, Cory earned awards in both debate and interpretation events during his four year career and achieved a degree of Premier Distinction. He is now a student at Vanderbilt University in Nashville, TN, where he is studying chemistry.

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The competitive season is over—now what do I do with my debate classes?

by Tara L. Tate

NDCA

COACHES FOCUS

One of the struggles that I face every year is what to do with my debaters at the end of season—both from an in-class, curricular perspective and from an after-school, extra-curricular perspective. What do I do with the students who are on the team but may be finished with their season? How do I involve activities that can both keep the students engaged and start getting them ready for next year? What do I do with the graduating seniors? I hope this article can provide some practical lesson plans to incorporate into your classes and/or afterschool practices NOW to meet those challenges.

#1—Current Events

In my novice debate classes, I spend most of the last quarter on Current Event units. Each year, I choose different current events, based on the timeliness of the issue, interest level, and next year's policy topic. One very helpful Web site for short current event lesson plans (I also use these for quick substitute plans) is izzit.org. This Web site has free daily current event lesson plans and only sends you one e-mail each day. You can also freely search their archives of current event articles and reading questions.

Aside from these quick current events lessons, I usually engage the students in two- to three-week current event units. One unit is always tailored to next year's policy topic. However, my approach usually does not involve teaching it from primarily a debate perspective in order to provide a solid historical background and to engage the students not doing policy debate next year. The lesson plan on space exploration for this year includes some of the following resources:

1. Viewing of the DVD "Everyone's Space," which I got free from izzit.org—it comes complete with a Teacher's Guide.
2. Historical look at the development of the U.S. space program from Space Today Online, available at www.spacetoday.org/Teachers/HistoryScienceAstronauts.html.
3. Lesson plan entitled "Understanding Space Travel" from *Discovery Education*, which involves learning about space colonization and activities where students design their own space cities (www.discoveryeducation.com/teachers/free-lesson-plans/understanding-space-travel.cfm).
4. Developing a PhotoStory about the U.S. space program (www.lessonplanspage.com/SSScienceCIMathLAMD_SpaceExplorationUsingPhotoStory11.htm).
5. The NASA Web site has a wealth of curriculum resources—interesting materials include video that marks the milestones of the NASA program ("NASA at 50" series), a game where students assume the simulated role of astronauts in order to further human expansion ("Moonbase Alpha"), and videos on how space exploration can expand medical technology ("NASA Anatomy: How Space Technology Improves Human Health") <http://search.nasa.gov/search/edFilterSearch.jsp?empty=true#>.
6. Reading topic essays by Stefan Bauschard (available through *Rostrum* or *Planet Debate*) or Rich Edwards (available through the National Federation of High Schools).

Thoughts on this article—or others? Comment on the NDCA Web site www.debatecoaches.org.

If you would like to submit an article to the NDCA Coaches Focus, please contact Nicole Serrano at nicole.serrano@gmail.com.

"I hope this article can provide some practical lesson plans for you to incorporate into your classes and/or afterschool practices NOW to meet these challenges."

I have also had much success with a two-week unit on genocide. The unit covers how the international community defines genocide, a statutory analysis of the U.N. Convention on Genocide, historical reflections on past genocides, as well as a detailed look at the current genocide in Darfur. Most of these resources were obtained online from The Choices for the 21st Century Education Program Web site. My adaptation of these lesson plans can be found at the National Debate Coaches Association Web site at www.debatecoaches.org/page/coaching-and-teaching-resources. I also show the DVD, "The Devil Came in on Horseback."

The "Choices" program mentioned above frequently release timely current event unit lesson plans on a wide variety of subjects. Recently, they have added lessons on the revolution in Egypt, the floods in Pakistan, and the BP oil disaster. You can find these lesson plans at www.choices.edu/resources/current.php.

#2—Student Created Videos and Lesson Plans

Adapted from a lesson plan from my colleague Michael Greenstein at Glenbrook North (IL), this is a great activity for your advanced debaters (especially your graduating seniors) and one that can also be adapted for your novice debaters. The original assignment is to have your senior debaters create a 20-minute video for future novices on a particular skill set that the debater has mastered. Students should be instructed that the videos should be informative, entertaining, and appropriate for classroom use. Some examples of skill

sets are flowing, cross-examination skills, how to give a 1AR, research, paperless debate, writing an LD case, writing a Congressional authorship speech, or student responsibilities at the tournament you host. Students are graded on the following categories: accuracy of information, breadth/depth of information, creativity/use of theme, and full time breakdown.

You can have also have students create a hypothetical curriculum for an Introduction to Debate class or your Varsity Debate classes. How would the students plan the day-to-day activities? How would the course be graded? A smaller version of this lesson plan is to have your varsity debaters create an individual lesson plan that can be adaptable for future classroom settings. Students can create activities based on various debate concepts (i.e. "Jeopardy" for Parliamentary Procedure), compile a packet of debate theory articles with reading questions, or create PowerPoints that teach a debate concept.

#3—Extemporaneous or Impromptu Speaking

No matter what debate events you teach, the skills learned from Extemporaneous or Impromptu Speaking can be invaluable. This can be its own lesson plan OR you can incorporate Extemporaneous speeches into your Current Event unit lesson plans above. You can make this project as extensive as you desire—students can have a larger unit where they create their own Extemporaneous files and then give speeches. You can also shorten the unit by giving students a class set of articles and topic areas set ahead of time. I utilize the Daily Brief e-mail feed from the Council of Foreign

Relations when doing an abbreviated search for questions. I have students fill out critique sheets of their class members for participation points.

#4—Viewing "The Great Debaters" Movie

This is a great lesson plan for 2-3 days that can provide some engaging instruction at a time when students are ready to be done with classes. I give the students a viewing worksheet to complete while they are viewing the movie. I ask the students to submit a five-paragraph essay at the end of the viewing that analyzes the movie utilizing one of the following quotations:

- Option 1: "Peace cannot be achieved through violence. It can only be attained through understanding." – *Ralph Waldo Emerson*
- Option 2: "An artist must be free to choose what he does, certainly, but he must also never be afraid to do what he might choose." – *Langston Hughes*
- Option 3: "One of the penalties for refusing to participate in politics is that you end up being governed by your inferiors." – *Plato*
- Option 4: "Most of the change we think we see in life is due to truths being in and out of favor." – *Robert Frost*
- Option 5: "The history of our race, and each individual's experience, are sown thick with evidence that a truth is not hard to kill and that a lie told well is immoral." – *Mark Twain*

Students are asked to use historical references, examples from the movie, and knowledge from experiences they

have had personally in debate to analyze their chosen quote. For a longer lesson plan, you can situate the viewing of this movie with a broader unit on racism.

