

# ROSTRUM

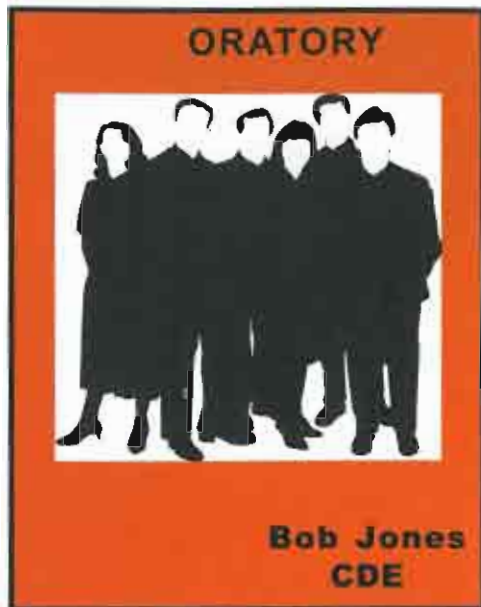


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**Y o u r**  
Vision?

November 2006  
Volume 81  
Issue 3

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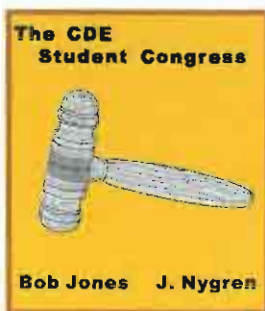
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- To Lobby or Not To Lobby



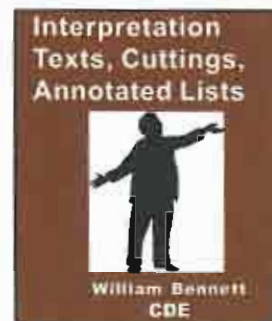
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October 6, 2006

Dear National Forensic League Coach:

The impact that you are making on the lives of your students is something to be proud of. As another speech and debate season begins, you are imparting lessons on leadership, teamwork, and the importance of communication. You are making a difference in the lives of those who represent our future.

As you prepare your team for the 2007 NFL National Tournament in Wichita/Derby, Kansas, know that Lincoln Financial Group proudly supports the National Forensic League and recognizes the efforts of its coaches to continue the vital tradition of speech and debate. Lincoln Financial's involvement is a highlight of our company's long-time commitment to quality education. I applaud you for the countless hours you spend and the dedication you put forth to teach students.

Best of luck to you and your students this year.

Sincerely,

A handwritten signature in black ink, reading 'Jon A. Boscia'.

Jon A. Boscia

Chairman

Chief Executive Officer

---

## National Forensic League

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J. Scott Wunn

## From the Editor

### A VISION FOR THE FUTURE

Dear NFL,

At its fall meeting, the Executive Council created and established a vision statement for the National Forensic League. The NFL vision statement will serve as a guide for strategic goal planning, policymaking, and League promotion in future years.

*The National Forensic League Honor Society promotes secondary school speech and debate activities and interscholastic competition as a means to develop a student's lifelong skills and values, as well as the public's awareness of the value of speech, debate, and communication education.*

*The organization serves as the central agent for coordination and facilitation of*  
\*heightened public awareness of the value of speech communication skills,  
\*development of educational initiatives for student and teacher training,  
\*excellence in interscholastic competition, and  
\*the promotion of honor society ideals.

*As an organization, the National Forensic League embraces diversity, interconnection, and visionary leadership. We empower students to become effective communicators, ethical individuals, critical thinkers, and leaders in a democratic society.*

Sincerely,

J. Scott Wunn  
National Secretary

## Rostrum

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J. Scott Wunn, Editor and Publisher

Sandy Krueger, Publications Director

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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 participating in multinational diplomatic efforts is beneficial to U. S. interests.

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

**Resolved:** A victim's deliberate use of deadly force is a just response to repeated domestic violence.

### 2006-2007 Policy Debate Topic

**Resolved:** The United States federal government should establish a policy substantially increasing the number of persons serving in one or more of the following national service programs: AmeriCorps, Citizen Corps, Senior Corps, Peace Corps, Learn and Serve American, Armed Forces.

