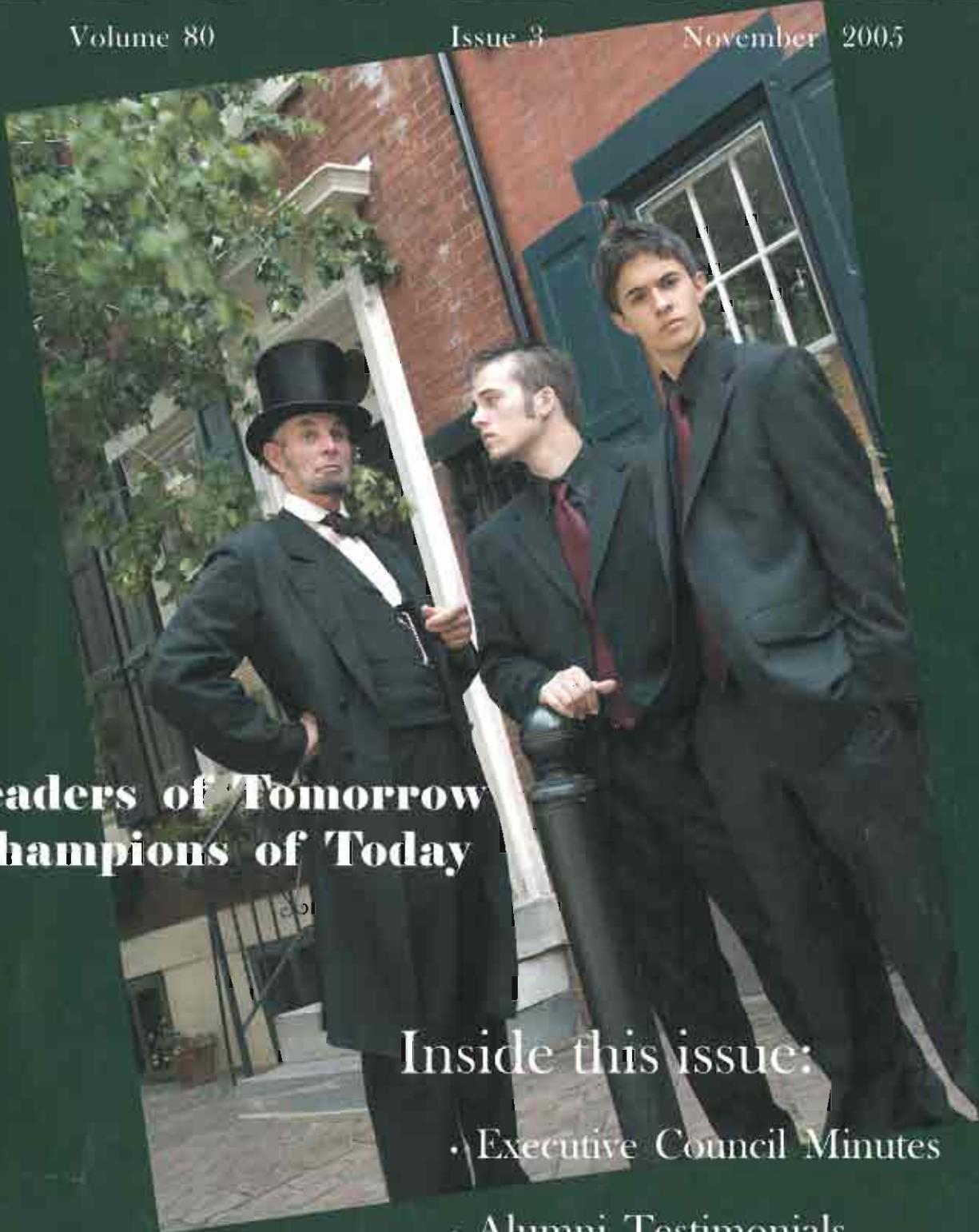


Rostrum

Volume 80

Issue 3

November 2005



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- Executive Council Minutes
- Alumni Testimonials
- Academic All-Americans



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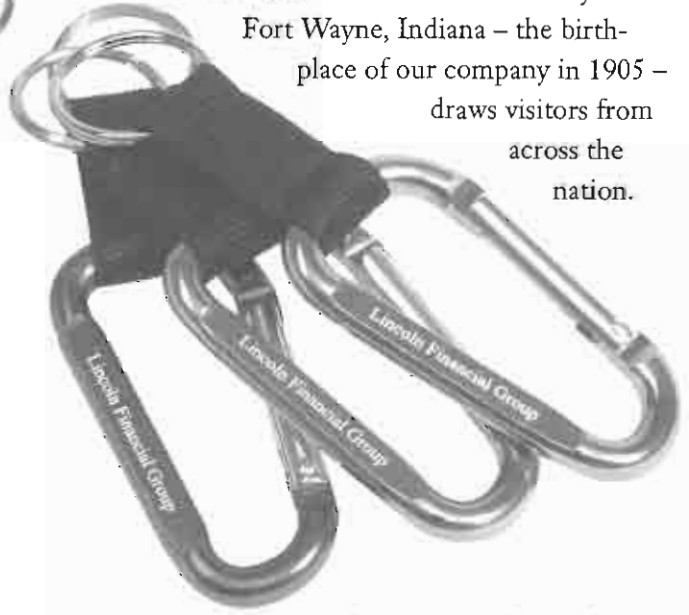
National Forensic League speech and debate activities provide a workshop for coming generations of greatness. That's why Lincoln Financial Group, founded a century ago with permission from Abraham Lincoln's son to use his father's name and likeness, is proud to be the corporate sponsor of the NFL.

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Our association with the NFL began in 1995 with sponsorship of the Lincoln-Douglas Debates. We expanded the partnership in 1998, becoming the national corporate sponsor of the NFL. Our support of the NFL and other educational programs extends a tradition that began with the establishment of a museum and library dedicated to Abraham Lincoln in 1928. This world-class facility in Fort Wayne, Indiana – the birthplace of our company in 1905 – draws visitors from across the nation.



Also, for the fifth year, we'll sponsor Lincoln Financial Group Refreshers at several NFL District Tournaments:

- Refreshers are hospitality tables where students and coaches can grab a snack and beverage between round
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- A Lincoln Financial Group representative will be at the refresher to wish the students and coaches good luck and to show our support for their hard work.

A Fortune 500 financial services company, Lincoln Financial Group counts teachers and administrators at nearly 4,000 schools and universities among millions of clients we help to meet their financial goals and protect the work of a lifetime. These relationships, and our long-standing commitment to education, underscore our sponsorship of the NFL.

If you're not already active in your local NFL chapter, please find out how you can become involved. If you currently participate in the NFL, you've joined in an opportunity to aspire to greatness.



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J. Scott Wunn

Dear NFL:

In this issue of *Rostrum*, our members will find a list of the most recent students that have earned Academic All-American status in the National Forensic League. I would like to personally congratulate these students on such an outstanding accomplishment.

What does it take to achieve such an honor?

- A. Achieve the NFL Degree of Superior Distinction (750 points or higher)
- A. 3.7 Cumulative GPA (on a 4.0 scale or its equivalent)
- B. An ACT score of 27 or higher or SAT score of 2000 or higher
- C. Completion of at least 5 semesters of high school
- D. Character References from both the students coach and principal

In the NFL constitution it states that, "It shall be the purpose of this organization to promote the interests of interscholastic debate, oratory, and public speaking by encouraging a spirit of fellowship and by conferring upon deserving candidates a worthy badge of distinction."

It is our pleasure to award this "badge of distinction" to these exceptional students for their dedication to the NFL and to their academic pursuits. A complete list of the most current recipients can be found on pages 38-39. Again, congratulations on this wonderful achievement.

J. Scott Wunn
National Secretary

Rostrum

Official Publication of the National Forensic League

P.O. Box 38

Ripon, Wisconsin 54971-0038

(920) 748-6206

J. Scott Wunn, Editor and Publisher

Sandy Krueger, Publications Director

(USPS 471-180) (ISSN 1073-5526)

The *Rostrum* is published monthly (except for June-August) each year by the National Forensic League, 125 Watson St., Ripon, WI 54971. Periodical postage paid at Ripon, Wisconsin 54971. POSTMASTER: send address changes to the above address.

Subscription Prices

Individuals: \$10 for one year
\$15 for two years

Member Schools:

\$5 for each additional
subscription

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

Topics

November Public Forum Debate Topic:

Resolved: That the United States federal government should fund Hurrican Katrina relief and rebuilding by ending President Bush's tax cuts.

November/December Lincoln Financial Group/ NFL L/D Debate Topic

Resolved: Judicial activism is necessary to protect the rights of American citizens.

2005-2006 Policy Debate Topic

Resolved: The United States federal government should substantially decrease its authority either to detain without charge or to search without probable cause.

Attention all Chapters!! Your vote is important!

Watch for the
**2006-2007 NFL Policy Debate
FINAL VOTE**

Ballot available:

- **December, 2005 *Rostrum***
- **Online at *www.nflonline.org***

Ballot must be received by the NFL Office no later than January 4, 2006

Rostrum Articles

Articles can be submitted to:
Sandy Krueger, NFL Publications Director
Email address is: nflrostrum@centurytel.net

The Cover Photo

Leaders of Tomorrow, Champions of Today

December 2005 *Rostrum*

NFL Diamond Coaches

Topic Release Information

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

Check the NFL Website News page at *www.nflonline.org*

L/D Topic Release Dates:

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

Public Forum Topic Release Dates:

August 15	...	September Topic
1st of prior month	...	October - April Topic

Policy Debate Topic for New Year

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

ROSTRUM



Volume 80, Issue 3

November 2005

Cover Story



Leaders of Tomorrow Champions of Today

Page 8

NFL Executive Council Fall Minutes

Page 16

Coach Profile

Page 17

Student Challenge

Page 18-19

Alumni Testimonials

Featured Topics

Page 21

Winning Debate & Other Thoughts

Page 23

Crossing the Border

Page 31

Research on the Internet for LD Debate

Page 35

3 Problems, 3 Solutions

Honors & Awards

Page 13

Revised - All Time TOP Point Leaders

Page 38-39

Academic All Americans

Page 39

National Results - Public Forum

In Every Issue

Page 3

Letter from the Editor

Page 34

Coaches Corner - NDCA

Page 40

Meet the Council

Great Taste

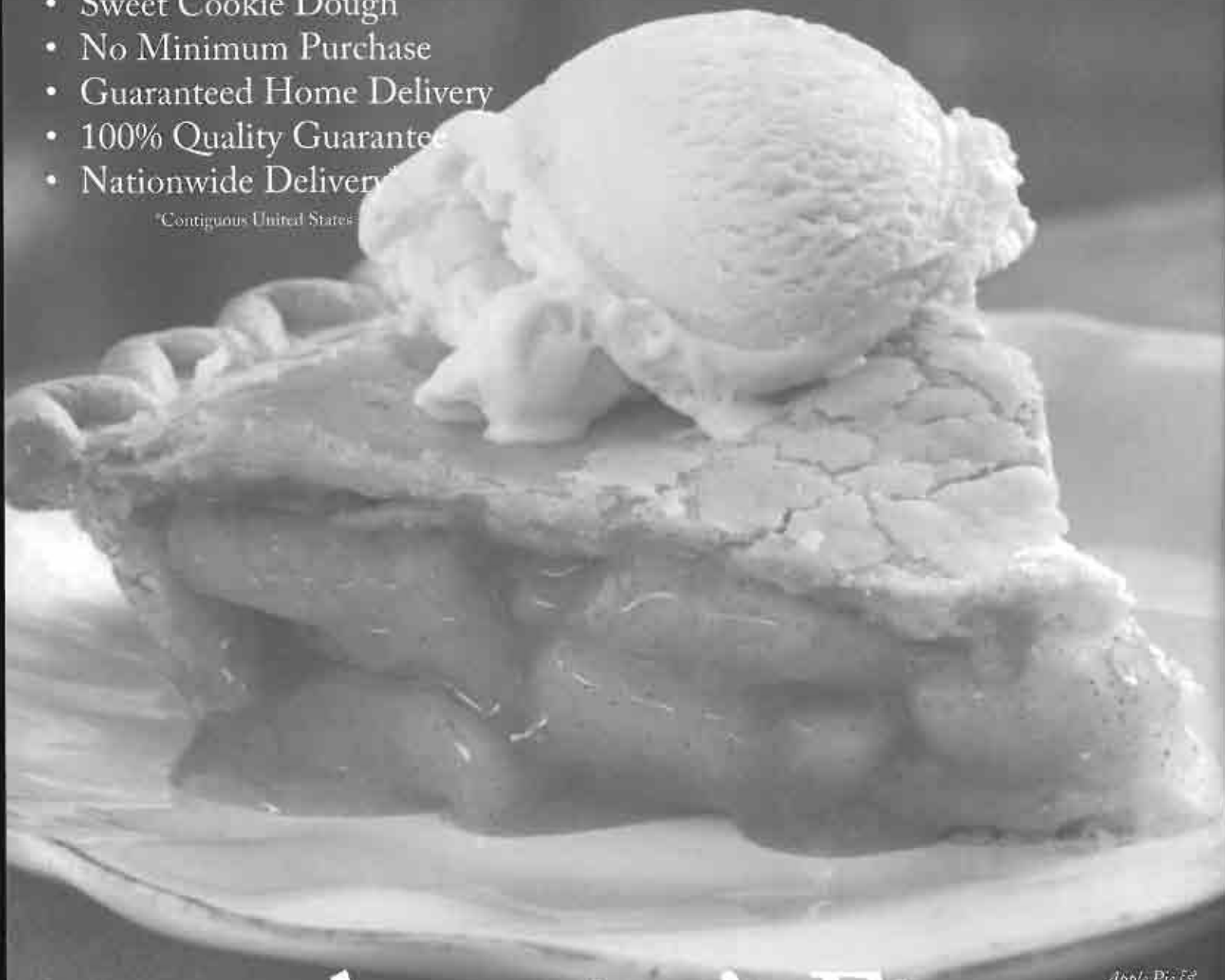
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NFL Executive Council Minutes