#5—The Toulmin Model

In an ideal world, I would start my Debate I classes in the fall with a unit on argumentation theory. However, I think many debate educators feel pressured to start teaching specific debate practices due to the early start of the competitive season. I still think this is an important unit to incorporate, even if it is at the end of the year. It will provide a common vocabulary between you and your students as they engage in more sophisticated argumentation as varsity debaters. I typically include a lecture on the various components of the Toulmin model as well as argument fallacies.

After teaching the basics of the Toulmin model, I will conduct miniature claim/data/warrant debates. I will give the students a list of claims (see below) and the students must come up with three pieces of data to support the claim—a fact, an expert opinion, and a personal anecdote. Then, pair up the students. Each pair should choose 3-4 claims. For each claim, one student will give the first speech, utilizing all three levels of support. The partner should give a speech refuting each of the three levels of support. Possible claims that you could use are:

- The Green Bay Packers are the best team in the NFL.
- *CSI* is the most popular prime time show in 2011.
- Pizza is the most nutritious lunch in our cafeteria.
- Breakfast is better than dinner.
- Cookie Monster is an example of good eating habits.

#6—“Nations” Speech

The purpose of this assignment is to enhance understanding of global politics and geography. Each member of your class is assigned a country to become an “expert” in, both from a historical perspective as well as what is happening

“In an ideal world, I would start my Debate I classes in the fall with a unit on argumentation theory.”

with the country today. Each student will give a five to ten minute speech (including a visual aid). Students should focus their information on the following categories:

- National government structure
- National leaders
- Current political conditions
- Current economic conditions
- Current social conditions
- Relationship to the United States (U.S. foreign policy stance)

#7—Public Debates

Borrowing this idea from Josh Brown at Homewood-Flossmoor HS (IL), your students can engage in public debates. I am using this activity for both an assignment for varsity debaters as well as a fundraiser. We will be using the Public Forum format. One of our public debate topics will be a scaled down version of this year’s policy topic for a discussion on Afghanistan. The second topic has yet to be decided—I have contacted team leaders in the Social Studies department to find out what issues of controversy they are covering at the end of this semester. I have contacted the faculty in hopes of having teachers offer extra credit for attending. Students attending will fill out a “ballot” that I will then turn over to their teachers to verify the extra credit. We will be charging \$3 at the door as well as having a bake sale in order to fundraise.

#8—Exit Interviews

Although I do not do this for a grade,

I borrowed this end-of-the-year activity from Linda Oddo from New Trier HS (IL). I have exit interviews with all of my debaters. It is good to get feedback from students, especially graduating seniors and those debaters who are opting to not return to the program next year. You may do these via paper, online survey, or personal interviews. I do find the face-to-face interviews to be the most beneficial in regards to information gathering, but it is also the most time consuming.

Here is a sampling of some of the questions that I ask:

- In your tenure with GBS debate, what do you think has been the most valuable skill that you have learned?
- What was your favorite tournament in this season? Your least favorite? Why?
- Do you think we do a good job retaining novices? Why or why not?
- What is the greatest strength of our coaching staff? The greatest weakness?
- Are there ways to improve the grading system for Debate? Is the grade a good motivator to get people to do work?
- What are things that positively set us apart from other debate programs? What are things that you see other programs doing that you think we should mimic here?
- If you could change one thing about the GBS program, what would it be? ■

Tara L. Tate is the director of debate at Glenbrook South High School (IL) and the current chair of the board for the National Debate Coaches Association. Tara is a diamond coach in the NFL and a member of the Northern Illinois NFL district committee. Tara was named the 2008 NDCA Educator of the Year and is a Barkley Forum Key Coach. Tara is also the state of Illinois’ nominee for the 2010-2011 NFHS Speech/Debate/Drama Teacher of the Year.

Public Forum

July 24 - July 30, July 31 - August 6, and
Extended Week August 6 - August 13

PROGRAM OVERVIEW

The SNFI treats Public Forum as the distinct event it is, and the program has its own dedicated instructional staff as well as a specific division director and unique curriculum developed for Public Forum. The program is divided into three one-week sessions that are organized progressively:

Week one is a special focus program for beginners and early-intermediate students only, which means these students will be tracked with peers at their own experience level allowing the whole group to accomplish rapid academic progress, yet as a result of the similar skill and experience of the students to move at a comfortable instructional pace and with a friendly and nurturing atmosphere.

Week two is the main session, which we anticipate to be the largest of the three, with expected enrollment of 25-40 students for this particular session. There will be at least three instructors for this session, and perhaps more as additional students are added. Enrollment likely will be capped at around 40 students due to space considerations.

Week three is a supplemental program focused primarily on practice rounds. After the third week program, a student will have had experience equivalent to several regular tournaments! In addition to practice rounds, several special topics appropriate for rising varsity level students shall be covered, such as advanced strategy and extensive consideration of advanced crossfire and cross-ex techniques.

CHOOSING THE RIGHT PROGRAMS

Students may do one week, two weeks, or all three weeks of the program.

A beginning level student who does all three weeks can expect to leave the program significantly improved, having progressed from a beginner or intermediate level student to what we would consider to be a low to mid-level varsity debater in just three weeks.

More advanced students may wish to do both the second and third weeks, but should not do the first week given that their skill level likely exceeds the norm for that group. It is recommended that students who wish to attend the third week also attend the second week, as some of the materials covered in the second week will be used during the third week.

Third week can be attended independently of the other programs if and only if a student is highly motivated and is prepared to arrive at the program having completed significant independent preparatory work. Any student interested in third week only should contact us for more information.



Les Phillips (academic director) is one of the most successful debate coaches of modern history. Mr. Phillips directed forensics at Lexington High School (MA) for more than twenty years, and during that time he coached students to numerous national invitational championships, as well as TOC and NCFL championships in policy debate (first place finishes, and top speaker awards, at TOC). He has worked at more than twenty-five summer workshops, is a five diamond NFL coach (an honor attained by only about 1% of all coaches) and former NFL National Council member who served with the NFL during some of Public Forum's formative years. Mr. Phillips is unique in being qualified to coach in policy, LD, and having taught parli at prior camps as well, so he is well versed on both the practical and theoretical issues involved in approaching topics of various sorts, ranging from policy to value to statement of fact. He has coached both high school and collegiate debate, and worked at some of the nation's top summer institutes, including Dartmouth and the Stanford National Forensic Institute.

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- Michael Fried, University School

NDF was a phenomenal experience; the curriculum is demanding, instructors are willing to help, and there was strong one-on-one focus on improving the particular skill deficiencies of each individual debater.

- Jeff Liu, Indian Springs

NDF is the best camp of its kind. That comes from its incredible supply of coaches, which includes too many national, TOC and Harvard champions to name. Not only will they improve student's research and CX abilities, they will do so enthusiastically and in a friendly manner.