## Watch for 2006-2007 NFL Policy Debate FINAL VOTE BALLOT

- December, 2006 Rostrums
- Online at [www.nflonline.org](http://www.nflonline.org)

Ballot must be postmarked by no later than January 4, 2007

## Rostrum Articles

Articles can be submitted to:  
**Sandy Krueger @ [nflrostrum@nflonline.org](mailto:nflrostrum@nflonline.org)**

## The Cover Photo

Ripon Middle Schooler Jared Rasmussen, who recently joined NJFL.  
Jared is the son of NFL staff member Diane Rasmussen.

## December 2006 *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](http://www.nflonline.org)

### L/D Topic Release Dates:

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

### Public Forum Topic Release Dates:

August 15	...	September Topic
1 <sup>st</sup> 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*

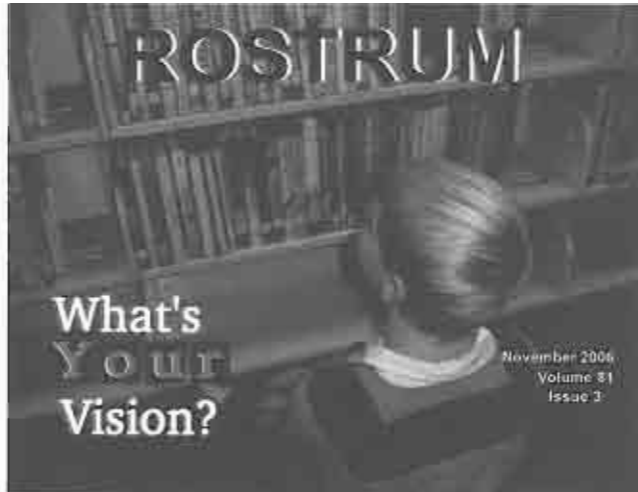
# ROSTRUM

Volume 81, Issue 3

November 2006



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Rostrum



# The National Forensic Library

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## VOLUME I

### **CX 101 Developing the Negative Position in Policy Debate Cross Examination**

*Instructor: Diana Prentice Carlin, University of Kansas*

Addresses several key points in The Negative Position - reasons for use, ways to construct, how to use in a round, risks involved. Length: 53:00

### **CX 102 Constructing Affirmative Positions**

*Instructor: Greg Varley, Lakeland HS, NY*

Winning suggestions for novice debaters in the basics of affirmative case construction by exploring these two issues: evaluation of the resolution and building a successful affirmative case. Length: 45:00

### **CX 103 A. Speaker Duties: The Conventions of Debate**

*Instructor: Bill Davis, Blue Valley HS, KS*

For novice debaters - outlines the responsibilities of each speaker from 1AC to 2NR and the only three rules of debate.

### **B. Stock Issues in Policy Debate**

*Instructor: Glenda Ferguson, Heritage Hall School, OK*

For novice debaters - gives background and applications of significance, inherency, solvency, and topicality. (Both topics on one tape) Length: 61:00

### **CX 104 Cross Examination - Theory and Techniques**

*Instructor: Dr. George Ziegelmueller, Wayne State University, MI*

An in-depth study of the finer points of cross examination: asking factual questions, using directed questions of clarification, using questions based on tests of evidence, reasoning and preparing stock questions. Length: 48:00

### **CX 105 Advocacy - How to Improve Your Communication in the Context of Debate**

*Instructor: Dr. George Ziegelmueller, Wayne State University, MI*

Recommendations for improving your speaking style. Length: 56:00

### **CX 106 "Unger and Company," Chapter 1**

*Moderator: Dr. James Unger, Georgetown University, Washington, D.C.*

Top collegiate debate coaches "debate about debate" in a McLaughlin group format. Topics include Experts in Debate, Topicality, Judging, and Impact Evaluation. Length: 60:00