Fall Meeting
October 1-3, 2005

Grapevine/Colleyville, Texas

By J. Scott Wunn

The NFL Executive Council held its fall meeting in Grapevine/Colleyville, TX on October 1-3, 2005. Members present were: President Billy Tate, Vice President Don Crabtree, Glenda Ferguson, Kandi King, Harold Keller, Ted W. Belch, Tommie Lindsey, Jr., and Pam Cady Wycoff. Alternate Pam McComas was present in the stead of Brother Rene Sterner and Third Alternate Pauline Carochi was also present.

President Billy Tate called the meeting to order at 8:55am.

National Tournament Updates

2006 National Tournament co-hosts, Cindi Timmons and Jane Boyd, addressed the council on the logistics and local preparations for the upcoming National Tournament. The council commended them on the local host preparations for the upcoming summer event.

The Executive Secretary gave the council a brief overview of this past summer's National Tournament in Philadelphia. The Executive Secretary focused on the successes and concerns for future tournaments. The Executive Council commended tournament host Brother Rene' Sterner, the local host committee, and the National Office staff for their outstanding organization of the tournament.

Budget

The Executive Secretary presented the 2004-2005 National Tournament and Honor Society Budgets.

Moved by Belch, Seconded by McComas

"Accept the 2005-2006 National Tournament Budget as presented by the Executive Secretary." **Passed: 9-0**

Moved by Mc Comas, Seconded by Crabtree

"Accept the 2005-2006 Honor Society Budget as presented by the Executive Secretary." **Passed: 9-0**

The Executive Council commended the National Office Staff for their excellent work this past year and on their dedication to the League. The Council approved the proposed personnel budget in executive session.

Executive Council Expectations

Moved by McComas, seconded by Lindsey

"Accept the Duties and Expectations of the Executive Council as written with future revisions possible."

A set of duties and expectations for members of the National Executive Council was established. The council felt that establishing these expectations could better assist the membership as well as future candidates in understanding the roles and responsibilities of the board.

Passed: 8-0-1

Aye: Wycoff, King, McComas, Crabtree, Lindsey, Belch, Ferguson, Tate

8 Abstain: Keller

Alumni Program

Moved by Ferguson, seconded by King

"Establish an official National Alumni Program as part of the National Forensic League."

President Tate appointed Mr. Lindsey, Mrs. McComas, and Ms. King to head a committee to work with Mr. Wunn on recommendations for the development of the new National Alumni Program.

Passed: 8-0-1

Aye: Wycoff, King, McComas, Crabtree, Lindsey, Belch, Ferguson, Tate

Abstain: Keller

District Chair/National Council Conference

Moved by Belch, seconded by Keller

"The NFL National Office will hold a summer conference for District Chairs/District Representatives and the Executive Council in Ripon, WI during the summer of 2006." **Passed: 9-0**

The council recessed for the day at 5:45pm on Saturday, October 1, 2005.

The council reconvened at 8:57am on Sunday, October 2, 2005.

Public Forum

During the 2005 Philadelphia Nationals, a committee appointed by President Tate met to develop a series of recommendations for Public Forum Debate. At the fall meeting, the council reviewed the committee's recommendations and passed a series of motions based on the recommendations. A complete description of the approved recommendations will be outlined in the December *Ros-trum*.

Moved by Wycoff, seconded by McComas

"Accept the recommendation of the Public Forum Committee for a Definition of Public Forum Debate." **Passed: 9-0**

Moved by Pam Wycoff, seconded by Lindsey

"Accept the recommendations of the Public Forum Committee for the topic selection process as outlined and as amended by the Executive Council in sections A, D, E, F, and G of the committee report." **Passed: 9-0**

Moved by Wycoff, seconded by Crabtree

Accept the recommendations of the Public Forum Committee that students are to stand for Individual Crossfire and sit for Grand Crossfire in Public Forum Debate." **Passed: 9-0**

Moved by Lindsey, seconded by Crabtree

"Accept the recommendation of the Public Forum Committee

Council Minutes

to not allow plans and counterplans.”

Passed: 5-3-1

Aye: Wycoff, McComas, Lindsey, Crabtree, Tate

Nay: Ferguson, Belch, Keller

Abstain: King

Moved by Wycoff, seconded by Ferguson

“Add the following language to the Public Forum rules:

In Public Forum Debate, a plan or counterplan is defined by the NFL as a formalized, comprehensive proposal for implementation. Neither the pro or con side is permitted to offer a plan or counterplan; rather, they should offer reasoning to support a position of advocacy. Debaters may offer generalized, practical solutions.”

Passed: 7-1-1

Aye: Crabtree, McComas, Keller, Wycoff, King, Ferguson

Nay: Belch

Abstain: Lindsey

Moved by Belch, seconded by Ferguson

“Separate speaker points on the proposed ballot for individuals speakers.”

Failed: 4-5

Aye: Keller, Belch, Ferguson, Tate

Nay: Wycoff, Lindsey, King, Crabtree, McComas

Moved by Wycoff, Seconded by King

“Accept the amended recommendations of the Public Forum committee for a new ballot.”

Passed: 8-1

Aye: Wycoff, Lindsey, King, McComas, Keller, Crabtree, Ferguson, Tate

Nay: Belch

Moved by Wycoff, Seconded by Ferguson

“Accept page 14 of the Public Forum committee recommendations for a ‘Judge Tip’ page as amended through council discussion.”

Passed: 8-1

Aye: Wycoff, Lindsey, King, McComas, Crabtree, Belch, Ferguson, Tate

Nay: Keller

Moved by Crabtree, seconded by McComas

“Add the instructional box from the top of the old ballot to the new ballot.”

Passed: 8-1

Aye: Wycoff, King, Lindsey, McComas, Keller, Crabtree, Ferguson, Tate

Nay: Belch

Interpretation Rules

Moved by McComas, Seconded by Crabtree

Add the following language to the District Registration Form, “We, also, have reviewed and approve of the material that will be performed by our students who will represent our school.”

The above motion requires both the coach and principal to confirm by signature that material performed by students from their school has been reviewed and approved.

Passed: 7-1-1

Aye: Wycoff, Lindsey, King, McComas, Crabtree, Belch, Tate

Nay: Keller

Abstain: Ferguson

Moved by McComas, seconded by Crabtree

“Change the wording of Rule TN-7, #3 to read, ‘In main event interpretation events, a cutting must be from a single work of literature: one story, one play, one novel, one or more poem(s) from a single source. [In poetry, a contestant may use multiple poems from multiple sources.]”

There will be no change to National Tournament Rule TN-7, #3

Failed: 3-6

Aye: McComas, Crabtree, Tate

Nay: Lindsey, King, Keller, Belch, Ferguson, Wycoff

Moved by Wycoff, seconded by Lindsey

“Add the following language to all NFL final round interpretation event materials: *The distribution of NFL final round tapes is intended to provide educational examples for coaches and students. It is not intended to serve as a model to directly imitate or duplicate in performance. The wholesale impersonation of final round performances is strongly discouraged.*” **Passed: 9-0**

Policy Debate

Moved by King, seconded by Wycoff

“In all manuals, change the language to state “Policy Debate”.

Throughout the current NFL manuals, policy debate is referred to as cross-examination, team, debate, and policy debate. This has caused some confusion with the creation of Public Forum. All manuals will be revised to the common language of ‘Policy Debate’.

Passed: 8-1

Aye: Wycoff, Lindsey, McComas, Keller, Ferguson, King, Tate, Crabtree

Nay: Belch

District Tournament Rules

Moved by Wycoff, seconded by McComas

“If two students are entered in a team event as partners and both qualify in an individual event, these students may choose to enter the individual events at Nationals if pre-registered on the ‘Single Entry Letter of Intent Form.’ prior to the ending of district tournament registration.”

This rule will allow students entered in a team event at Districts to attend Nationals in solo events if both partners double qualify and if pre-registered on the ‘Single Entry Letter of Intent Form’.

Passed: 9-0

Moved by McComas, seconded by Crabtree

“Approve the proposed rule addition to page TD-3 that allows for District Tournament Strike Systems.”

The council approved the following rule addition allowing for judge strikes at their District Tournament.

16. Judge Strike Systems.

A. The District Committee may allow for a judge strike system at the District Tournament.

B. All Districts are encouraged to solicit the opinions of all schools in the district in determining whether a strike system will be used, and if so, what type of system. The decision of the District Committee shall be final.

C. If a District Committee chooses to implement a judge strike system, the District Chair must submit to the National Office for approval a complete description of the proposed strike procedures. The description must be received at least 7 days prior to the beginning of the District tournament.

D. The system used must be maintained throughout the entire District Tournament.

Council Minutes

The District Committees have the autonomy on the use of judge strike systems, but, if used, must register the system with the National Secretary and must maintain the system throughout the tournament.

Passed: 9-0

Evidence Rules

"Make the proposed wording clarification changes to the Evidence Rules in the NFL Manuals."

Several semantic changes were necessary to make the rules better organize and clarify the rules.

Passed: 9-0

Moved by Wycoff, seconded by McComas

"Change the wording of Rule I. B. on page TA-4 to read "...complete citations for each piece of evidence introduced to include the name of the author, qualifications, complete title of source (E.G. title of book not chapter; title of journal, not article), and complete date. Online sources must also include the title of the site, database, or access point, the date accessed and the web address."

This motion, later passed, simply clarifies what is meant by a complete title of a source and also clarifies the citation of online sources.

Failed: 4-5

Aye: Wycoff, McComas, Carochi for Lindsey, Crabtree

Nay: King, Keller, Belch, Ferguson, and Tate

Moved by King, second by Tate

"Reconsider previous decision on source citation."

Passed: 6-3

Aye: Wycoff, Lindsey, King, McComas, Crabtree, Belch

Nay: Ferguson, Keller, Tate

Moved by King, seconded by McComas

"Accept the previous motion to change Rule I. B. on page TA-4 with the addition of the sentence, 'Should two or more quotations be used from the same source, the complete citation need be given only for the first piece of evidence used from that source.'"

Passed: 9-0

Moved by McComas, seconded by King

"Change the wording in TA-4, I.C-number 2 to read "The evidence may be read in ellipse form, but the entirety of the evidence must be available in one of the two ways previously cited."

Passed: 9-0

Moved by Lindsey, seconded by McComas

"Change Rule III. B on page TA-5 to read,
IV. Penalties

A. At the conclusion of due process, if found in violation of debate evidence rules at the NFL District or National Tournament, the offending team will be disqualified from the tournament.

B. Depending on the severity, the offense MAY result in notification of said offense to their high school administration and chapter sponsor, loss of all district and/or National Tournament NFL points including trophy and sweepstakes points for the offending student(s), and/or revocation of NFL membership."

Passed: 9-0

NJFL

Moved by King, seconded by Crabtree

"Allow NJFL students to transfer 15 NJFL points toward NFL membership."