- Jackson Arn, Chaparral, AZ

It was an amazing experience that taught me a lot about public forum debate. My partner and I are walking away as much better debaters because of NDF.

- Alex Wirth, Santa Fe Preparatory School, NM

The Results Are Amazing

Here is a sampling of some of the success NDF LD and PFD students have accomplished in just 2011.

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Also the Top Speaker in PFD for the round robin and the tournament went to NDF.

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**The following is the confirmed 2011 Public Forum
Debate Staff**

Patrick Toomey, Josh Zoffer, Alex Edelman, Meredith Potter,
Greg Stevens, Brad Hicks, Rachel Markon, Joe Eichenbaum,
David Walchak, Aaron Blumenthal, Alex Casariego, Matthew
Gold, Cezar Bernstein, James Stage

Additional Staff will be added as they are confirmed.

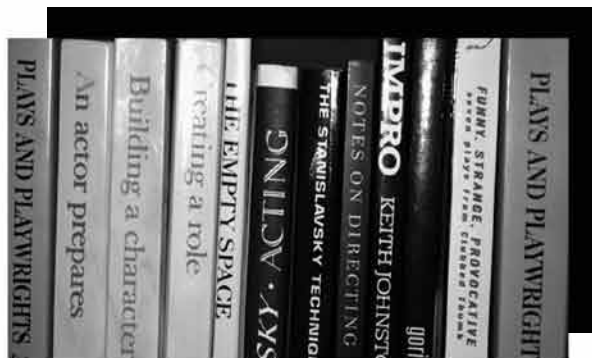
2011 DATES

SESSION ONE - Ft. Lauderdale, FL. - June 26th - July 10th, 2011 - Nova Southeastern University

SESSION TWO - Boston, MA. - July 17th - July 31st, 2011 - Emerson College
Extension - July 31st - August 4th, 2011

www.SummitDebate.com

INTERPR D



2011 DATES

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Extension - July 31st - August 4th, 2011

Unique Approach - Fantastic Results

Here is how some of our alumni did this year

Yale: 1st, 2nd and 3rd in DUO, 1st and 3rd in HI

Blue Key: 1st, 3rd and 5th in DUO, 1st and 3rd in HI, 1st and 4th in DI

Glenbrooks: 3rd in DUO

Sunvitational: 1st, 2nd and 3rd in DUO, 2nd in DI

Emory: Finalists in DUO, DI and HI

Harvard: HI Champion

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Boston Session Offers an Extension

Now students can stay after the regular session to begin work on another event as well as continue work on the event they already started. In addition, students can choose to attend the monologue workshop and prepare for college and professional auditions. Students will also have more time to experience all of the cultural experiences that Boston has to offer! See the website for more details.



www.InterProd4n6.com



Illinois coach Tracey Repa shares how she got involved with speech and debate, and why she's so passionate about cultivating her middle and high school programs.



COACH PROFILE

TRACEY REPA

● ***How did you decide to become a speech and debate coach?*** I would love to say: to give back—but no, I was wandering through life when I was asked to coach. This story, too, starts with a good childhood friend. In my late 30s, I had recently made a number of big changes: I had gotten married, had a child, and left the field I had been working in: management in customer service. I was looking for a new place to fit in where the hours allowed me to be around my child. My good friend, Kate Hutchinson (we had known each other since before kindergarten), was the English Fine Arts Coordinator at Buffalo Grove High School. She was having a hard time finding an assistant coach for the speech team, and she asked if I would be interested in putting in a few hours helping out. (We had both been on the Elk Grove team and some of our best memories bee-line back to that involvement.) The offer appealed to my desire to play and enjoy.

When she said I could bring my nine-month-old son to practices, my husband and I couldn't see any reason to say no. As a matter of fact, my husband thought we were in a place in our lives where the decision was an important choice to make, perhaps a financial sacrifice for doing something really worthwhile. Plus, my husband did speech in high

school, too. He has a great sense of humor and did Original Comedy.

At Buffalo Grove, the team was small, and the students were looking for someone to guide them. From the word go, I was having fun. I was in a world where all of my management, acting, writing, and life experience came together. Within a year, I was asked to run the team, and I felt like the luckiest person in the school. This feeling has never faded. I have the best job in the world.

● ***What challenges do you face as a coach?*** An economy that makes it difficult to keep our focus: we have households where the parents are working two to three jobs. I grew up in a time where there was one main income. Students are having to work now to assist at home, not just to have money for themselves. Our budget has been trimmed. We consider ourselves lucky to be able to continue. Financial need has meant that coaches have left their schools. This turnover impacts the quality of the competitors, and even the judging that we see each weekend. Activity fees are happening everywhere, and right now they are small, but the trend is heading where? To the have and have-nots? All schools offer financial aid to students for afterschool programs, but what about the student who doesn't even ask?

COACH PROFILE.....

- ***Why is forensics important to junior high school students?*** Everything is about communication today. It is the number one skill as we head into the future. Junior high school students are just defining who they are, and if they can gain confidence in communication early on, they will believe they are capable in the one skill that dictates the success of so many other skills. By high school, so many kids have defined themselves already, unfortunately the definition is negative in terms of their ability to speak in public. Reaching them early is key for their development.

There is one other obvious reason to bring in junior high students: our high school system needs younger students to be exposed to what we do. Forensics is a relatively inexpensive activity that reaps great rewards. Not uncommon are the students who join their third or fourth year in high school and find a home where they thrive—only to say that they wished they had known more about the activity earlier on. Knowing about the activity is half the battle for staying with the activity. Having a junior high “farm” system is like having insurance for the success of any high school program.

One personal story: My son, Rudy, loves this activity. He has been at practice since he was nine-months-old. He has listened at

home about the successes, the fun, and the light bulb moments. I have alumni who babysat him years ago who are now coaching for my team. He has been to more state and national tournaments than some of the coaching staff. The high school he will attend in a year does not have speech or debate, and bringing in a program to a high school is complicated. It’s far less complicated if the junior high in the area has a successful program.

About five years ago, I started looking into what would have to be done to bring in the program. To be honest, it seemed daunting—out of my league. Yet every time I started to push aside the idea, something would come up to remind me of my goal. The most heart-wrenching reminder was when one of my own students put two and two together at a national tournament. He and Rudy were talking about how they would have judged the event. Midway through the conversation, my student asked about Rudy’s eventual high school and what events he would do. When my student found out that Rudy’s high school did not do speech, he was devastated. When he told the rest of the team, there was a shocked response. I listened as they talked about all that they had gained from the opportunity that had been granted them, yet my own son was not going to receive the same opportunity.