### **LD 101 Debating Affirmative in Lincoln Douglas Debate**

*Instructor: Pat Bailey, Homewood HS, AL*

*Marilee Dukes, Vestavia Hills HS, AL*

Topics include designing affirmative strategy - considering the type of resolution, introductions and conclusions, establishing a value premise, rules for justifications and duties of 1AR and 2AR. Length: 56:00

### **LD 102 Debating Negative in Lincoln Douglas Debate**

*Instructor: Pat Bailey, Homewood HS, AL*

*Marilee Dukes, Vestavia Hills HS, AL*

Topics include organizing the negative constructive, strategies and rules governing the negative rebuttal. Length: 58:00

### **LD 103 Cross Examination in Lincoln Douglas Debate**

*Instructor: Aaron Timmons, Newman-Smith HS, TX*

Tips in conducting successful cross examination with student demonstrations and critique. Length: 48:00

### **LD 104 What are Values? And Applying Value Standards to Lincoln Douglas Debate**

*Instructor: Dale McCall, Wellington HS, FL*

Detailed examination of value standards as they apply to LD Debate. Length: 52:00

### **INT 101 An Overview of Interpretation and the Qualities of an Effective Selection**

*Instructor: Ron Krikac, Bradley University, IL*

Issues explored are definitions of interpretation and discussion of the characteristics of a winning national cutting. Length: 49:00

### **INT 102 Script Analysis**

*Instructor: Ron Krikac, Bradley University, IL*

Script analysis including reading aloud, finding details, determining specific relationships and creating a sub-text. Many helpful suggestions and illustrations. Length: 35:00

### **OO 101 Coaching Original Oratory: A Roundtable Discussion 1**

*Moderator: Donovan Cummings, Edison HS, CA*

Five outstanding coaches discuss various oratory strategies: appropriate topics, use of humor, involvement of the coach, reliance on personal experience. Length: 49:45

### **OO 102 Coaching Original Oratory: A Roundtable Discussion 2**

*Moderator: Donovan Cummings, Edison HS, CA*

Five outstanding coaches discuss delivery techniques and strategies: importance of delivery, coaching delivery and gestures, improvement of diction. Length: 35:00

### **OO 103 Oratory Overview**

*Instructor: L.D. Naeglin, San Antonio, TX*

Examines elements in winning orations that listeners and judges want to hear and see. Based on empirical data, an excellent look at judge analysis. Length: 1 hour 25 min

### **OO 104 Orator Introductions and Conclusions**

*Instructor: L.D. Naeglin, San Antonio, TX*

A continuation of OO 103. By understanding judge and listener analysis, speakers can use information to create winning intros and conclusions. Length: 59:25

### **OO 105 Oratory Content**

*Instructor: L.D. Naeglin, San Antonio, TX*

From examples of national competition, tips on how to support ideas successfully in oratory with humor, personal example, analogy, etc. Length: 56:20

### **EXT 101 Issues in Extemp: A Roundtable Discussion 1**

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

Outstanding extemp coaches discuss getting students involved in extemp, organizing an extemp file, using note cards and applying successful practice techniques. Length: 43:00

### **EXT 102 Issues in Extemp: A Roundtable Discussion 2**

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

Continuation of EXT 101. Topics covered include organizing the speech body, use of sources, humor, and use of canned or generic introductions. Length: 48:00

### **EXT 103 Championship Extemp: Part 1 - US Extemp**

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

A critique of two US Extemp national finalists by a roundtable of outstanding extemp coaches. Length: 41:00

### **EXT 104 Championship Extemp: Part 2 - Foreign Extemp**

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

A critique of two foreign extemp national finalists by a roundtable of outstanding extemp coaches. Length: 41:00

## VOLUME II

### **CX 107 "Unger and Company," Chapter 2**

*Moderator: James J. Unger, The American University*

The Unger-led panel of distinguished collegiate debate coaches clash over the following areas: Inherency, Structure, Generics, Counterplans, and Real World Arguments. Length: 59:00

### **CX 108 "Unger and Company," Chapter 3**

*Moderator: James J. Unger, The American University*

This third chapter of "Unger and Company" contains several differing opinions about Presentation, Intrinsicness, Institutes, and Direction. Length: 58:00

### **CX 109 Introduction to Debate Analysis: Affirmative**

*Instructor: James Copeland, Executive Secretary, NFL*

A clear and precise introduction to affirmative case and plan writing for novice debaters. Length: 1 hour 12 min.