Passed: 9-0

National Tournament

Moved by McComas, seconded by Ferguson

"All teams in Lincoln-Douglas Debate, Policy Debate, and Public Forum debate that obtain exactly 8 ballots in preliminary competition will compete in a run-off debate to qualify for round 7." **Passed: 9-0**

General Issues

Moved by King, seconded by Crabtree

"Postpone discussion on the Schools of Excellence Awards and National Tournament Protest Procedures for until the spring council meeting." **Passed: 9-0**

Moved by Lindsey, Seconded by King

"Authorize the President to appoint a committee to review and make recommendations regarding interpretation rules and guidelines." **Passed: 9-0**

The council recommended that Vice President Crabtree's proposed recommendations be used as a guideline for discussion.

Moved by Keller, Seconded by Lindsey

"Authorize the President to appoint a committee to review and recommend changes regarding student congress rules and guidelines." **Passed: 9-0**

Moved by Ferguson, seconded by McComas

"Authorize the President to appoint a committee to review and recommend changes regarding policy debate rules and guidelines."

Passed: 9-0

Moved by Wycoff, seconded by King

"Authorize the President to appoint a committee to review and recommend changes regarding Lincoln-Douglas debate rules and guidelines." **Passed: 9-0**

Moved by Belch, seconded King

"Authorize the President to appoint a committee to review and recommend changes regarding Extemporaneous Speaking rules and guidelines." **Passed: 9-0**

Moved by McComas, seconded King

"Authorize the President to appoint a committee to review and recommend changes regarding Oratory rules and guidelines." **Passed: 9-0**

The council would like to thank the District Chairs for their comments and suggestions that were submitted for the Fall Meeting.

After reviewing the comments from the chairs, the council has decided to take no action at this time on Flex Prep/CX time in LD debate or on a new supplementary debate event at Nationals. However, the council would encourage feedback from any coaches that chose to experiment with Flex Prep/CX .

The council will hold its Spring Meeting on May 12-14, 2006.

President Billy Tate adjourned the 2005 Fall Council Meeting at 11 am on Monday, October 3, 2005.

THE NATIONAL EXECUTIVE COUNCIL “Working Together to Strengthen the League!”

This fall the Executive Council met in Texas for over 14 hours of meeting time to discuss, propose, and pass key policies that will affect the National Forensic League and its members. Below is an overview of some of the key policy decisions that are reflected in the official NFL Executive Council Minutes on pages 8-10.

•**National Budget**-The council reviewed and passed the National Forensic League budget proposal for the next fiscal year. The budget includes revenue and expenditure projections for both the National Tournament and the Honor Society.

•**District Chair/Council Conference**-The council agreed to hold a National Conference in Ripon, WI during the summer of 2006 to discuss important League issues. The council is dedicated to working with the District Chairs in establishing a strategic vision for the NFL.

•**Executive Council Duties/Expectations**-The council worked together to establish a set of duties and expectations for members of the national board.

•**National Alumni Program**-The NFL has officially established a national alumni program. Over the course of the next 8 months, the NFL will create the framework for a nationwide program for its alumni.

•**Public Forum**-The council reviewed the work of the National Public Forum Committee and agreed on key changes to enhance the event. These changes will be published in the December issue of *Rostrum*.

•**National Recommendation Committees**-As a result of the fine work of the Public Forum Recommendation Committee, the council asked President Tate to select 6 new national committees in the areas of Interpretation, Oratory, Extemporaneous Speaking, Policy Debate, Lincoln-Douglas Debate, and Student Congress. Each committee will meet at a time designated by the President and will provide a report of recommendations to the Executive Council for review and possible action.

•**Final Round Interpretation Tapes**-The council agreed to provide all member schools with a free archival copy (for educational purposes only) of the National Tournament Final Rounds of Interpretation. Schools will no longer have to access these through District Chairs. Also, the council agreed that the wholesale impersonation of final round performances was not the intent of the service and that these tapes are meant to provide educational examples for coaches and students.

•**District Strike Systems**-The council agreed to give autonomy to individual Districts in determining whether or not to implement or continue strike systems at the District level. Each District Committee is required to submit the strike system for approval by the Executive Secretary prior to the tournament and must maintain the agreed upon system throughout the tournament.

•**District Double Entry Clarification**-The council changed the District Double Entry rules to allow teammates that double qualify in their team event and each qualify in a solo event to attend Nationals in the solo event if pre-registered on the “Single Entry Letter of Intent.”

•**Clarification of Evidence Rules**-The council clarified some of the debate evidence rules to make them more clear and comprehensible to the reader.

•**NFL Mission, Goals, and Strategic Plan**-The council began the process of formulating and establishing a future vision for the NFL. The council will continue to work over the next year to develop a clear roadmap for League development.

Thank you to the Executive Council for their hard work and thank you to the District Chairs that submitted hundreds of pages of feedback and comments to assist the Council in the decision making process.

Additional clarification of new League policies will appear in future issues of *Rostrum* and online at www.nflonline.org. If members have further questions/concerns about League policy, they should email the National Office at nfl@centurytel.net.

www.Debate-Central.org

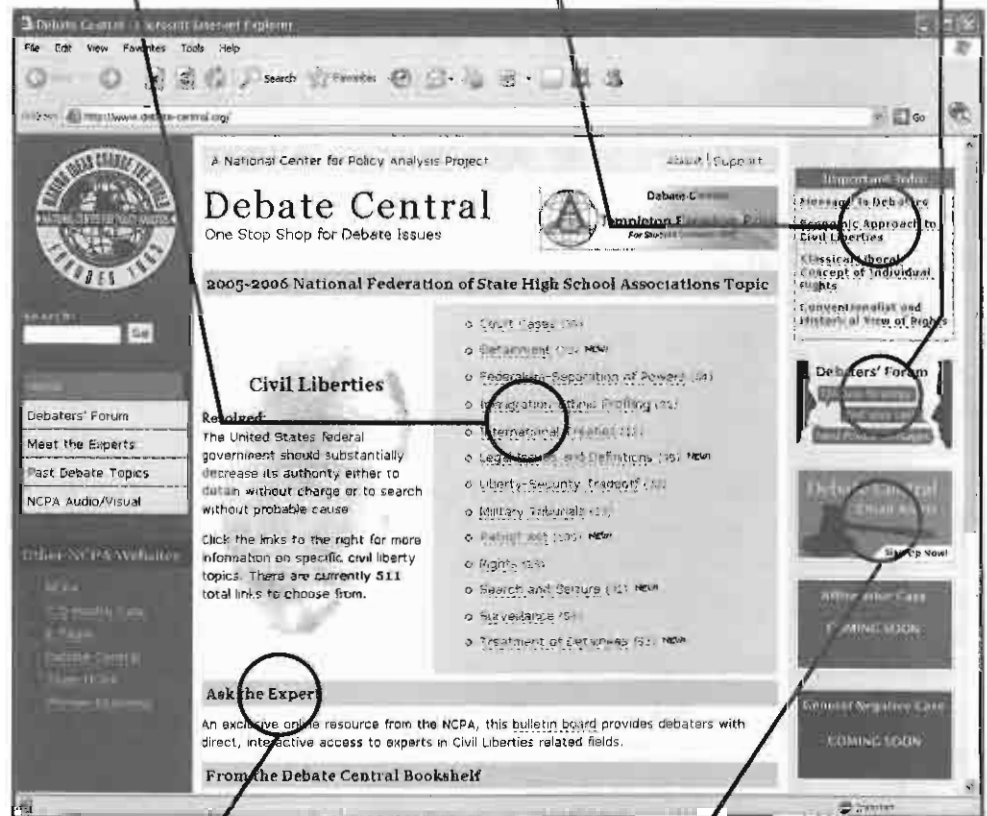
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◆ REVISED - 2004-2005 NFL CENTURY SOCIETY

NFL's All Time TOP Point Leaders

Student	State	Points	Student	State	Points
Andrew Green	MO	2,253	Krysta Kauble	MO	1,998
Spencer Harris	MO	2,236	Katie Beye	KS	1,994
Paige Hendrix	MO	2,230	Graham P. Garlinghouse	KS	1,991
James P. Hohmann	MN	2,221	Jacob Candelaria	NM	1,990
Ben S. Lerner	KS	2,213	Christian F. Brockman	KS	1,986
Shruti A. Challa	KS	2,204	Kerry Gabrielson	WI	1,980
Grant F. Gussman	IN	2,182	Elizabeth A. Kraut	MN	1,977
Kristen Trum	KS	2,175	Bradley M. Papineau	KS	1,977
Jacob Buchholz	KS	2,172	Chad A. Fite	CA	1,973
Sarah K. Bellows-Blakely	KS	2,154	Brandon Russell	MS	1,971
Kevin K. Troy	MN	2,145	Henry P. Tappen	CO	1,965
Whirtney O'Byrne	KS	2,142	Trevor Magel	ND	1,964
Brian Rubaie	KS	2,124	Philip Christensen	MO	1,961
Merry Regan	AZ	2,123	Evan K. McCarley	MS	1,961
Mark Skoglund	KS	2,108	Carlos Tarin	TX	1,960
Sam Hodge	MO	2,104	Eva Z. Lam	WI	1,959
Christos N. Theophanous	CA	2,103	Tanya Choudhury	TX	1,957
Dustin Gorud	SD	2,099	George Olive	MO	1,957
Nicole Schneider	KS	2,084	Stephen Spicer	MO	1,957
Scott Cheesewright	CO	2,076	Rachael R. Cross	MO	1,954
Jeffrey M. Geels	TX	2,068	Carlos Mejia	CA	1,954
Weston Elkins	TX	2,066	Michael Downey	TX	1,953
Lincoln Campbell	SD	2,063	Bradley Shelor	MO	1,952
Tim Hogan	MN	2,061	Eleanor Wilking	ND	1,951
Sarah B. Whitney	CO	2,053	Lindsay Walle	TX	1,947
Michael Headley	MO	2,052	Chris A. Miller	KS	1,943
Alex Baldwin	SD	2,050	Stephen Rushin	TX	1,939
Daniel F. Berring	CA	2,049	Adam Heugel	TX	1,938
Brandon Halseide	WY	2,044	Michelle Wickman	AZ	1,936
Rachel M. Buck	KS	2,042	Jessica Johnson	KS	1,935
Andrew J. Jennings	KS	2,042	Manoj Thangam	TX	1,932
Jack Hsiao	TX	2,041	Kristen Skolaut	KS	1,931
Ford Flippin	MS	2,038	David Kevin Gates	WI	1,927
Andrea Irwin	PA	2,030	John C. Johnson	TX	1,921
Pat Muenks	MO	2,030	Jennifer V. Love	TX	1,917
Paul Slattery	SD	2,030	Brandy L. Enver	MO	1,914
Rob Thomas	KS	2,029	Adam Thiessen	KS	1,914
Samuel C. Procter	KS	2,028	Micah Martin	KS	1,913
Karson Thompson	KS	2,022	Ryan J. Ellis	KS	1,912
Samuel F. Daly	WI	2,021	Benjamin Jacob Boeshans	ND	1,911
Carey Moore	MO	2,021	Seth David Peckham	KS	1,911
T.J. Trum	KS	2,018	Tamila Gresham	MO	1,910
Josh Louis Wurzman	TX	2,013	Justin Hinojoza	CA	1,910
David Thoreson	ND	2,011	Rory McKenzie	TX	1,906
Aaron Payne	KS	2,010	Paul D. Roath	KS	1,906
Galan Jeffery	KS	2,009	Megan Goering	KS	1,902
Sarah Roberts	CO	2,009	Sajid Zaidi	ND	1,900
James Colston	MO	2,007	Megan Kosse	ND	1,900
Caleb Linn	KS	2,003	Ryan Rowan	MO	1,900
Jade Olson	OR	2,003	Daniel Menezes	TX	1,892
Sandip Gupta	TX	2,002	Ishanaa N. Rambachan	MN	1,890
Austin Steelman	MO	2,000	Sara Archer	MO	1,889

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The official emblem of the National Forensic League shall be a key or pin.

The emblem for the student shall be silver. The emblem for the instructor shall be yellow gold.

◆ Coach Profile

Meet Joni Anker

By Liz Leach
NFL Staff



Joni Anker coaches at Eagan High School in Eagan, Minnesota. Joni is a three diamond coach.

Photo taken at 2005 Philadelphia Nationals where Joni was awarded both the Bruno E. Jacob Sweepstakes Award and the Albert Odom coaching award.

What was your first NFL experience?