- ***Why do a junior high program?*** Because I want a high school program for my son. But take Rudy’s name out of it—there are kids who deserve this activity, but because of location or economics, they don’t have it. To me, that is not right. This activity should not be about happenstance. It should not be about being in the right place at the right time—it should be about the fact that it is an activity of excellence and it should be the first thing to be included as a school develops. This activity builds strong futures.

- ***How should one go about promoting junior high school forensics?*** Most junior highs would love to bring in a forensic program. The money and time to run the program is always the issue. I spoke to one teacher who said for a simple public speaking contest, she had over 40 students want to participate. She and three other teachers went non-stop for two months trying to get the students ready. They coached before school, during lunch, and after school. They were burned out by the end, and the contest was never revisited. What’s the solution? I have 5, 10, and 15 year goals to make forensics in junior highs common practice.

We need to allow high school students the opportunity to coach their middle school alma mater. However we can inspire them to go and give back is less important

then the end result of multiple benefits. Here's one: A coach can talk, cajole, repeat, and state the instruction multiple times in every word within their grasp, and the student will still not understand what they need to do. Send them in to work with a peer who is having the same issue, and suddenly the student understands. This translates nicely when high school students coach junior high (with adult supervision)—it is the solution to no money in the junior high schools, with the added benefit of our high school students becoming better at what they do along the way. And if you're a gardener like I am, you know that there is nothing better than taking plants from your yard and seeing them grow in someone else's. Sharing is such a great activity. It's great to encourage high school students to share what they know

and then see those younger kids thrive.

- **How has coaching changed you?** Coaching allows me to take all the people of my past and what they gave me and offer it to others. My staff, when I am working with them, is getting a little bit of Jane Fraser, who reminds me to remind them that setting small goals will result in one overall note of excellence. Or the store manager who told me once that there are few bad employees. More often than not, it is a manager who decides not to really challenge him or herself to find out what makes the employee be inspired. Or, on a very basic note: my son reminds me every day that I want to be the coach that I would approve of—for him.
- **What do you want your students to take away from their**

experience on your team? First and foremost, I want them to be confident communicators. I want them to know that public speaking or acting is a skill that they have within them. It is not magical; it is a basic skill. Like reading, some of us are better at it than others, but we all have the ability. Second, I want them to understand that setting goals will lead to the bigger goal. Third, I want them to be able to think back and pull from their memories of this time in their lives and use the lessons learned in order to impact the future in which they are living. What I know they will take with them is what I took away with me—friendships that extend over time. ■

Tracey Repa is the head coach for both speech and debate at Buffalo Grove High School and a member of the Fine Arts Board for Big Hollow Middle School. She is currently working to establish a cohesive NJFL for Illinois.

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The materials you need for a remarkable honor society ceremony are now available as a single, easy-to-use resource: the NFL's free Honor Society Guide. The guide, which complements the pre-existing chapter manual, includes downloadable resources including press releases, invitations, programs, and scripts.



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Individual Events

July 24 - August 6

Start your season with us and experience national championship caliber coaching combined with the highest caliber resources all in the beautiful, safe and relaxing atmosphere of the Stanford University campus. Our challenging curriculum ensures that speakers starting out their forensic careers will learn the basic skills necessary to become competitive immediately while providing them with a firm foundation for growth. Experienced speakers will master advanced techniques to improve their performances and make them more successful at local, state and national competitions.

Program Curriculum: SNFI features an experienced faculty prepared to provide students with an exceptional educational experience in any event. Unlike many individual events camps which require students to pay extra to work on a second event, at SNFI students can choose one major event AND one minor event for the same low price!

Students will primarily focus on their “major event” and can expect to leave SNFI with that event “tournament ready.” They will work on their “minor event” to a lesser degree, but they can expect to leave the institute with this event mostly ready for a competition; for example, a platform event may be written but not memorized.

Courses of Study: Events: Original Oratory; Original Advocacy; Dramatic Interp, Humorous Interp; Duo Interp (Both students must attend); Prose; Poetry; Oratorical Interp; Expository Speaking; Thematic Interp; Impromptu Speaking or Original Prose and Poetry*

- **Limited Preparation Events:** This track includes extemporaneous speaking, commentary and impromptu speaking. Students will focus on strategies to make the most out of prep time while working to develop skills necessary for both effective argumentation and delivery. Significant time will be spent mastering thesis development, research skills and introductions, as well as fine-tuning skills that separate competitors in final rounds. In addition, all students in the extemp lab will take part in lecture and discussion focused on today's most relevant events, and will explore topics pertinent to both US and international extemp.
- **Interpretative Events:** This track includes humorous interp, dramatic interp, duo interp (both students must be present), thematic interp, oratorical interp, prose/poetry. Interp students will learn how to choose an appropriate performance piece, cut it down to fit the event requirement and then how to bring it to life through a variety of interpretive techniques. In addition to learning competitive techniques, students will participate in lab activities and lectures which will help them develop their interpretive skills.

*Note: Additional events based on regional requirements may be added upon request

Past Instructors include: Zachary Prax (Academic Director), Luis Cardenas, and Sarah Rosenberg





Baylor University and The Glenn R. Capp Debate Forum

74TH ANNUAL SUMMER
DEBATE WORKSHOP
JULY 10–JULY 23, 2011



THE TWO-WEEK POLICY DEBATE WORKSHOP • July 10–July 23, 2011

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- Lectures given by published debate theorists.
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- An extensive research collection of the best evidence on the topic.
- Intensive practice sessions.

Cost: \$1,300 for two-week workshop

THE ONE-WEEK TEXAS U.I.L. DEBATE WORKSHOP • July 10–July 17, 2011

- Focus on building student skills in Texas U.I.L.
- May choose between Policy and LD.
- Instruction from coaches and debaters who know what it takes to win in Texas U.I.L.
- Intensive practice sessions.

Cost: \$650 for one-week workshop

THE TWO-WEEK LD DEBATE WORKSHOP • July 10–July 23, 2011

- Classes offered for students of all levels.
- Special instruction in researching value propositions.
- Special emphasis in proposed LD topics for the upcoming year.
- Extensive one-on-one interaction with one of the most outstanding teaching faculties of any summer workshop.
- Intensive practice sessions.

Cost: \$1,300 for two-week workshop

Our fees cover: instruction from a professional highly gifted staff, room in air-conditioned dorm, three meals a day, photocopying done with the squad, copies of Baylor Briefs, Communican, and/or the national LD debate handbook, and a complete set of cases developed during the workshop. **No hidden fees.**

For more information, contact: Dr. Matt Gerber, Director, Baylor Debaters' Workshop
254/710-6917 or 254/710-1621 or by e-mail to Matt_Gerber@baylor.edu
or visit our Web site at www.baylordebate.com

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New Diamond Coaches



◆ FIFTH DIAMOND ◆

Michael Burton

Eastside Catholic High School, WA

March 1, 2011

14,560 points

Mike Burton's career spans four decades in an array of programs and services such as forensics, baseball, national boards, and officiating. In addition, he was a master teacher who received the coveted "Golden Apple Award" from Channel 9 and PEMCO Insurance for excellence in education. He was inducted into the WIAA State Hall of Fame in 2009 as the first person inducted in two areas for both Fine Arts and Sports Officiating. The honor capped 46 years as a high school and college football official and assigner and 42 years as a speech and debate coach.