Tapes sold only to NFL member schools!

MORE TAPES, NEXT PAGE

## Volume II (Continued from prior page)

### **CX 110 Paradigms**

*Instructor: Dr. David Zarefsky, Northwestern University*  
Renowned debate coach and theorist David Zarefsky presents his ideas on paradigms in argumentation. This lecture is required viewing for all serious debaters. Length: 54:10

### **CX 111 Demonstration in Debate and Analysis**

*Instructor: Greg Varley, Lakeland HS, NY*  
A detailed explanation of the step in a policy debate, from opening to closing. Using the final round debate from the 1992 NFL Nationals in Fargo, Coach Varley has produced a "winning" tape for novices and experienced debaters. Length: 2 hours

### **CX 112 Flowing a Debate**

*Instructor: Greg Varley, Lakeland HS, NY*  
Students view strategies for proper flowing of a debate in this talk by prominent coach Greg Varley. Length: 35:25

### **CX 113 Recruiting Roundtable**

*Instructor: Greg Varley, Lakeland HS, NY*  
Three outstanding coaches with different programs offer ideas for recruiting new members. Includes a great film that can be used as a recruiting tool. Length: 53:10

### **LD 105 How to Prepare for Your LD Rounds**

*Instructor: Dale McCall, Wellington HS, FL*  
A comprehensive discussion of preparations students need to undertake to compete confidently in LD. Length: 35:00

### **LD 106 Value Analysis in LD Debate**

*Instructor: Diana Prentice, University of Kansas*  
An examination of the value analysis by an outstanding debate coach. Length: 35:00

### **LD 107 LD Debate: The Moderate Style**

*Instructor Pam Cady, Apple Valley HS, MN*  
Provides invaluable advice on developing a moderate debate style. Two student debaters demonstrate. Length: 53:00

### **LD 108 Rebuttal Preparations**

*Instructor: Carol Biel, Chesterton HS, IN*  
Coach Biel moderates a group discussion with outstanding young high school debaters. Length: 55:00

### **INT 103 Interpretation of Poetry and Prose**

*Instructor: Ruby Krider, Prof. Emeritus, Murray State KY*  
Professor Krider offers a colorful and insightful exploration of the role of the interpreter of prose and poetry. Her lecture is divided into three parts: Catch that Image, Chat Chat Chat, and Make Us Believe You. Length: 85:00

### **INT 104 Critique of Interpretation**

*Moderator: Ron Krikac, Bradley University, IL*  
Three esteemed coaches analyse and critique performances in humorous and dramatic using examples drawn from national final rounds. Length: 59:25

### **INT 105 Introduction to Poetry Interpretation**

*Instructor: Barbara Funke, Chesterton HS, IN*  
Coach Funke shows how to choose a poem and how to establish commitments as a performer. Length: 56:20

### **INT 106 Characterization in Interpretation**

*Instructors Pam Cady, Apple Valley HS, MN  
Joe Wycoff, Chesterton HS, IN*  
Cady teaches vocal characterization while Wycoff engages in a discussion on physicalization. Students who competed at the 1993 Nationals are used throughout the presentation. Length: 54:00

### **INT 107 Breaking the Ice**

*Instructor: Rosella Blunk, Sioux Falls, IA*  
How does one go about putting students at ease in a performance environment? Coach Blunk and her students offer fun and easy activities. Length: 34:25

### **GEN 101 Ethics in Competition**

*Instructor: Joe Wycoff, Chesterton HS, IN*  
Hall of Fame Coach Joe Wycoff speaks about ethics in forensic competition and other related topics in this entertaining and candid presentation. Length: 40:00

### **EXT 105 First Experiences**

*Moderator: L.D. Naeglin, San Antonio, TX*  
Former high school extemp speakers discuss how they got started and share advice they found invaluable. Length: 42:30