I attended my first NFL tournament in 1987 in Cincinnati. Although I had been an assistant coach for several years, this was my first year as a head coach at Apple Valley and therefore my first year at a national tournament. I prepared my kids the best I knew how; I remember feeling overwhelmed and yet intrigued by this new speech experience. When my kids didn't break we all rallied behind the Minnesota kids who did. In 1987, nationals was still run on the two down system. The semi-final round of humorous (which Jim Fedje was in) started at 11:00 pm. The next morning I dragged my kids to all of the final rounds as well as the awards ceremony. I was so impressed with the talent and showmanship and I remember wondering if I would ever coach a kid to a final round in my speech career. Chesterton won the sweepstakes that year (they used to name a first place team) and I watched Joe Wycoff and his team collect their awards and I wondered how a coach could build a team to that level.

When did you decide to be a teacher and/or coach?

My brother was born deaf and I spent quite a bit of time tutoring him when he was younger so I think that experience led me into teaching. I fell into coaching because the middle school I applied at needed a "declam" coach and I had a double major from the University of Minnesota in Speech and English. When I applied for the high school position at Apple Valley they were also looking for an assistant speech coach so I worked as an assistant for seven years before becoming the head coach at Apple Valley. I moved to Eagan as the head coach in 1989.

What is your team philosophy?

The kids are the center of the team. Of course, we want to reach levels of excellence in competition but I try not to forget why we are involved with this activity and that is simply to teach, stretch, and to motivate kids to perform to their potential and in the process discover their own talents.

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

I don't count anymore. Years ago I calculated it in terms of a per hour rate and I think I came up with 50 cents an hour (I made more babysitting when I was 15!) It isn't really about the hours. You do what it takes to get the job done.

What is your vision for the future of the NFL?

The NFL has existed for several years operating basically in the same way. I have seen some changes over my 29 years of coaching. I think speech has a more prominent role than it once had and I hope that continues. The NFL does a fine job servicing and featuring some of the most talented kids in the United States and I hope the organization continues to grow and prosper.

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

When I first started coaching, the style of performance in Minnesota was very conservative. Our kids didn't do well at nationals in speech because the performance styles were so different. Several key coaches in Minnesota (Pam Cady, Deb Bendix, Jim Fedje, and various others) have changed the style of performance, thus Minnesota has really stepped up its game at nationals. I find it very exciting

that Minnesota does so well now at nationals because I remember when we didn't. We have great competition right in our own state!

What's unique about Eagan High School as an NFL chapter?

We are one of the largest chapters in the NFL because of the number of students we have that participate in speech, debate and student congress. Eagan also has a strong record at nationals and this was rewarded this past summer with the Bruno E. Jacob award.

What qualities do you look for when recruiting students for your program?

We look for kids who are outgoing, bright, talented, motivated, and competitive.

What is your favorite memory from a National Tournament?

Eagan won the Bruno E. Jacob this past summer. It was a culmination of many years of coaching. The excitement that the nationals' team felt in addition to the support from all the past Eagan students and coaches made winning the award so meaningful for me. Winning the two coaching awards was the pinnacle of my speech career.

What is the greatest challenge as a coach today?

My greatest challenge has always been and continues to be balancing the demands of coaching with my family life.

What's your favorite weekend tournament food item?

Coffee- lots of coffee!

◆ Student Challenge

What Celebrity (male/female, real/animated) would you most like to have on your debate/speech team? Why??

Visit the 'Student Resources' section of the NFL website for future question(s) posed.

Louis from Alabama

I would most like to have Dr. Phil on my Debate team. From what I've seen on his show he is very intelligent and not afraid to speak the truth. Dr. Phil would be a great teammate to have in Public Forum and he would do even better probably on his own in LD or other types of Debate.

Nathan from Colorado

I'm sure the answer would be different for each member of my team, yet I know that at least one member would love having Britney Spears on the team, so that she could help him perfect his dance moves.

Gavin from Connecticut

I'm going to have to go with Sean Connery. Not only is he a personal favorite, but in every single one of his movies (aside from 007) he gives an amazing speech. Sure, he doesn't write them, but delivery's half the battle?

Antonia from Massachusetts

I think that Bugs Bunny should join speech team. He obviously has a lot to say, but is not very comfortable saying it. He would probably stop saying, "What's up doc?" if he joined our team and made a conscious effort.

Katie from Missouri

I would love to have Julia Roberts on our debate and speech team because given her performance in Erin Brockovich, was amazing and I feel that she could bring the same thing to our team.

Sara from Missouri

Noam Chomsky. He is the best linguistics professor in the world and an awesome philosopher. I would love to see him in Original Oratory.

Nathan from Nebraska

Will Ferrell

Chris from Nevada

I would like to have Sean Hannity. He is up to date on all the events going on in the world and always has an opinion on them. He is a very good speaker and always listens to both sides of the argument.

Valeria from New Mexico

Tony Blair would be an incredible asset to our Speech and Debate team because he is an amazing public speaker. He does a great job in the role he plays in the British House of Commons. I am extremely impressed with

his intelligent and impromptu responses to the often difficult questions made by his colleagues.

Wade from Oklahoma

I would have to say Bruce Campbell from the Evil Dead and Spider-Man series. The reason why is too grand for anyone, but me, to understand.

Jeffrey from Texas

I would like to have Tom Brokaw on my speech and debate team. It would be so easy to write cases because you could easily ask him to say what you need and it's considered fact, because he is Tom Brokaw. Imagine the horror on a debater's face when they walk into a round and their opponent is one of the greatest besides, what extemp judge could claim he's making up facts?

Kevin from Texas

Stewie from Family Guy
Humor + Genius Intellect =
WHS Debate Team Member

Tiffany from Utah

Russell Crowe...just cause!!!

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Stewie from Family Guy
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Tiffany from Utah

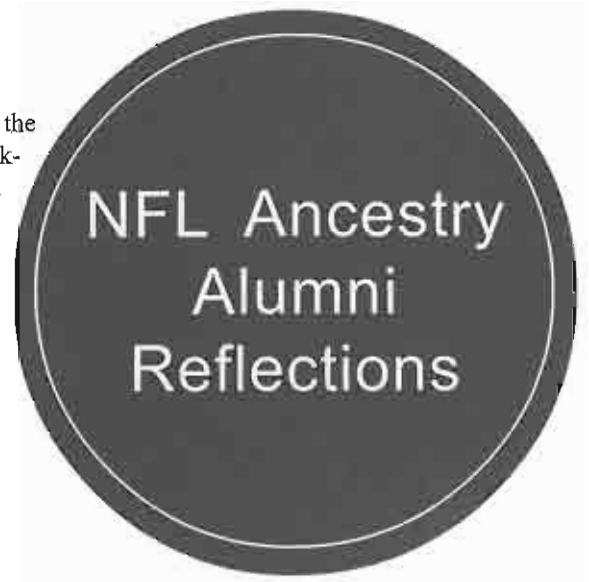
Russell Crowe...just cause!!!

◆ *Testimonials*

The NFL is home to over 1 million current and alumni members. Recently, the National Office sent a questionnaire to alumni registered at **Alumni Central** asking about the skills they learned in the NFL as well as what they are doing now.

If you are an NFL alumnus, please feel free to submit what you are doing now, stories, and memories to the NFL National Office by sending an email to nfl@centurytel.net. We look forward to hearing from you!

What skills did you learn
through your NFL
experience?



Patricia Rann '72 *Oak Park & River Forest HS, IL*

"The skills we have learned through NFL have been used over and over again in the classroom, interviews, presentations, coaching, and more. The research, writing, interp/acting techniques, editing material, and various public speaking/debate argument skills. I have used these and team building throughout my career. I believe everyone can benefit from the NFL/Speech experience.

Jerry Peacher '82 *Sumner Academy, KS*

"I fondly look back on my days in Debate and realize that they have greatly shaped the person I am today. I learned to question every situation and look at both sides of an issue and from that point make up my own mind in an analytical way instead of an emotional way."

Justin Zabor '96 *St. Ignatius High School, OH*

"Grace under pressure, confidence, writing skills, profes-

sionalism, sportsmanship...the list is endless. Forensics is by far the best extracurricular there is at the high school and collegiate levels."

Jerome McAlister '99 *James Monroe HS Law Magnet, CA*

"Three of the MOST important skills students and future professionals need to know; how to analyze both sides of an issue finding both their strengths and faults, how to communicate passionately and persuasively yet succinctly and how to listen critically. These are skills one doesn't find in the typical classroom."

Cliff Redeker '00 *Centennial High School, IL*

"The NFL taught me the importance of audience adaptation, the ability to organize data and sources on the fly, and the joy of 6 AM bus rides. Plus, I can now pack an entire year's worth of the Economist into a single suitcase. The ability to persuade publicly is one of the greatest skills I have, from "three areas of analysis" on a thesis, to the joy of improve."



What are you
doing now?

Randy Compton '70
Franklin Central HS, IN

"I have been an assistant coach for speech teams at North Central HS and Warren Central in Indiana. I am currently assisting my daughter who is in her first year at Danville High School in Indiana. I have always felt that membership in the NFL was an honor and I'm happy to say that I have been a vocal and demonstrative advocate for membership with all the kids I've coached."

Mike Abbott '96
Morristown Hamblen HS West, TN

"In 2000, I graduated from one of the nations top acting conservatory programs, The North Carolina School of the Arts. After relocating to New York City, I signed with an agent after booking my first professional acting job. I have since co-founded the "Attention Deficit Comedy Theatre" at the Milagro in New York City and acquired credits in all areas including; Off Broadway, Touring, Regional Theatre, Commercials, Television, and Film."

Jerome McAlister '99
James Monroe HS, Law Magnet, CA

"While completing my undergraduate degree in Music History and English I began working in arts administration, both with the L.A. Philharmonic and the L.A. Master Chorale. I'm now a freelance writer/editor and will soon begin working as a marketing coordinator for a local media services firm."

Cliff Redeker '00
Centennial High School, IL

"I completed my undergraduate career at the University of Illinois-Urbana-Champaign, where I triple majored in French, Psychology, and History. This June, I finished up my Masters' in Management Science and Engineering from Stanford University, always improvising some presentation or another. The passion for public speaking continues to burn brightly, as I pursue employment in the consulting sector, or at my dream job, corporate relations at the Walt Disney Company (in the Disney Institute)."

Anthony Stokes '01
Massey Hill Classical School, NC

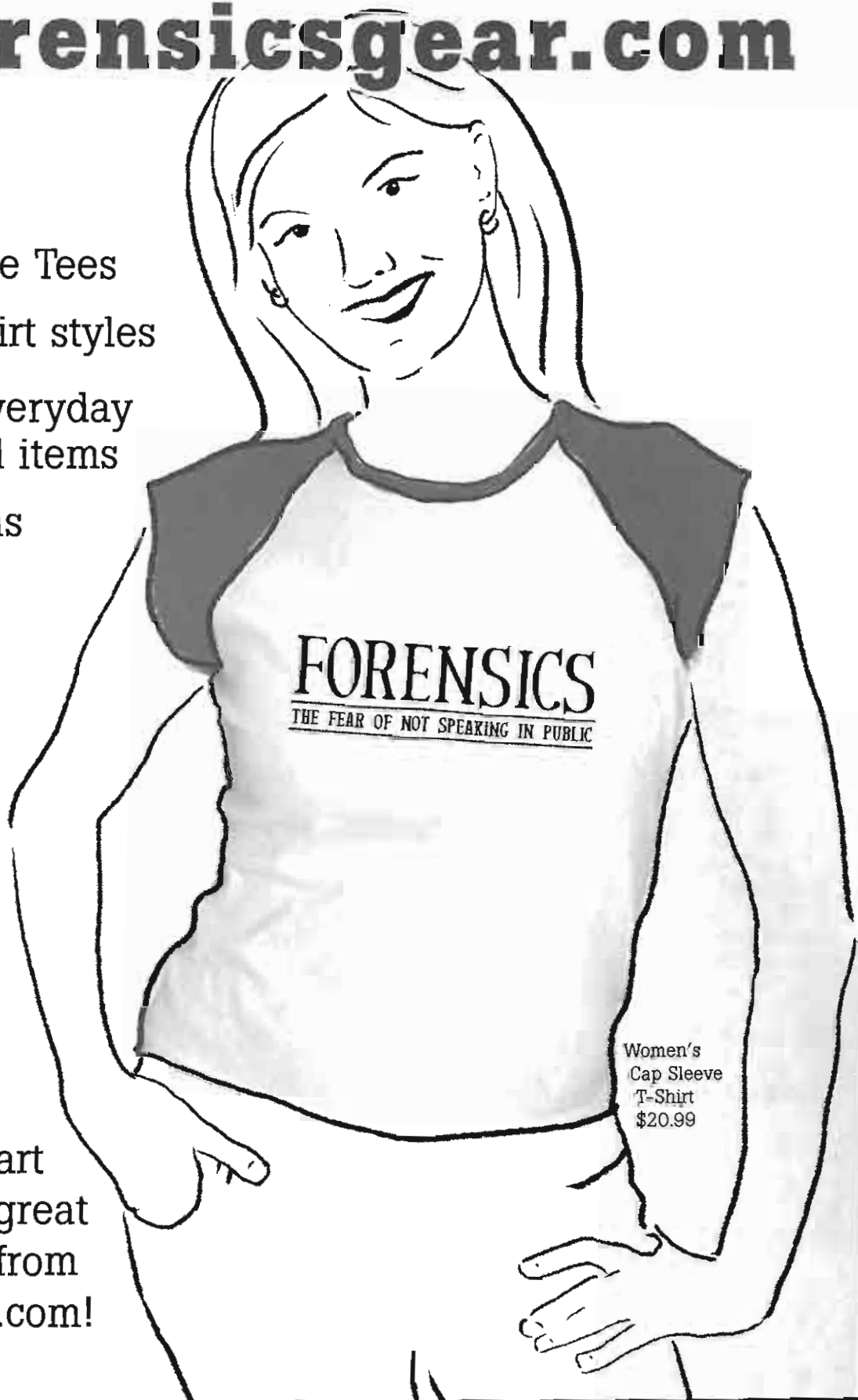
"I recently served as Mr. University USA 2004, and made the Top 5 at the Mister & Miss University International Pageant in Seoul, South Korea. As Mr. University, I was able to represent college students nationwide as a campus ambassador for peace and international cooperation. I just graduated from the University of North Carolina at Chapel Hill, and was awarded the Charles Kuralt Fellowship to work as an International Broadcaster for the Voice of America in Washington, D.C."