He began coaching debate at White River, then Auburn, and concluded at Eastside Catholic, achieving national recognition with the Auburn and Eastside Catholic programs. In addition to leading his teams to 36 state championships, he earned the Bruno Jacob Sixth Level Award for service and was recognized as the 1995 NW NFHS Instructor of the Year. Burton has also earned the 2000 NFHS National Citation Award for Officiating, the 2000 National Federation Citation Award for Officiating Excellence, the 2007 Bronx Achievement Award, and the 2004 Apple Valley (MN) Golden Apple for Excellence in Forensics. He is a member of the University of Kentucky Tournament of Champions Hall of Fame and the Washington Officials Association Hall of Fame.

Burton shaped policy and programming through leadership, service, and expertise. During his career, he served as an alternate to the Board of Directors for the National Forensic League from 1996-2000, District Moderator for the National Catholic Forensic League, President of the National Federation of Officials in 1998, and Football Commissioner for the Northwest Intercollegiate Football Officials. In addition, he served on the Washington Officials Association Executive Board from 1985-2007 and the WIAA Forensics Committee for 14 years.



◆ FIFTH DIAMOND ◆

Pauline Carochi

Canon City High School, CO

March 2, 2011

13,711 points

Pauline Carochi has coached for 34 years at Canon City High School in Canon City, CO. She served as the district chair for the Colorado Grande district for more than 20 years and was named NFL District Chair of the Year in 2001. Pauline has earned the Ralph E. Carey Distinguished Career Service Award and has coached two national champions. She has also chaired either Policy or Lincoln Douglas Debate at nationals for the past 15 years. In 2010, she was inducted into the NFL Hall of Fame in recognition of her contributions to speech and debate education. Mrs. Carochi dedicates this fifth diamond award to her teams, past and present, who have made every step of the journey a joyful adventure.

New Diamond Coaches



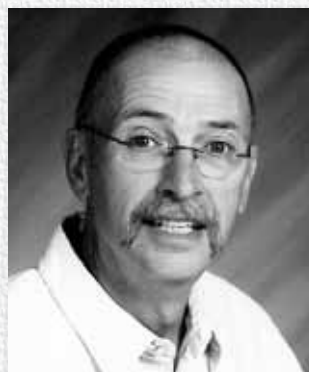
◆ **FOURTH DIAMOND** ◆

Richard Bracknell

Carrollton High School, GA

February 7, 2011

10,023 points



◆ **FOURTH DIAMOND** ◆

Cornell A. Loschen

Worland High School, WY

February 28, 2011

10,038 points



◆ **THIRD DIAMOND** ◆

Vickie A. Mayer

Washburn High School, ND

February 22, 2011

6,060 points



◆ **SECOND DIAMOND** ◆

Timothy M. Sheffler

James Madison Memorial High School, WI

December 27, 2010

3,802 points



◆ **SECOND DIAMOND** ◆

Kara L. Smith

Lake City High School, ID

February 22, 2011

5,573 points



◆ **SECOND DIAMOND** ◆

Sarah Sherry

Puyallup High School, WA

February 23, 2011

4,854 points

New Diamond Coaches



◆ **SECOND DIAMOND** ◆

PJ Samorian

New Trier Township, IL

March 3, 2011

3,037 points



◆ **SECOND DIAMOND** ◆

Carol Duffee-Lunsford

Mannford High School, OK

March 7, 2011

3,016 points



◆ **SECOND DIAMOND** ◆

Victoria Mathews

Wadsworth City School, OH

March 10, 2011

3,027 points



◆ **SECOND DIAMOND** ◆

David Chamberlain

Claremont High School, CA

March 14, 2011

12,312 points



◆ **SECOND DIAMOND** ◆

James Holtz

Westminster High School, CO

March 14, 2011

3,019 points



◆ **SECOND DIAMOND** ◆

Carmen Vandever

Ozark High School, MO

March 14, 2011

3,000 points



◆ **SECOND DIAMOND** ◆

Jonathan Peele

The Harker School, CA

March 15, 2011

5,612 points

New Diamond Coaches



◆ **FIRST DIAMOND** ◆

Duke Di Stefano

Wasatch High School, UT

December 9, 2010

1,646 points



◆ **FIRST DIAMOND** ◆

Shawn Briscoe

South Anchorage High School, AK

January 16, 2011

1,527 points



◆ **FIRST DIAMOND** ◆

Laura Riley

Powell High School, WY

January 18, 2011

1,513 points



◆ **FIRST DIAMOND** ◆

Terence Abad

Lowell High School, CA

January 19, 2011

3,275 points



◆ **FIRST DIAMOND** ◆

Anne Poyner

Summit High School, NJ

January 31, 2011

1,550 points



◆ **FIRST DIAMOND** ◆

Mary Krauland

Shady Side Academy, PA

February 1, 2011

1,505 points



◆ **FIRST DIAMOND** ◆

Katy Olienyk

Prattville High School, AL

February 8, 2011

1,603 points



◆ **FIRST DIAMOND** ◆

Cheryl B. Neidt

River Valley High School, MN

February 13, 2011

1,503 points

Congratulations

to the following coaches who have earned new levels of accreditation!



Erik Dominguez	Desert Vista High School	AZ	PFE, PFC, APFE, APFC
Reed Niemi	Delta Charter High School	CA	PFE, PFC
Ryan Ray	Henry Clay High School	KY	APFC
Trey Smith	East Mountain High School	NM	PFE
Diane Forbes	Carroll High School - Southlake	TX	PFE, PFC, APFE, APFC

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, visit www.NFLonline.org/CoachingResources/Accreditation.

PFE • Professional Forensic Educator

PFC • Professional Forensic Coach

APFE • Advanced Professional Forensic Educator

APFC • Advanced Professional Forensic Coach

The NFL confers **Distinguished Service Awards** to coaches in recognition of outstanding commitment to the forensic community. For more information about this prestigious honor, visit www.NFLonline.org/CoachingResources/ServiceCitations.