### **EXT 106 Expert Extemp: Advanced Techniques**

*Moderator: LD Naeglin, San Antonio, TX*  
Panelists detail skills and techniques they've learned. Length: 44:30

### **EXT 107 Expert Extemp: Speech and Critique**

*Moderator: LD Naeglin, San Antonio, TX*  
The panelists listen to an extemp speech delivered by Jeremy Mallory of Swarthmore College and provide an in-depth critique of his presentation. Length: 42:30

### **EXT 108 Advanced Extempore Speaking**

*Instructor: James M. Copeland, Executive Secretary, NFL*  
Covers the Basics of research, file building and outlining as well as advanced concepts: the rule of the 4 sevens, topic selection and attention factors. Length: 85:00

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# **NFL Collaboration**

## **Making Positive Changes for the Future!**

In the fall of 2005, the Executive Council established four committees to review and make recommendations in the areas of Student Congress, Lincoln Douglas Debate, Policy Debate, and Oral Interpretation. Each committee met this past summer at the National Tournament to discuss NFL policies in each event. After the summer meetings, each committee submitted a set of recommendations for review at the 2006 NFL Summer Leadership Conference held at the NFL National Headquarters. Seventy-six District Chairs and committee members, as well as the Executive Council and National Office Staff, further discussed the recommendations and other League issues during the conference. At its fall meeting, the Executive Council considered the feedback from the summer conference, all recommendations in each event, and additional areas of concern before taking action.

The following pages of *Rostrum* describe changes that will be implemented by the National Forensic League in several areas. The policy actions taken by the Executive Council are the result of a year long process of study, recommendation, review, and consultation. The Oral Interpretation and LD committees will continue their work this summer. In addition, review committees in Oratory and Extemp will be established.

In reading the Executive Council Minutes, members should pay close attention to the vote listed below each motion to make sure that the proposed action **PASSED**. Grey boxes appear throughout the Minutes and an Appendix has been included following the Minutes to better clarify council action. If members have any questions about the actions, please feel free to contact your District Chair or the National Office.

## **Thank you to these coaches for participating in the National Recommendation Committees in 2006!**

### **Oral Interpretation**

Joe Wycoff-MN (Chair)

Tommie Lindsey, Jr-CA (Council Liaison)

#### **Committee Members:**

Tony Figliola-PA

Jan Heiteen-IL

Bob Marks-FL

Martha Benham-CO

Jim Fedge-MN

Derrick Yuill-CA

Debbie Simon-MA

David McKenzie-IN

### **Policy Debate**

Nick Coburn-Palo-CA (Chair)

Pamela McComas-KS (Council Liaison)

#### **Committee Members:**

Greg Davis-CO

Judy Kroll-SD

Jay Stubbs-TX

Tom Noonan-WI

Cindy Burgett-KS

Tara Tate-IL

### **Student Congress**

Harold Keller-IA (Chair and Council Liaison)

#### **Committee Members:**

Allen Clarkson-WV

Walter Farwell-WY

Dixie Waldo-TX

Lisa Miller-FL

Sandra Maguire-CA

### **Lincoln-Douglas Debate**

Fred Robertson-NE (Chair)

Pam Cady-Wycoff (Council Liaison)

#### **Committee Members:**

George Clemens-FL

Jenny Cook-FL

Kim Jones-CA

Jim Miller-TN

Steve Schappaugh-IA

Jon Cruz-NY

Victor Jih-CA

Tara McLellan-AL

Joe Vaughan- NY

# *Executive Council Minutes*

## **N Executive Council F Fall Meeting L September 23-24, 2006 Wichita, KS**

The NFL Executive Council held its fall meeting in Wichita, Kansas on September 23-24, 2006. Members present were: President Billy Tate, Vice President Don Crabtree, Brother Rene Sterner, Harold Keller, Glenda Ferguson, Kandi King, Tommie Lindsey, Jr., Pam Wycoff, and Pam McComas. Alternate, Tim Sheaff, was also present and served until Bro. Rene Sterner's arrival (air delay).