Dallis Pike '04
Carmel High School, IN

"I am currently at Ball State University, working as a consultant with the Department of Educational Studies to build a Charter School. I am on the School Governance Committee for this project, and will have a hand in revising and adapting the state curriculum to meet the needs of this particular group of students in another community in Indiana. I am also once again assisting both my old high school team by recruiting more judges for our 60 team members and doing limited coaching work with the Ball State Debate Team as well as competing myself in the National Educational Debate Association."

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Winning Debates and Other Thoughts

A Judge's View

By Robert Wexler

My interest in debate started at our kitchen table in Belmont, Massachusetts, when I was 7 years old. At supper, my family discussed current events. I enjoyed sharing my comments, and I loved using vivid examples. It was lively and fun.

And then, when I was a junior in high school, I discovered The Elements of Style by William Strunk Jr. and E. B. White. This friendly classic is a superb guide for writers and debaters. Their advice is simple: "Be clear." In my experience as a debater and debate judge, being clear is the key to winning debates. At the National Forensic League Tournament in Philadelphia in June, the winning teams showed the effectiveness of clarity.

Imagine the "anguish of a traveler expecting to be met at a railroad station and not being met because of a slipshod telegram. Think of the tragedies that are rooted in ambiguity and be clear!" said Strunk and White.

This little book will improve your classroom writing, and it can be a big boost in the writing section of the SAT, too.

Writing and speaking are parallel. The Elements of Style is now in paperback, and I recommend it.

The most important influence in my debating was Val Foubert, my debate coach at Sammamish High School in Bellevue, Washington. He stressed excellence in the fundamentals—a clear delivery, sharp analysis, an effective organization, and thorough research. He had high expectations, and his debaters learned a lot and were successful. His class brimmed with energy, and Mr. Foubert made debate a gateway to clear thinking and confidence.

Every year I've judged debate, starting with the first tournament in September, I've been impressed with the quality of analysis and knowledge about the resolution. But there are also areas for improvement.

These suggestions apply to Policy,

Public Forum, and Lincoln-Douglas debates and to the affirmative and the negative:

Show energy in your presentation. Since debate involves speaking, the quality of delivery is paramount. On the affirmative, pick a case that you truly care about and, on the negative, pick a strategy that is compelling to you.

The best way to communicate energy is by having an expressive voice with lots of vocal variety including changes in pace and emphasis.

Pauses are essential to an effective delivery. Listen to Martin Luther King Jr.'s "I Have a Dream" speech, and you'll know about the power of effective pauses. And you'll also learn about all of the elements of a powerful presentation.

Be an active listener. Judges listen for good listeners. I've heard debaters ask: Please repeat your second argument or please repeat your plan. The please part shows courtesy, but the repeat part shows a need for improvement in critical listening skills.

Avoid the hodgepodge effect. Debaters need to clearly distinguish among issues, arguments, and evidence in both constructive and rebuttal speeches. The format you use and the options of presentation are open to your skills and creativity.

The brief cross-examination period is precious. So sharpen your approach. You can win the debate with a few good questions. Focus on flaws in your opponents' case and then, in your rebuttal, clearly highlight these critical admissions. In policy debate, for example, specific factual questions about the plan are effective. Plans can be vague and incomplete, and a negative team can easily win the debate simply by showing flaws in the plan.

It's important to ask about the qualifications of persons quoted. Are they experts? Your opponents may not know. Currency of evidence can be crucial in many debates. Is the information from 2005 or

1995? Judges don't like stale information, nor should you.

Avoid the over-use of debate jargon which is often confusing, especially to novice judges. Debate is not about pulling a 2AC through a 1NR and a 2NR and pulling through a negative analytic. (That's a lot of extra pulling.) Instead, debate relies on compelling arguments and persuasion.

My debate experience is always with me—while I'm writing this article, when I'm preparing an outline for a debate workshop, and even when I'm jotting notes on a postcard on Main Street at Disneyland. Clear organization and the use of good examples are always important.

Debate has a lifetime of benefits including successful college admission interviews, convincing job interviews, and presentations at school board and city council meetings.

Recently, along with others, I spoke at a Reno City Council meeting where the Council considered the issue of building hotel rooms on property near the Reno Sparks Convention Center. My presentation was, in effect, a first affirmative constructive speech. It had a thesis statement: The key to thriving tourism in Reno is hotel rooms. And the organization, analysis, arguments, and evidence followed from that opening statement as I highlighted the benefits of hotel rooms to Reno and its visitors. I used vivid examples about the friendliness of Reno, the bright blue of Lake Tahoe, and the historic riches of Virginia City. My speech had a beginning, a middle, and an end, and it was persuasive. I helped my community, and I credit debate.

I still feel like I'm at our kitchen table when I was 7. I'm just older now.

(Robert Wexler has been a debater and a debate judge since 1958. He debated at Highland Junior High School and at Sammamish High School in Bellevue, Washington, and at the University of Washington in Seattle.)

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Crossing the Border

Culture Shock Awaits the Unwary Competitor

By Rusty McCrady

Last June an old friend of mine, Bill Lemonovich, retired from the Montgomery County (Maryland) school system and relocated to Western Pennsylvania, where he had grown up and become an NFL member decades ago as high school debater in Charleroi, Pennsylvania. Bill taught and coached at four different Montgomery County high schools over the course of 34 years.

As so often happens in mid-life retirement, Bill was not ready to quit his day job. Not long after he had moved into his new home just outside Pittsburgh, he found opportunities to coach at a local high school. While he had taken students to various NFL District Tournaments over his long career, his primary goal as a coach had been to groom students to succeed in the Montgomery County Forensics and Debate Leagues. He was well versed in and quite comfortable with the way things were done in Montgomery County—the ballots, the style of Lincoln Douglas Debate, the rules, the scheduling of rounds, etc.

How different could things be in a neighboring state, less than four hours away from where he had coached in the D.C. suburbs?

The answer: a lot.

Over the past year Bill has been comparing his experience as a rookie in Western Pennsylvania to his years as a veteran down here in Maryland. After numerous phone conversations, we decided that the differences he has experienced are worthy of a *Rostrum* article. While not all coaches get the opportunity to coach in foreign settings against unfamiliar schools, such opportunities are of immense value, provided

that the coach and the competing students are prepared for the initial shock and inevitable disorientation. Indeed, a new tournament venue will have its own nuances in scheduling, rules and expectations, categories offered, ballots, and those always interesting “unpredictables.”

While it is impossible to prepare for all of the discrepancies and surprises that will greet a competitor who has traveled away from the comforting familiarity of home turf, a little anticipation and preparation can go a long way toward making this risky experience more likely to be rewarding than devastating. Let’s examine the main areas of difference and potential culture clash.

Schedules

These can vary widely from region to region, and unfamiliarity with registration deadlines, start times, rounds, breaks and meals can spell disaster before a student even begins the competition. Some leagues charge fines or even disqualify students when they arrive after the start time for a weekend tournament. In other places, students are considered to be late only if they fail to show up for the first round. Registration procedures vary just as widely. While some leagues require a written registration to be submitted by the Tuesday prior to a Saturday tournament, other leagues and invitationals will accept entries at the door on the day of the tournament, and registration is done “day of the event, on the spot.” (We all salute the efficiency and expertise of the tab room officials at such events.) The reason for mentioning all these different practices is: make

sure you, the coach, don’t take anything for granted. Meet all deadlines, and if you are not sure what they are, inquire by phone or email well in advance. If they are to be submitted in advance on a specific form, make sure you get the form, complete it accurately and send it by the deadline, keeping a copy for yourself just in case. Traveling a hundred miles only to find your dramatic interp. star in tears because she was not properly registered is not the preferred way to start your weekend.

Rules and Expectations

Rules are generated at the national, state, and local levels. They should be in writing and distributed to all interested parties. It behooves a coach to read them carefully, since they will indeed vary from place to place. One typical example: some tournaments drop the lowest round (counting the best three of the four) when computing rank. Others count all four rounds. Tie breaking formulas also vary widely. Some jurisdictions allow an extemp speaker to use a note card; many (including all NFL tournaments) do not. The coach needs to get a copy of the rules in advance, and ensure that all students are familiar with them.

On to a more difficult area, that of “expectations.” Like all local customs, folkways, and mores, these are always fascinating in their variety and subtlety, and by their very nature, they are unwritten. Some key areas of difference all coaches and competitors will encounter:

Appearance. This may range from casual to dressy, and a student cannot assume that the cargo pants and t-shirt that

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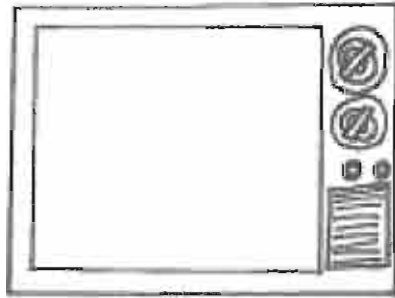
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◆ *Special Interest*

were tolerated in his local league will be viewed as appropriate somewhere else. The best advice is to err on the side of more formal and dressy. It is hard to imagine a student being viewed as over-dressed for an event; facing disapproval for the opposite extreme is far more likely.

Material Selection. Here we have a cultural minefield even at a local level, and when traveling from place to place, controversy is inevitable. Pieces that are viewed as “cutting edge” in one county can be rejected as inappropriate or even obscene somewhere else. Nationally, there is no consensus. Coaches simply will have to accept, for the time being, that conflicts in this area will arise, and if a student has a couple of equally polished prepared pieces (especially in the areas of drama and humor), s/he might choose to take the safer choice when traveling to unknown territory.

Terminology. The criteria for categories and judging thereof both vary widely from place to place. For example in Lincoln–Douglas Debate, the terms “core value,” “value premise,” value standard,” and “value criterion” are not interchangeable, but they are used differently, and/or in combinations (or in some cases not at all!) in various parts of the United States. Students who are comfortable with the term “core value” may be confronted with a judge who expects to hear both “value premise” followed by a “value criterion” for said premise as essential components in the setting up of a Lincoln–Douglas debate case.

The idea of “Kritik” is the subject of much controversy. Coaches unfamiliar with this concept are well advised to become more acquainted with it before traveling to far away tournaments. (See “The Use of Kritiks in Lincoln Douglas Debate” by J.J. Rodriguez and Cyndy Woodhouse in the February 2005 *Rostrum* for more on “running a kritik”).

Timing and Grace Periods. These vary somewhat from place to place. For example, the grace period may be interpreted as a few seconds at one jurisdic-

tion, and a full minute at another. Penalties for exceeding allotted time can range from a drop in rank to complete disqualification.