Distinguished Service Plaque – 13th Honors

Don Crabtree Park Hill High School, MO

Distinguished Service Plaque – 10th Honors

William S. Hicks Brebeuf Jesuit Prep School, IN

Distinguished Service Plaque – 5th Honors

Pam Cady Wycoff Apple Valley High School, MN

Distinguished Service Plaque – 4th Honors

Pam Cady Wycoff Apple Valley High School, MN

Distinguished Service Plaque – 3rd Honors

Jon Cruz The Bronx High School of Science, NY
Derek Yuill Gabrielino High School, CA

Distinguished Service Plaque

Jay Stubbs Bellaire High School, TX
Ryan Ray Henry Clay High School, KY

Service Keys

Kristi Hodgkiss North Lamar High School, TX
Ryan Ray Grant County High School, KY
Tara Tate Glenbrook South High School, IL
Edward G. Taylor Oakville Sr. High School, MO
Michael A. Yeakey Bethany Christian High School, IN

New Diamond Coaches



◆ **FIRST DIAMOND** ◆

Scott Bennett

Northwest Guilford, NC

March 1, 2011

1,508 points



◆ **FIRST DIAMOND** ◆

Leila Davis

St. Petersburg High School, FL

March 1, 2011

1,587 points



◆ **FIRST DIAMOND** ◆

Lori Constable

Farmington High School, MN

March 2, 2011

1,557 points



◆ **FIRST DIAMOND** ◆

Maggie Hunter

South Side High School, IN

March 7, 2011

1,543 points



◆ **FIRST DIAMOND** ◆

Gina Koehn

Brandon Valley High School, SD

March 8, 2011

1,512 points



◆ **FIRST DIAMOND** ◆

Jodi Kyllonen

Roseville Area High School, MN

March 8, 2011

1,538 points



◆ **FIRST DIAMOND** ◆

Randall Martinez

Lake Mary Prep School, FL

March 8, 2011

2,034 points



◆ **FIRST DIAMOND** ◆

Ross Eichele

Blaine High School, MN

March 16, 2011

1,523 points



STANFORD NATIONAL FORENSIC INSTITUTE

COACHES INSTITUTE

JULY 24 – JULY 30

RESIDENT: \$1095 | COMMUTER: \$650

**VISIT THE COACHES INSTITUTE PAGE AT [SNFI.ORG](http://snfi.org) TO ENTER OUR
DRAWING FOR A FULL TUITION SCHOLARSHIP!**

The second edition of this exciting new program is held July 24-30 on the Stanford campus as a service to the high school coaching community. The total cost of the program is \$1095 for coaches wishing to stay in a full service hotel adjacent to the Stanford campus. This fee includes 6 nights of hotel on a double occupancy basis and all meals. Single occupancy hotel rooms are available for an additional fee on a first come-first serve basis. If you are interested in a private room, please contact us, as the number of available rooms is limited, and special arrangements need to be made. We also offer a commuter package at \$650 for coaches who wish to stay off campus, or who live in the local area.

Nermin Kamel, Director of the California HS State Speech Championships tournament, is directing the program. Ms Kamel is an assistant principal at San Ramon Valley High School, and previously was the coach for nearly a decade at La Mirada High School and league president for Southern California Debate League. While at La Mirada Ms Kamel qualified a number of students to late round success at State, Nationals, and most major invitationals.

Attending coaches will participate in structured discussions about a number of important topics such as building a successful program, recruiting students, fundraising, building curriculum for a class versus an after school club, individual events coaching, and coaching debate. Coaches will generally have group meetings in the mornings and evenings, and in the afternoons will have the opportunity to visit lab groups & classes for the events that are of greatest interest to them that are happening at the Stanford National Forensic Institute. Programs concurrently running and available to interested coaches include Policy, Lincoln Douglas, Individual Events, and Public Forum. Occasional input from the national caliber staff of the regular camp will also occur!

The program is designed for beginning to intermediate level coaches, those with no prior experience to a few years of experience.

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www.snfi.org

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Congratulations!



Donus D. Roberts Quad Ruby Coach Recognition

(February 1, 2011 through March 31, 2011)

The NFL is proud to honor those coaches who have earned their first 1000 points.

Name	School / State	Points
Brad Toland	Vestavia Hills High School, AL	1123
Celia Erickson	Hamilton High School, AZ	1375
Ben Kearl	Corona Del Sol High School, AZ	1064
Ryan Hubbell	Brophy College Prep, AZ	1022
Joe Guffey	Desert Vista High School, AZ	1021
Matt Bennett	Desert Vista High School, AZ	1018
Thomas Woodhead	James Logan High School, CA	1270
Christopher E. Wheatley	Aspen High School, CO	1064
Georgia Raitz-Chinisci	Wheat Ridge High School, CO	1050
Rick Champion	St. Mary's High School, CO	1018
Audrey Silverman	Michael Krop High School, FL	1124
Melvin Tanner	Cooper City High School, FL	1115
Jody Rudolph	CAM High School, IA	1048
Andrew Comfort	Dekalb High School, IN	1097
Christopher Hinshaw	Lyons High School, KS	1125
Terry Wunder	Girard High School, KS	1014
Amy Thompson	Abbeville High School, LA	1196
Thomas Lucas	Bemidji High School, MN	1135
Kari Koshiol	Benilde-St. Margaret's School, MN	1068
Damon Brook	Eagan High School, MN	1025
Jessica Bailey	Edina High School, MN	1025
Brandy L. Enver	Hillcrest High School, MO	1132
Debbie Smith	Branson High School, MO	1093
Stephanie Brotherton	Gloria Deo Academy, MO	1091
Norman Carr	Clever High School, MO	1027
Sharyn Crouch	Purdy High School, MO	1024
Maureen Woods	Raytown South High School, MO	1019
Lorna B. Liban	Marianas Baptist Academy, MP	1104

Name	School / State	Points
Miriam Slifer	Myers Park High School, NC	1101
Julie Van Olden	Marvin Ridge High School, NC	1028
Jan Hovind	North Sargent Public School, ND	1162
Edith Wagar	Valley City High School, ND	1006
Kyle Vincent	Cozad City Schools, NE	1047
Michael Paul	Millburn High School, NJ	1158
Jonathan Barr	Timothy Christian School, NJ	1077
Melissa Yingling	Hanover Park High School, NJ	1022
Teri Dutton	John F. Kennedy High School, OH	1016
Matthew Compton	Tigard High School, OR	1199
Nikki Thommen	Willamette High School, OR	1077
Sonya L. DeArmitt	Bellwood-Antis High School, PA	1101
Lyn Crouse	Peters Twp High School, PA	1012
SaBrina Arnold	Sullivan East High School, TN	1022
Rock A. Westfahl	Victoria East High School, TX	1057
Matt Reichle	Ronald Reagan High School, TX	1043
Aaron Cox	Odessa High School, TX	1040
Rory McKenzie	Van High School, TX	1034
Douglas Moore	Center High School, TX	1006
Sheryl Gusman	Dominion High School, VA	1245
Duane Hyland	Broad Run High School, VA	1111
Deborah T. Ketchum	Randolph-Henry High School, VA	1043
Anya M. Gumke	Mt. Spokane High School, WA	1032
Ben Kroll	Sheboygan South High School, WI	1253
Joe Meinecke	Muskego High School, WI	1021
Robyn Tribe Johnson	Star Valley High School, WY	1261
Irlonde Gagnon	Jackson Hole High School, WY	1155
Andrea Powe	Newcastle High School, WY	1114