President Billy Tate called the meeting to order at 8:55am on Saturday, September 24<sup>th</sup>, 2006.

### **Council Commendations**

The Executive Council expressed its gratitude to the local hosts of the 2006 Bluebonnet Nationals for their outstanding work on the tournament.

The Executive Council thanked and commended the attendees of the 2007 Summer Leadership Conference for outstanding participation, hard work, and dedication to the League.

The Executive Council thanked and commended the efforts of the Lincoln-Douglas, Policy Debate, Oral Interpretation, and Student Congress recommendation/review committees for their work this past summer.

[See page 8 for list of these outstanding committee members]

The Executive Council commended the Kansas host committee on its ongoing preparations for the 2007 Kansas Nationals.

### **Election of Officers**

William Woods Tate, Jr. was unanimously elected as President for another 2-year term.

Don Crabtree was unanimously elected as Vice President for another 2-year term.

### **NFL Honor Society Budget**

Moved by McComas, Seconded King  
"Accept the 2006-2007 National Tournament Budget as presented by the National Secretary."  
**Passed: 9-0**

Moved by McComas, Seconded by Sheaff  
"Accept the 2006-2007 NFL Honor Society Budget as presented by the National Secretary."  
**Passed: 9-0**

### **Lincoln-Douglas Debate**

**The Council passed a series of motions based upon recommendations and feedback from the summer Lincoln-Douglas Review Committee, the summer Leadership Conference, and Executive Council discussion. Examples of the new event description, the new judging guidelines, the new introduction to judging handout, the new LD ballot, and new LD Judge Paradigm can be found on pages 14-21 in this issue of *Rostrum* and online at [www.nflonline.org](http://www.nflonline.org)**

Moved by Wycoff, Seconded by McComas  
"Adopt the proposed 'Lincoln Douglas Debate Event Description' to replace the wording currently in TA3 and TA6-*Lincoln Douglas Debate Guidelines* and make it available in handout format online for distribution at district tournaments and invitational tournaments."  
**Passed: 9-0**

Moved by Wycoff, Seconded by King  
"Adopt the proposed Judging Guidelines to replace the wording currently in TA 3 and TA 6 and make it available in handout format online for distribution at district tournaments and invitational tournaments."  
**Passed: 9-0**

Moved by Wycoff, Seconded by Crabtree  
"Adopt the proposed Introduction to Judging Lincoln Douglas Debate handout and make it available online to District Tournament Managers for distribution and for tournament managers to distribute at invitational tournaments."  
**Passed: 9-0**



# Executive Council Minutes

Moved by Wycoff, Seconded by King

"Accept the new Lincoln Douglas Debate ballot as presented."

**Passed: 9-0**

Moved by Wycoff, Seconded by King

"Accept the new judge paradigm form as amended. If and when the available technology permits, the form should be available online for the NFL judges to directly enter data and should be accessible throughout the year for reference by students and coaches. Users should be responsible for downloading the cards individually."

**Passed: 9-0**

**The NFL National Office will work to create an online system for recording judge paradigm forms that can be accessed throughout the year.**

Moved by Wycoff, Seconded by King

"At NFL District and National competition, preparation time in Lincoln-Douglas Debate shall be 4 minutes for each debater."

**Passed: 9-0**

Moved by Wycoff, Seconded by Crabtree

"Accept the revised topic selection process as proposed."

**Passed: 9-0**

**A complete description of the newly approved topic selection process is printed on page 19 of this issue of *Rostrum* and is also available online at [www.nflonline.org](http://www.nflonline.org)**

Moved by Wycoff, Seconded by King

"Adopt the recommendations for evidence as presented."

**Passed: 8-1**

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

Nay: McComas

**A complete description of the newly approved evidence rules is printed on page 21 of this issue of *Rostrum* and is also available online at [www.nflonline.org](http://www.nflonline.org).**

Moved by Wycoff, Second by Lindsey

"The NFL should authorize an ad hoc committee in Lincoln Douglas Debate to work during the 2007 National Tournament to produce educational and public relations materials for approval by the Executive Council. Additionally, the committee should continue to investigate and develop proposals regarding topics deemed necessary by the NFL."