Decorum. Over the years, my students and I have noticed that some tournaments are lively and festive, while at others the atmosphere is more repressed and sober. I know of one gregarious, fun-loving team that was admonished for playing a boisterous word game between rounds in the school cafeteria. I personally welcome such behavior as a healthy antidote to tournament stress, but obviously there are those who disagree. It is wise to counsel your students to get a feel for the atmosphere of a tournament venue before letting loose with their spontaneous shenanigans, however harmless and well intended they might be.

Categories

While it does not even exist in most places or at most tournaments, “Children’s Literature” is, year in and year out, the most popular category offered by our local (Montgomery County) league. I have had student win awards in this category and come up to me afterwards to tell me how excited they are at the prospect of taking their piece to the NFL District Tournament. I am dismayed to see their expressions change when I have to inform them that this category does not exist at the District or National levels, and that children’s stories rarely are suitable entries in “prose” or other interpretive categories. Thus the hard fact of life is that a student’s favorite category may not be offered at a tournament just a few miles away.

(Some interesting events besides children’s lit that are offered at some local tournaments and invitationals: storytelling; extemp commentary; impromptu speaking; book review; demonstration; Radio/TV speaking;; duet acting; after dinner speaking; and readers’ theater. As a rule, any acting event, as well as group events for more than two speakers can be offered and accredited locally, but do not earn points toward NFL membership or degrees.)

Depending on the geographical area, and the size of the field of competitors,

some tournaments are a mix of forensics and debate events, while others are strictly “forensics” or “debate.” Those that are a mixture of both can present quite a challenge when it comes to pairing students who are planning to enter areas. It is wise to check in advance on the rules regarding double entries.

As is the case with specific rules and requirements, coaches need to inform their students in advance what categories are being offered at a far away tournament before making preparations and travel arrangements.

Ballots

While the NFL provides standard ballots for all the events that it recognizes and sponsors, local leagues and invitationals often have their own versions for two reasons. First of all, they probably offer categories that are different from those stipulated at the national level, as mentioned in the previous section. Secondly, ballots reflect the coaching and judging philosophies peculiar to a given jurisdiction. Some ballots are famous for their minutiae—they require the judge to consider as many as a dozen criteria for a given category (e.g., Montgomery County’s persuasive oratory ballot). At the other extreme, some leagues provide ballots that are open ended, giving a brief description of the expectations and main criteria for a given category, and leaving a large white space where the judge is asked to write comments on strengths and weaknesses, other observations, and finally a “reason for decision.”

As to “speaker points”: once again, any coach is well advised to get a copy of all ballots well ahead of time. On some ballots, points must be assigned for each criterion. On others, just a holistic total of points (on a scale of 1 to 50, for example) is required as an overall rating at the end of the ballot. Since coaches will be asked to serve as judges themselves or to provide judges, getting copies of ballots to preview in advance is strongly advised.

Finally, students might also like to know beforehand how they will be judged. Seeing the ballot beforehand should increase their comfort level.

◆ *Special Interest*

Miscellaneous “Unpredictables”

Etched into my memory is the experience of my prize student who was presenting “Sophie’s Choice” in dramatic interp at the NFL District Tournament a couple of years ago. She was competing in a computer lab room where a number of the hard drives had been left running. They were creating a noticeable whirring sound that nearly drowned out some of her softer, more dramatic passages. During the last line—suitably poignant in its delivery—the chief judge’s stopwatch began beeping persistently. It turned out that the beeping was meant simply as a signal that my student was entering the few seconds of grace period, but she was thrown off her rhythm by the alarming noise, and her performance suffered accordingly.

I’ll never prove that these factors were the reason that she did not qualify for Nationals that day, but I wish I had prepared her for such eventualities—how to

project her voice over ambient noise, how to keep her composure in case the judge’s stopwatch or phone begins emitting electronic alarms.

Every tournament, every locality, every school building has its peculiarities and idiosyncrasies. As mentioned above, the level of risqué language that will be accepted by judges varies tremendously from place to place. Methods, of timing, use of time signals, student dress and decorum, *judge* dress and decorum (!) — I could go on and on, but by now it is obvious that the theme of this article is that coaches and their students should expect the unexpected, and to accept the age-old fact that as one travels in any endeavor for any purpose—as speech competitor, business person, tourist, or diplomat—things will be different at your destination from what you were used to at home. Tournament hosts are strongly advised to publish some guidelines for both judging and com-

peting and distribute them to all who will be entering any given tournament: coaches, students, and judges—especially when students from many far-flung areas will be entering the tournament.

The adjustment of competing far from home is sometimes painful, but one of my few regrets as a veteran coach has been that I’ve lacked the money, time and energy to take my students more places in recent years. When I’ve done so in the past, the experience has always been worth it, win or lose.

[Rusty McCrady is past president of both the Montgomery County Debate and Forensics Leagues, and is still coaching at Walter Johnson High School in Bethesda, MD. Bill Lemonovich became an NFL member in 1964 while a student at Bethlehem Center High School near Charleroi, PA, and he is now a coach at Trinity High School in Washington, PA.]



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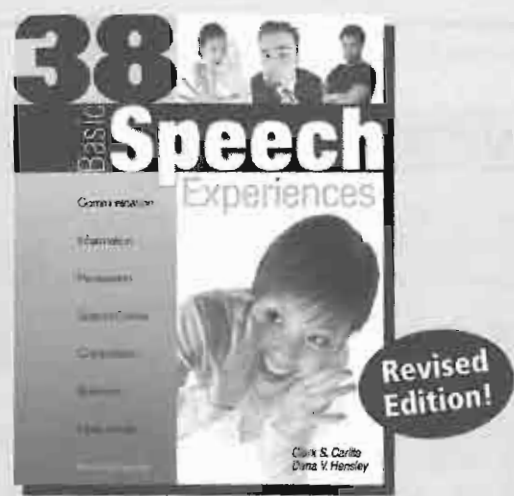
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LDEP VISION STATEMENT

The members of the LDEP believe that Lincoln-Douglas debate is primarily an educational activity to prepare students for academic and personal success in their future lives. Therefore, the competitive incentives of LD should reward students who:

- **Research thoroughly and ethically**
- **Reason logically**
- **Write and speak clearly and eloquently**
- **Develop direct resolutorial analysis**
- **Explain arguments thoroughly rather than superficially**
- **Conduct themselves professionally, courteously, and respectfully.**

We recognize that students participate in debate from a legitimate variety of motives, including the joy of spirited competition. As teachers, it is our responsibility to ensure that successful debate is educationally constructive debate. The LDEP works with coaches, judges, tournament directors, and other members of the debate community to pursue this goal through organizational and educational initiatives.



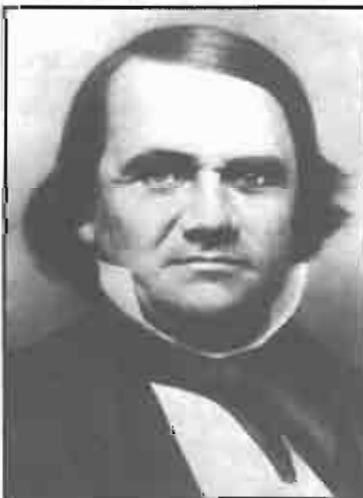
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If you care about the future of LD debate and you would like to add your voice to a host of other coaches who share your concerns, then simply go to our website and fill out the simple application form. The LDEP will approach the task of improving the educational value of LD using two general methods:

- 1) **Drafting model documents that can be used by tournament directors, coaches, judges and debaters;**
- 2) **Lobbying for specific actions by coaches, tournament directors, summer programs and the NFL.**

Go to our website to find free LD resources, such as judge training handouts, coaching ideals, and tournament administration materials. As our group develops we will continue to add resources that aim to maximize the educational value of LD.

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Research on the Internet for LD Debate

Specialized Search Engines

By Scott E. Robinson, Ph.D.

Access to the internet has fundamentally altered how students can and do research—for better and for worse. The internet provides a number of resources for debaters to which students even a decade ago had limited access. However, the internet also provides some dangers in the form of easy access to poor quality research and the potential for the large volume of low-quality material to distract students from investigating what high-quality work is available (though usually only available through greater effort). In this column, I will focus on the positive and discuss how an LD team can leverage the internet as a research resource. I will conclude with some warnings about the dangers of the sloppy use of the internet as a replacement for (rather than supplement to) quality traditional research.

The most useful material on the internet for LD debaters may be freely available texts of classic moral and political philosophy. I must admit, I wish I had access to this material when I was a student. High school libraries rarely have a strong selection of moral and political philosophy (though I strongly encourage all coaches to talk to their librarians about the possibility of ordering some key texts—I have been surprised at how often librarians have been eager to take book orders from teachers simply because they may lead to actual student use of the library). The internet provides access to some older, but still accessible, translations of classic works. A simple search will turn up useful texts from Plato, Aristotle, Locke, Rousseau, Madison, and Mill. The internet can be used to supplement a “team library” like that recommended

in last month’s column. If you use the internet versions of some texts, you can focus your resources on buying the more recent texts that are not available for free.

There are many websites that provide a series of links to useful original texts. While there are too many to list here, I will list some of those that I have found most useful: www.gutenberg.org, www.constitution.org, www.utilitarianism.org, oll.libertyfund.org and plato.stanford.edu. Many of these sites have their own biases, but they should provide a useful start to putting together a set of online classic texts.

There are also some search engines that one can use productively for specific topic research on LD resolutions. I discourage people from resorting too quickly to “Googling” words in the topic—but there are some search engines that do an admirable job of focusing research attention on what are likely the most useful resources. The key to researching on the internet is realizing that there is more information than is useful. The difficult is not in finding “something” but in finding “something useful.” A generic search engine has few filters (deliberately—they are designed for “something” searches) to help separate the useful for LD research from the useless. Specialized search engines provide a nice balance.

The first is scholar.google.com. This is a specialized search engine that prioritizes the work of academic authors. It will produce information on key texts (not necessarily online—students may still have to go to a library to retrieve some of the texts) and recent working papers on issues (most of which are online). The prioritization of

academic work filters out most of the resources without credibility that one can turn up in a general Google search. Instead, students will find material from academic authors just like if they went to a brick-and-mortar library. I have found a distressing number of “stale links” (links to papers that are actually no longer available online), but it is well worth a few of those for the ability to ignore the sort of trash a general Google search tends to turn up.

The second online search engine is a costly but productive resource. I have found the best internet resource for LD topics to be Academic Universe available from Lexis-Nexis. This is a low(er) cost alternative to the expensive full Lexis-Nexis service designed for use by law firms. Academic Universe includes extensive coverage of legislative issues including full texts of legislation, reports, and speeches in the legislative process. On the current topic of immigration policy, for example, one could actually access the texts of major immigration legislation (useful in defining exactly what immigration policy is and what rights in that context are guaranteed for non-citizens) as well as the debate over these bills. Academic Universe also includes extensive collections (“unimaginably large” may be a more accurate descriptor in this case) of news articles and law review articles. Even as a devotee of traditional library research, I have found Academic Universe to be the single most efficient method for research on most (admittedly not all) LD topics over the past three years.

The problem with this resource is that few schools have access to it. Some high schools do. It is worth checking with your

◆ *Lincoln Douglas Perspectives*

librarians to see if they have or can get this service. It is designed for academic pricing, but it is largely targeted at university libraries. If the high school library does not and cannot carry this resource, I encourage students to visit local university libraries—all of which are likely to subscribe to this service. Your students may be limited in having to travel to a college library to use it (is it really all that bad that they have to go to a large library?) but the resource will pay off. As a demonstration for students at debate camp, I showed them how one can get hundreds of pages of relevant material in an hour with Academic Universe (if there is some demand, I can write a column devoted to how to get the most out of this resource). There are some topics—like the current immigration topic—that I could not imagine researching without access to this resource. There are many other useful search engines online (e.g., JSTOR, EBSCO, FIRSTSEARCH, etc) but Academic Universe is the most useful for LD purposes.

Outside of these resources (and, to some extent, with these resources) one has to be careful in using anything from the internet. Students are likely to find themselves swamped with information—some

of it from questionable sources. Students using the internet for research need to develop the skills to separate credible sources from those lacking credibility. I will provide one example from last year. I heard what I took to be a pretty good definition of the strict separation of church and state. On investigating the source, I found out the definition came from a contest-winning essay by a graduate student. While the definition seemed good, it would hardly withstand scrutiny in a debate round if pressured. I think judges would reasonably be reluctant to accept the opinion of even an award-winning graduate student as authoritative on a complicated point of law. This illustrates the dangers of internet research. Students need to validate the credentials of anyone they cite—though this may be difficult in the case of many pages where no author is listed (clearly a danger sign).