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Finalist Director*

CRAIG HERTEL

*6 Time UIL State
Championship Director*

MISSEY HEAD

*10 Time UIL OAP State
Finalist Director*

Academic All Americans

(March 1, 2011 through April 7, 2011)

ALABAMA

Mars Hill Bible School
Maggie McCoy

ARIZONA

Chandler Preparatory Academy
Scott Henry
Martin Lawrence
Gage Taylor
Dobson High School
Michael Ferrante
Horizon High School
Peter Chotras

CALIFORNIA

Carlsbad High School
Yujia Pan
Oxford Academy
Katie Krebs
Torrey Pines High School
Noor Al-Alusi

COLORADO

Longmont High School
Cicely Galm
Will Gies-Barton
McKenna Inskeep
Meagan Paul

FLORIDA

Cypress Bay High School
Chad Klitzman

ILLINOIS

Glenbrook North High School
Jason Hirshman

INDIANA

Canterbury High School
Alexander Alifimoff

IOWA

Ankeny High School
Lauren Burdt
Des Moines Roosevelt High School
Kayleigh Courard-Hauri
Kathlina Roat

KANSAS

Shawnee Mission East High School
Peter Bautz
Prarthana Dalal
Olathe East High School
Allison Zuel

LOUISIANA

Ruston High School
Josh Phillips
Elizabeth Sawyer

MASSACHUSETTS

Laurel Christian School
Allison Cegielski
Alexandra Hendry
William Wildman
Petal High School
Victoria Jones

MINNESOTA

Hopkins High School
Johanna Olsen

MISSISSIPPI

Newton South High School
Ying Ying Yu
Oak Grove High School
Gunnar Thorderson
Ridgeland High School
Neha Patel
Sacred Heart High School
Mary Beth Wolverton

MISSOURI

Fort Osage High School
Jenna Belmore

MONTANA

Hamilton High School
Ashley Schrammeck

NEBRASKA

Cozad City Schools
Daniel Wheaton
Creighton Preparatory School
Joseph Jadowski

Academic All Americans

(March 1, 2011 through April 7, 2011)

NEBRASKA *(continued)*

David City Jr. Sr. High School
Elizabeth Hruska
Kearney High School
Margaret Ann Konz
Kelsey Marguerite Reiman
Lincoln Southwest High School
Maddie Bien
Charles Chen
Ben Crelin
Will Folsom
Lucy Kneifl
Sarah O'Neill
Nealesh Padhye
Alex Renken
Millard North High School
Katrina Kuss
Grace Solem-Pfeifer

NEVADA

Elko High School
Tate Wines
Spring Valley High School
Bailey Mintz

NEW JERSEY

Delbarton School
Brian Grumka
Nicolas Luzarraga
Zachary Posess
Gregory Sweetman
Freehold Township High School
Christopher Grimaldi

NEW YORK

Stuyvesant High School
Angela Fan

NORTH CAROLINA

Cary Academy
Joe Calder
Durham Academy
Indira Puri
H.A.R.C.
(*Home-School Academic Resource Center*)
Samuel J. Johnson

OHIO

Cardinal Mooney High School
Carly Carano
William Engler
Michael Rotar
Sylvania Southview High School
Alison Yang

OKLAHOMA

Norman North High School
Maximilien Takano

PENNSYLVANIA

Mercyhurst Preparatory School
Julia Bensur
Mt. Lebanon Senior High School
Samuel Reynolds

SOUTH CAROLINA

Southside High School
Andrew Bell
Blair Brewer
Pavaan Gami
Anand Shah
David Wu

TENNESSEE

Battle Ground Academy
Bailey Fuqua
Tyler Lawrence

TEXAS

Houston Memorial High School
Annum Faisal
Hunter Lewis

VIRGINIA

Warwick High School
Catherine Goggins

WASHINGTON

Thomas Jefferson High School
Jonathan Mount
Sam Schumer

NFL DISTRICT STANDINGS *(as of April 1, 2011)*

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	263	Blue Valley North High School	710
2	--	Florida Manatee	229	Nova High School	694
3	--	Calif. Coast (CA)	207	Leland High School	927
4	--	Kansas Flint-Hills	206	Washburn Rural High School	398
5	--	Nebraska	193	Millard North High School	477
6	2	Northwest Indiana	191	Munster High School	522
7	-1	Show Me (MO)	189	Blue Springs High School	428
8	1	San Fran Bay (CA)	188	James Logan High School	643
9	-3	Rushmore (SD)	187	Sioux Falls Lincoln High School	575
10	1	New York City	183	The Bronx High School of Science	888
11	2	East Los Angeles (CA)	178	Gabrielino High School	771
12	-2	Northern South Dakota	176	Watertown High School	367
13	-1	Sierra (CA)	174	Sanger High School	658
14	--	East Kansas	173	Shawnee Mission East High School	470
15	2	Southern Minnesota	169	Eagan High School	509
16	-1	Eastern Ohio	158	Perry High School	366
17	--	Ozark (MO)	154	Central High School - Springfield	614
17	-2	Northern Ohio	154	Canfield High School	310
19	--	Illini (IL)	150	Downers Grove South High School	411
20	1	Heart Of America (MO)	149	Liberty Sr. High School	579
21	3	Sunflower (KS)	147	Wichita East High School	271
22	-2	Southern California	143	Claremont High School	366
23	3	West Kansas	142	Salina High Central	328
23	-1	Utah-Wasatch	142	Sky View High School	345
25	--	Northern Illinois	140	Glenbrook South High School	421
26	6	Rocky Mountain-South (CO)	139	George Washington High School	403
27	-4	Montana	135	Bozeman High School	322
28	--	Central Minnesota	134	Eastview High School	538
29	-2	South Texas	133	Bellaire High School	653
29	2	New England (MA and NH)	133	Manchester Essex Regional High School	271
31	-2	Eastern Missouri	132	Pattonville High School	332
31	2	Golden Desert (NV)	132	Green Valley High School	420
33	-3	New Jersey	126	Ridge High School	468
34	--	Idaho Mountain River	122	Hillcrest High School	332
35	-1	South Carolina	121	Southside High School	314
35	2	North East Indiana	121	Chesterton High School	424
37	10	Southern Wisconsin	120	Brookfield East High School	285
37	-3	Carver-Truman (MO)	120	Neosho High School	384
39	-1	Deep South (AL)	118	The Montgomery Academy	275
40	-1	Idaho Gem of the Mountain	117	Mountain Home High School	371
41	2	Wind River (WY)	116	Green River High School	344
42	-2	Western Ohio	114	Mason High School	196
43	-3	Colorado	113	Cherry Creek High School	474
44	-2	Great Salt Lake (UT)	112	Skyline High School	301
45	1	South Kansas	111	Fort Scott High School	310
46	-1	East Texas	108	William P. Clements High School	301
47	-4	Nebraska South	107	Lincoln East High School	299
47	--	Heart Of Texas	107	Del Valle High School	301
49	--	North Coast (OH)	106	Gilmour Academy	219
50	2	Arizona	105	Desert Vista High School	497
51	--	Florida Panther	104	Trinity Preparatory School	324
51	2	Sundance (UT)	104	Bingham High School	310
53	--	Hole In The Wall (WY)	101	Cheyenne East High School	256
53	4	Inland Empire (WA)	101	University High School	189