Students also need to ensure the accessibility of any material they site. The reason people ask for full citations of research is so that other students can validate quotations and investigate the use of evidence. With instability in URLs and webpage addressing (not to mention server instability), this is a real challenge for any-

one relying on internet research. Sources like Academic Universe consist of material that has print versions—so full citations and access are easy. Material that exists only on the internet can be a challenge to replicate.

The age of the blogs is upon us if popular media are to be believed. The great opportunity of this age is that anyone can make his or her voice heard about an issue. The great challenge is that anyone can make his or her voice heard about an issue. Students have to be savvy in their consumption of material online. The internet provides some great opportunities for students researching LD resolutions, but great dangers as well. With careful guidance you can help students discover the potential of the internet as an information resource without falling prey to various dangers therein.

(Scott E. Robinson holds a doctorate in political science from Texas A&M. He is assistant professor at UT-Dallas and has published voluminously on LD debate, currently with www.dallasdebate.com. In addition to assisting several prominent LD teams, Scott continues to teach at summer workshops, most recently at the University of North Texas.)

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Debate Celebration

By David J. Glass

This is a good time to celebrate the debate community.

In the wake of the September Hurricanes, many coaches and debaters stepped forward to help - contributions included the waiving of fees for students affected by the storms, monetary contributions, and donations of time for fundraising. While this is not a surprise, given the large outpouring by individuals all over the country, what the specific forensic outpouring did was to emphasize that we truly are a family, willing to step forward and take care of our own.

It is precisely that philosophy - the desire to take care of our own - which fuels the National Debate Coaches Association. We are continuing to focus on ways to help debate coaches.

There is one new initiative which I'd like to discuss with you. We realized that the best resource to maintain debate in all

of the various areas are local coaches themselves. Whereas in the past, the NDCA may have been perceived as an organization for coaches who travel the "national circuit", I'd like to strongly disabuse that notion, and urge all coaches committed to the activity to join the NDCA, and to band together to make sure forensics is supported and practiced in your area.

This is what you can do for the community, as a member of the NDCA:

1) You can represent yourself as an NDCA member in advocating in favor of debate to local Administrators. You can invoke the NDCA as a body devoted to helping coaches, and you can help communicate the norms in terms of budgets and administrative support, in an effort to get such support to relatively underserved areas.

2) You can communicate with members of the NDCA

Board, to help us to help you - if a letter of support is required, we can send it. If data is required that will help bolster a local position, we can help gather it.

3) You can help us diversify and expand the offerings of the NDCA on a local level. Currently, we have a Convention at Woodward every year (it will be held again this Spring). But that sort of informational workshop can be duplicated at local tournaments, by local coaches.

4) You can join the NDCA, and renew your membership. The more support we have, the more we can represent your interests.

The debate season is by now in full swing; good luck to your teams, and please know that you are a part of something bigger, and that everyone has an interest in your success.

(David J. Glass, President, NDCA)

3 Problems, 3 Solutions

An Approach to Fixing the Potential Crisis Confronting Policy Debate

By Rami Hernandez

The other day one of my policy debaters approached me and told me that he wanted to switch to Lincoln-Douglas Debate. This student of mine had done policy for 3 years, and I am wary of letting debaters switch to another form of debate in the Senior Year. After speaking with him, I realized that he was no longer happy doing policy debate. He said that L/D was far more attractive because it was less time consuming, less political, and based more on logic and reasoning rather than gamesmanship.

Being a veteran of college policy debate such news was a little shocking to me. Even though my team does both policy debate and L/D, it is no secret that my heart lies with policy debate. How can anyone consider doing L/D after experiencing policy? After thinking about it for a while, I realized that this was not the first student I had encountered who had echoed these beliefs. In my three years as a director of forensics, I have seen a trend within my own team that I never thought I would see. I have seen more and more of my novices preferring to do L/D over policy debate. I don't believe that this is a phenomenon associated with just my team. L/D is a viable force in the debate community and is growing by leaps and bounds.

After all, L/D is in many ways more attractive than policy debate. The rounds are shorter, the rounds are more focused, judges prefer logic and reasoning rather than voting on the flow, and as a younger community, there is less of the entrenched elitism found in policy debate. Those of us who love policy debate can no longer afford to ignore this issue and brush it aside with our usual arrogant contempt. On top

of that, parliamentary debate and public forum are gaining steam and seek to supplant policy debate. What amazes me that at a time when the policy community should be reaching out to correct this problem, it appears as if we are pulling ourselves in and becoming more exclusive rather than inclusive. This of course is a recipe for disaster because if we continue to say, "Well, they just aren't cut out for policy debate," we are going to find ourselves at major national tournaments where only a handful of schools do policy. If you don't believe me look what happened to college debate in the mid-90's when NDT debate was in serious decline. The only thing that saved it was merging with CEDA.

It is time to learn a valuable lesson from that experience and take corrective measures before high school policy debate dies out. Policy debate is a unique form of debate that is not found in other parts of the world. It makes us experts for a year on a particular topic and losing it would be painful and decrease our education. Now I'm not proposing that we reinvent the wheel in this instance. Instead, we should focus on three core problems: the lack of quality coaching, the rapidly changing face of debate and competition from other forms of debate, and the lack of fairness in judging at tournaments. Along with focusing on these problems, I have offered my own solutions to this problem. I think by addressing these issues we can effectively reinvigorate high school policy debate and ensure its future as the flagship event of our activity.

Problem #1: Lack of Quality Coaching

This is clearly the main issue sur-

rounding policy debate. There are just not enough experienced coaches in high school policy debate. A lot of the students coach themselves and each other. This creates a major problem because these students are never taught the fundamentals of policy debate, nor are they taught to correct their errors. Furthermore, an adult is often needed to stress to these students the importance of adapting to judges.

Every year I judge over 100 rounds of policy debate, and every year it seems the quality of debate and the mid and lower levels is decreasing. It is almost impossible to give constructive criticism when these students don't even know the basics skills that are usually taught on the first day from experienced coaches. This creates a great disparity in our community. Basically, you can only become a good debater if you are lucky enough to be at a school where the coach is competent and has experience. To me this is intolerable. As a person whose life and career was and continues to be impacted by this activity, I know the importance of having good coaches and role models. It opened a lot of doors for me in education. I can honestly say that my background in debate has landed me both of the teaching jobs I have had in my brief career. Everyone should get the opportunity to pursue coaching forensics as their vocation.

The lack of quality coaching also has an impact at the local levels of debate. For novices, the best way they can prove themselves is at nearby tournaments because they generally don't travel. Also, the varsity members of the team find these local tournaments as valuable tools for national circuit competition. It is no accident that

◆ Policy Debate

the best debate teams in the country are found in places where the local competition is fierce and intense.

We have to understand that we are dealing with teenagers, not adults. They need passionate, mature adults who will give them guidance and leadership. Instead, we often give them mediocrity and ask them to accept this mediocrity. Debate has always been about excelling and being the best. We should not settle for lower standards.

Clearly, the lack of coaching is turning students away from policy debate or coaches are opting not to do it. After all, why should any school or coach do an event that is as time consuming and expensive as policy debate if the resources, coaching, and skills aren't there.

Solution #1: Actively Increase Coaching Vocations and Create University Programs in Directing Forensics

The solution to these problems is to actively promote the vocation of coaching policy debate. Let us be frank, coaching debate is a vocation, not an activity you just leave at school. When you become a debate coach, you are in effect making a life-style choice that has consequences. Yet, it is an extremely rewarding vocation that many of us enjoy. Every summer, I look forward to the challenges of the upcoming school year and the debate season. As a coach I've seen the impact this activity has on the student body. At the last school I coached at, members of the debate team swept the student government positions just two years after I started the program there. So how do we get more of our college graduates who did policy either in high school or college to become debate coaches?

First, we need to actively promote this vocation as a rewarding and viable one. College and high school coaches need to single out those students whom they think will make good coaches and direct them to high school debate. We need to be aggressive about this rather than passive. I don't think I would have ever become a coach if not for the active encouragement and support that I received from my college coaches. Furthermore, it would be

great if colleges could offer courses on directing forensics and possibly a teaching credential in forensics. Let us formalize the career of being a high school forensics coach the same way it is formalized in college.

Second, we need to convince schools of the importance of having quality debate coaches. Too often, programs are taken over by "moderators" who have little experience or interest in coaching. The director of forensics should not be a "slot to be filled" but rather a professional position given to those whom merit the title.

If we do these two things, we should see an increase in the interest of policy debate and better competition. That benefits everyone in the activity by improving the quality of debate rounds and by making it more accessible.

Problem #2: The rapidly changing face of Policy Debate and Competition from other forms of Debate

One of the things I have often heard from coaches is "Debate has changed a lot since I debated." The irony is that this is coming from individuals who have debated in the last 5-10 years. Policy debate seems to be going through a revolution every 2-3 years, and it is becoming increasingly difficult to keep up with the changes coming down from the college ranks. Change is inevitable and healthy, but constant rapid change breeds frustration and contempt.

As usual, a lot of people blame "spread" debate for the troubles they have coaching. The problem, however, is not spread debate but rather what the debates are becoming. Debate rounds should be centered on logic and reasoning, but it seems that "the debater with the most cards wins," and "if you can't win the round on the substantive debate, go for the dropped or mishandled voting issue." So good policy debaters are not necessarily the most competent speakers or the most knowledgeable on the subject, but those who know how to play the game well. It's funny, but occasionally I actually see a round where the topic we are debating is still relevant by the 2AR. I'm not calling for a return to old-fashioned inherency debates, but we are coming to the point where the

debate topic is becoming obsolete.

The result is that students are turning to forms of debate that they consider to be easier to learn and understand. This is a pattern we have seen in college debate and I'm afraid it will repeat itself in high school debate. Now is a good time to evaluate what policy debate is and what needs to be changed.

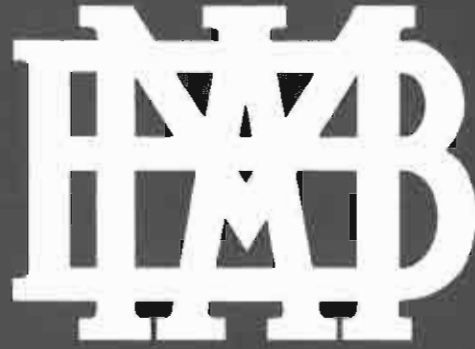
Solution #2: Simplify Debate—Let's return to logic and reasoning.

Once again, I'm not saying we need to completely change policy debate. I'm not an extremist who thinks we show debate how we did in 1975, but we need to look at what makes the other forms of debate more attractive. Clearly, we need to emphasize logic and reasoning and the "policy" or post-fiat aspects of our debates. What makes debate fun and educational is debating a topic and learning about the environment, treaties, legal decisions, and social policies. We need to stress that straight-up debate is a viable winning strategy. I personally don't have a problem with critiques, but I believe that we students can become dependent on them as a generic strategy, and it can shift the focus away from the pragmatic issues affecting the real world. Face it, academic theory does not change the world, policymakers do. There should at least be a better balance between academic and pragmatic discourse.

I know that what I am proposing may sound a bit old-fashioned, but the reality is that policy debate has increasingly become more normative, and we should try to swing the pendulum back in the other direction. Besides, debaters have a forum for normative debate with L/D.

Problem #3: Lack of Fairness at tournaments and judging issues.

On this surface this may seem like a minor issue, but just like professional sports, there is a lack of competitive balance in policy debate. The more affluent schools that can afford researchers and assistant coaches will always excel over those schools that do not. This isn't a problem that is easily remedied, and it really isn't the focus of my discussion.



SOUTHERN BELL FORUM

MONTGOMERY BELL ACADEMY

JANUARY 6 - 8, 2006

◆ *Policy Debate*

What I do want to talk about is something that creates further disparities, and that is strike and preference sheets. Debate is about adapting judges. In the real world, we have to adapt to different audiences all the time. With strike and preferences sheets, we virtually eliminate the need for any adaptation. While I agree that debate is about winning trophies, we are also an educational activity, and in the real world lawyers and defendants don't get to choose their judges. Furthermore, the system of rating judges is handled exclusively by the tournament directors, and I find that judges will be rated based on whom the director personally knows, not necessarily the judge's experience. This system props up the elite schools because it artificially controls the judging pool. We know that judges often vote on a team's reputation, and these "A" list judges are products of this system, and I believe that they just perpetuate it. It is almost impossible for an up and coming school to get their foot in

the door with this system. I think the way we do judging at national tournaments puts figure skating to shame. If we were a high-profile activity, like football or baseball, there is no way our system of judging would stand up to public scrutiny.