*(as of April 1, 2011)***NFL DISTRICT STANDINGS**

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
53	-3	Colorado Grande	101	Canon City High School	157
56	-1	North Texas Longhorns	100	Colleyville Heritage High School	225
57	2	Central Texas	99	Winston Churchill High School	261
57	-2	Greater Illinois	99	University High School	188
59	9	Northern Lights (MN)	98	St. Francis High School	338
60	-3	West Los Angeles (CA)	96	Fulleton Joint Union High School	268
61	-1	Tarheel East (NC)	95	Pinecrest High School	211
62	2	West Iowa	94	East Des Moines Valley HS	292
62	-2	Carolina West (NC)	94	Myers Park High School	234
62	1	Pittsburgh (PA)	94	North Allegheny Sr. High School	407
65	--	Hoosier Heartland (IN)	93	Fishers High School	220
66	12	New Mexico	92	Albuquerque Academy	208
67	6	Northern Wisconsin	91	Appleton East High School	295
68	-8	Space City (TX)	90	Cypress Woods High School	222
68	--	Louisiana	90	Comeaux High School	187
70	-2	Hoosier Crossroads (IN)	89	Kokoma High School	229
71	2	East Iowa	88	West High School - Iowa City	234
71	-5	Western Washington	88	Gig Harbor High School	288
71	-4	Lone Star (TX)	88	Plano Sr. High School	252
74	6	Capitol Valley (CA)	87	Granite Bay High School	245
75	1	South Florida	86	Ransom Everglades Upper School	155
75	1	Western Slope (CO)	86	Central of Grand Junction High School	164
75	-2	Valley Forge (PA)	86	Truman High School	176
78	7	North Dakota Roughrider	85	Fargo South High School	206
79	-11	Georgia Northern Mountain	83	Henry W. Grady High School	277
80	5	Chesapeake (MD)	82	Walt Whitman High School	441
81	15	Michigan	81	Portage Northern High School	173
81	-3	Mississippi	81	Oak Grove High School	223
81	-13	Georgia Southern Peach	81	Carrollton High School	215
81	1	North Oregon	81	Westview High School	208
85	-4	Puget Sound (WA)	80	Kamiak High School	212
86	-4	Tall Cotton (TX)	79	Lubbock High School	162
87	-5	New York State	78	Scarsdale High School	243
88	-3	East Oklahoma	77	Jenks High School	232
89	-4	West Oklahoma	76	Norman North High School	253
89	1	Rocky Mountain-North (CO)	76	Rocky Mountain High School	172
89	2	Kentucky	76	Danville High School	166
89	-4	Florida Sunshine	76	Pine View School	273
93	-1	UIL (TX)	73	Van High School	147
94	--	Tennessee	72	Morristown West High School	236
95	-1	Gulf Coast (TX)	70	Gregory Portland High School	211
96	1	LBJ (TX)	69	Berkner High School	167
97	-5	Big Valley (CA)	68	Turlock High School	157
97	1	Sagebrush (NV)	68	Reno High School	196
99	5	Hawaii	59	Punahou School	150
100	-1	South Oregon	57	Ashland High School	121
100	6	Pacific Islands	57	CheongShim Int'l Academy	88
102	-1	Virginia	56	Broad Run High School	186
103	-3	Maine	55	Cape Elizabeth High School	125
104	--	West Virginia	54	Wheeling Park High School	123
104	-3	West Texas	54	El Paso High School	97
106	-3	Pennsylvania	51	Bellwood-Antis High School	130
107	--	Iroquois (NY)	36	Towanda Jr.-Sr. High School	120

Gilmour Academy is Seeking Teaching Candidates in Math, English, and Spanish to Coach Debate

Gilmour Academy's mission is to develop students with the competence to see and the courage to act in creating a more humane and just society. Gilmour instills in every student a strong sense of self-worth through personal achievement and the discovery of his or her own voice.

Gilmour Academy seeks an Upper School instructors in English, Spanish, and Math for the 2011-12 academic year with whom Gilmour's mission and vision resonates. We are seeking experienced educators with a strong educational background, exemplary teaching skills, a commitment to facilitating the growth of each student, and a desire for ongoing professional collaboration and growth.

Attractive candidates for the English position will have energy, enthusiasm, and successful experience in the high school English classroom. An advanced degree in English or a related field is desirable.

Successful candidates for the Spanish position will have energy, enthusiasm, and experience at teaching all levels of Spanish, including AP Experience.

Candidates for the math position must have experience at teaching all levels of Mathematics, from pre-Algebra to Calculus. An advanced degree in Mathematics is desirable. With all three candidates, experience in and a desire to help coach competitive debate is required.

Please e-mail a cover letter, résumé, and list of references to Brian Horgan, Director of the Upper School, at horganb@gilmour.org. While electronic submissions are preferred, hard copy may be mailed to Brian Horgan at Gilmour Academy, 34001 Cedar Road, Gates Mills, OH, 44040. Gilmour Academy is an Equal Opportunity Employer.

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- 2) Provide differentiated instruction to a variety of abilities and counsel students to find appropriate competitions.
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- 4) Will coach students at tournaments, including international tournaments.

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- 3) Passion for teaching and coaching

Preferences (but not necessary)

- 1) Teaching certificate
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Wellesley High School	MA	Fairview High School	TN
Achievement Academy at Harbor City High School	MD	Sachse High School	TX
Ben Franklin at Masonville Love	MD	Patrick Henry High School-Roanoke	VA
Tuscarora High School	MD	Homespun & Hands-On	VT
Youth Opportunity Academy	MD	Four Sprouts Learning Academy	VT
Detroit Cristo Rey High School	MI	Franklin High School	WI
Plymouth Educational Center Prep High School	MI		



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