This type of politics is a major turn-off for those wanting to do policy debate. It discourages students from wanting to excel because they know that in certain rounds they have no chance of picking up the ballot. It is like a friend of mine says, "You know, you have debates where you won the round, but not the ballot."

Solution #3: Eliminate Strikes and Judge Preference Sheets

This is the easiest one to fix. We need to have an open judging pool and take our chances. That will lead to fairer decisions and judges will get a wider spectrum of ballots. We need to depoliticize policy debate if we are going to help it grow. This would be a great place to teach them the

life lesson that in the real world you have to adapt to your audiences. We can still have a pool of qualified critics. We just cannot be so specific as to how good they are because in reality there is no way to objectively evaluate the level of their competence.

Policy debate is one of the great passions of my life. I would like to see it grow and flourish as the flagship event of forensics. It's time we examined our house to see what needs to be fixed so we can improve the quality of our activity. Some of my proposals are more challenging than others, but it is time that we became open to growth. I would hate to see a future where a major policy tournament means 50 teams are competing. Such a scenario is possible if we are not careful, and if it happens, we will have no one to blame but ourselves.

(Rami Hernandez is Director of Forensics, Loyola High School of Los Angeles, CA)

ACADEMIC ALL AMERICANS

(thru September 15, 2005)

Alabama

The Montgomery Academy
Dixon Dorand

Arizona

Blue Ridge High School
Kristen L Reynolds
Tempe Preparatory Acad
Claire Wolnisty

California

Bellarmino College Prep
Tushar Khadloya
Centennial High School
Rachel Knight
Foothill High School
Michael Betourney
Hans Chang
Fred C Beyer High School
Carl J Kelm
Kathryu J Lewis
Max J Niu
La Reina High School
Sabrina Chou
Mountain View HS
Prashant Rai
Sherman Oaks CES
Irina Shklyav
The Harker School
Varoon Bbagat
Jerry Hong
Alexander Hsu
Arjun Naskar

Colorado

Canon City High School
Devin K Grammon
Dustin B McCurry
Kelsey J Zabrusky
Centennial High School
Anant N Pradhan
Liberty High School
Kylín Fisher
Nitwot High School
Emily Rose

District Of Columbia

Woodrow Wilson HS
Zoe Tillman

Florida

Acad of the Holy Names
Juliann Rowe
Khadeeja Safdar
Stoneman Douglas HS
Alison L Nadle
Trinity Preparatory School
Tim Walsh

Georgia

Starr's Mill High School
Meg Beyer

Idaho

Blackfoot High School
Rachel A Esplin
Hillcrest High School
Patrick Stone
Skyline High School
Tran Turner

Illinois

Downers Grove South HS
Christine M Doman

Indiana

Brebeuf Jesuit Preparatory
Mark Plantan
Tom Witczak
Munster High School
Lyndsay Langbehn
South Side High School
Lucia A Diaz-Martin
Dmitri Y Leybman
Elizabeth B Tidwell

Iowa

Fort Dodge High School
Katie McMullen
Megan Srinivas
Amy Xu
Okoboji High School
Thomas M Bjornstad
West Des Moines Valley HS
Tracey Shi
West HS - Iowa City
Bistra Anguelova
Laura Ingram
Grace VanVoorhis

Kansas

Andover High School
Ettya R Fremont
Bradley M Papineau
Bishop Carroll Catholic HS
Vanessa Grabitz
Bishop Miege High School
Whitney O'byrne
Katbleen Scanlon
Blue Valley North HS
Amy Cbang
Marina Yakhnis
Blue Valley Northwest HS
Paige Williams
Buhler High School
Daniel Higdon
Campus High School
Jeremiah W Blake
Labette County HS
Micah Martin
Reanne Utemark
Moundridge High School
Kristine E Dumler
Remington High School
Adam Thiessen
Sumner Academy
Chrissy Biondo

Topeka High School

Sarah Bellows-Blakely
Rachel M Buck
Shruti A Challa
Rohit D Parulkar

Louisiana

St. Martin's Episcopal Sch
David J Weeks

Maryland

Georgetown Preparatory
Alexander Baish

Massachusetts

Newton South High School
Renee L Pastel
Weston HS
Scott Nelson

Minnesota

Apple Valley High School
Gena Haugen
Peter Simonos
Brainerd High School
Brian J Agre
Dilworth Glyndon Felton
Heather Kahly
Amber Olek
Cassie Roeder
Allecia Schultz
Eastview High School
James P Hohmann
Roseville Area High School
Michael Barany
Jessica Jensen
Walker Public Schools
Neville W Eelov
Katie L Knight
Tyler L Westfield

Mississippi

Laurel High School
Jessica K Boyd
St. Andrew's Episcopal Sch
Ruth E Craig
Neil Maneck

Missouri

Blue Springs South HS
Kelly Richardson
Alan T. Simpson
Brock Webb
Camdenton High School
Micah Joseph
Cameron High School
Kate Jordan
Cassville High School
Steven T Cupps
Columbia-Hickman HS
Arthi Vellore
KC Oak Park High School
Andrew Green

Ladue Horton Watkin HS

Lindsay Bayham
Jamie Kalliongis
Tal Kopan
Adam Schneider
Nick Semenkovich
Yang Song
Mitch Wice
Sam Wice
Ozark High School
Dusty Hardcastle
Courtney Chapin
Brandon Klementzos
Park Hill High School
Rachel Vaughn
Parkview HS
Kelsey E Tindle
Parkway South HS
Craig Boyd
Omar Abdel-Hamid
Parkway West High School
Stephanie Fengler
Raytown High School
Philip Christeusen
Emily Monroe
Whitney Wells
Savannah R3 High School
Melissa Martin
Truman High School
Jessica Kratz
Lauren Smith

Montana

Flathead County HS
Nick Malinak
Great Falls Russell HS
Jennifer Ambrose

Nebraska

Gothenburg High School
Cobus Block

Nevada

Green Valley High School
Allison L. Berman
Anil M. Motwani

New Jersey

Whippany Park HS
Benjamin Hsu
Tina Hwa

New York

Christian Brothers Acad
Stephen P Astemborski
Mount Mercy Academy
Megan Lynch

North Carolina

Jack Britt High School
Kaitlin Niccum

Ohio

Austintown-Fitch HS
Ashley N. Deley

Beavercreek High School

Joseph Ausserer
Boardman High School
Ben Kessler
Jen Petrella
Jamie Serenko
Ron Strasik
Gahanna-Lincoln HS
Rob Morcello
Jackson High School
Karan Ravishankar
Perry High School
Kellyn L Moran
Kyle A Weidleman
Whitney L Willits
Wooster High School
Ashley Lytle

Oklahoma

Bartlesville High School
Brian B Danley
Cordell High School
Eric Hamilton
Norman High School
Amanda Custer
Pablo Kenney
David Weiss
Norman North High School
Sarah King

Oregon

Clackamas High School
Emily M Erdman
Forest Grove High School
James W Johnson
Marshfield High School
Scott Goodman
Sandy High School
Eric Lowe

Pennsylvania

Danville Area High School
Mollie Schwartz

South Carolina

Bob Jones Academy
Tammy C Hsu
Christopher Nicholas
Irmo High School
Jeet Guram
Riverside High School
Rebecca A Leshman
Southside High School
Leo Zheng

South Dakota

Aberdeen Central HS
Amanda Davis
Sturgis Brown High School
Danielle Heinert
Washington High School
Allison Bell
Eric Hanson
Bryan Simpkins
Alex Weber

◆ ACADEMIC ALL AMERICANS

(thru September 15, 2005)

Watertown High School
 Maria Schweer
 Renee Thomas

Tennessee

Battle Ground Academy
 Peter S Sturdivant
Brentwood High School
 Chris F Powers
 Sarah G Welbourn
 Rebecca Weller

Montgomery Bell Academy
 Matt Clair
 Jonathan Ray
 Tripp Rebrovick

Texas

Colleyville Heritage HS
 Kavita Kannan
 Divya Mallampati
 Kyle Sullivan
 Zaheer Tajani

Deer Park High School
 Bradley Webber
Godley High School
 Chase Chasteen
Grapeviev High School
 Dee Wang
Houston Jesuit HS
 Greg Gangelhoff
 Paolo Puecini
Plano Sr High School
 Yao Yao Chen
 Sopbilia Hsu

Joshua L. Wurzman
 Elaine Zhou
Winston Churchill HS
 Andrew Smolenski

Utah

Beaver High School
 Michael Kanell
Davis High School
 Celeste Olsen
Jordan High School

David Heyborne
 Kevin Khong
 Helah Robinson
 Will Thompson
Woods Cross High School
 Steven W Pope

Washington

University High School
 MaryAnn Almeida

National Tournament Results

TED TURNER PUBLIC FORUM DEBATE

RANK	NAME	SCHOOL	STATE
7 th	Nicholas Brady & Zachary Murray <i>Coach: Mr. Patrick Daniels</i>	Baltimore City College	MD
8 th	Teresa Reed & Ian Sharma <i>Coach: Ms. Karen Justice</i>	Myers Park	NC
9 th	Cara M. Ekstrom & Juan C. Giron <i>Coach: Mr. Nathan Vereide</i>	Whitestone	AK
10 th	Stephen West & Carlyn Cowen <i>Coach: Mr. Jonathan Peele</i>	East Chapel Hill HS	NC
11 th	Josh L. Wurzman & Josh Wang <i>Coach: Ms. Cheryl Potts</i>	Plano Sr.	TX
12 th	Ryan Fitzpatrick & Natasha Yurk <i>Coach: Mr. Dale Kantz</i>	Brebeuf Jesuit Prep	IN
13 th (Tie)	Jennifer Goldstein & David Nadle <i>Coach: Mr. Peter Paik</i>	Stoneman Douglas	FL
13 th (Tie)	Kevin T. Huang & Daniel R. Adler <i>Coach: Ms. Elita Denowitz</i>	University School	OH

Meet Glenda Ferguson

Meet the Council

By Liz Leach

*Each month the Rostrum will feature an
Executive Council Board Member*



A three diamond coach, and new member of the NFL Hall of Fame, Glenda Ferguson is a force to be reckoned with. Having coached at Macarthur High School (Texas), Putnam City and Heritage Hall (Oklahoma), Creekview High School (Texas), and now Coppell High School (Texas) where she plans to stay until “they kick me (or wheel me) out the door”, Glenda brings immense experience to both her team and the Executive Council.

Glenda joined the Executive Council believing that all schools and philosophies must be heard. She acknowledges that now, the NFL is on the “right track.” In her opinion, “the Council really listens and Scott [Wunn] is making every effort to get input from the coaches.” One of Glenda’s main goals for the Executive Council is to prioritize the needs of membership.

Duties on the Executive Council and during the National Tournament vary for Glenda. She sees her main duty as representing the members of the NFL. During the National Tournament, Glenda serves as a liaison to whatever event is

requested by Scott Wunn. She also stated she believes the roles and expectations of the Executive Council will be more clearly defined in the future.

There are a number of fantastic memories that Glenda has accumulated as a coach. One of her favorites is when her school won 3rd place in Policy Debate at Nationals and then her student won top speaker. Glenda’s warmest memory was when Oklahoma City hosted Nationals. She explains “we gave honorary trophies to two gentlemen who qualified for Nationals in WWII when Nationals was cancelled. They were so grateful and so much fun to talk to.” There are numerous warm memories resulting from “coaching moments”, advancements in competition, and watching a student teacher coach his teams to win the National Tournament.

As for her greatest coaching memory, Glenda considers watching the novices win or seeing a varsity competitor overcome a problem the best memories. This year, her team at Coppell High School has approximately 50 debaters. She loves “the challenge” of coaching

the most. The fact that “there is always something new to learn and new kids to teach it to” is yet another thing that Glenda loves about coaching and teaching.

In her spare time, Glenda enjoys spending time with her family. Her husband Don is retired and she has two daughters, Lesli and Kelli, who work in advertising and television, respectively. One of Glenda’s favorite pastimes is watching movies. As for hobbies, she says “I haven’t had time for a hobby in so long that I can’t remember what they were.

Glenda’s involvement with the National Forensic League as both a coach and a member of the Executive Council is greatly appreciated by all of the members. From the sound of it, Glenda plans on being with the NFL for a long time to come.

As for Glenda’s favorite tournament food, she exclaims “Darlin’ I live in Texas so it has to be bar-b-que!”

Regular Session: July 16-July 30, 2006 Next Stage: July 31-August 3, 2006

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CRN200509-1003025