**Passed: 9-0**

Moved by Wycoff, Seconded by Keller

"Charge the Executive Secretary with developing an alternative option to the "Up/Down System" for qualifying Lincoln-Douglas debaters to National Tournament to be presented to the ad hoc committee for review."

**Passed: 8-0-1**

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

Abstain: Ferguson

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## Student Congress

**The Council passed a series of motions based upon recommendations and feedback from the summer Student Congress Review Committee, the summer Leadership Conference, and Executive Council discussion. Complete descriptions of the changes to Student Congress can be found on pages 25-27 in this issue of *Rostrum* and online at [www.nflonline.org](http://www.nflonline.org)**

Moved by Keller, Seconded by King

"Adopt the proposed Student Congress Mission Statement and Core Values."

**Passed: 9-0**

Moved by Keller, Seconded by Ferguson

"Drop the word "Student" from the event title of 'Student Congress'."

**Failed: 3-6**

Aye: King, Wycoff, Lindsey

Nay: McComas, Sheaff, Crabtree, Keller, Ferguson, Tate

Moved by Keller, Seconded by Lindsey "Each school participating in a District Congress must enter one or two students in the District Senate if a District Senate is held."

**Failed: 1-8**

Aye: Sheaff

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

Moved by Keller, Seconded by McComas

"Accept the proposed District Chamber Assignment Procedures as presented."

**Passed: 9-0**

Moved by Keller, Seconded by King

"All legislation presented in NFL Congresses shall be the original work of the student participant(s). Non-original work shall not be considered for the agenda."

**Passed: 9-0**

Brother Rene Sterner joined the meeting at 1pm.

# *Executive Council Minutes*

Moved by Keller, Seconded Lindsey

"Adopt the proposal for presiding officer speaker credit points as presented."

**Passed: 9-0**

Moved by Keller, Seconded by Wycoff

"Adopt the new Student Congress auditing policies as presented."

**Passed: 9-0**

Moved by Keller, Seconded by Ferguson

"It should be the goal that in every NFL District Congress Chamber, every student will be offered the same number of speaking opportunities as every other contestant in that Chamber."

**Passed: 8-1**

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

Nay: Sterner

**For clarification, a student may pass or decline the opportunity to speak, but should be afforded an equitable number of opportunities.**

Moved by Keller, Seconded by Ferguson

"Each student who is entered in the NFL District Congress is required to make at least one speech to be counted as a member in a chamber. A student who does not give at least one speech may not vote in the final election or earn NFL points for the District Congress. A student who does not give at least one speech shall not be counted in the reported numbers of participants."

**Passed: 9-0**

Moved by Wycoff, Seconded by King

"Adopt the scorer requirement recommendations on District Congress Officials as amended."

**Passed: 8-0-1**

Abstain: Lindsey

Moved McComas, Seconded by Wycoff

"In the preliminary session of NFL District Congress, the houses may be scored by a single judge. When a super session of the House is used, a district must have two judges and one parliamentarian as scorers to determine the National Qualifier. If a Senate does not hold a Super Session, the chamber must have 3 judges scoring per each session held."

**Passed: 8-1**

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

Nay: Keller

Moved by Keller, Seconded by Wycoff

"In Student Congress, a speaker's time allotment for each presentation in an NFL District and National Congress shall be a maximum of four minutes, three minutes for speaking

and a maximum of one minute for cross examination by other delegates. Cross examination shall be a factor in the scoring of the presentation."

**Passed: 9-0**

Moved by Keller, Seconded by Wycoff

"Approve proposed National Qualification procedures for the District Student Congress as amended."

**Passed: 8-0-1**

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

Abstain: Lindsey

Moved by Keller, Seconded by Ferguson

"Accept proposed "Super Session" procedures for the District Student Congress as amended."

**Passed: 9-0**

**The Executive Council discussed the issue of current voting procedures for National Champions at the National Student Congress. No action was taken; however, the issue will be included in the Secretary's District Chair Feedback.**

## Policy Debate

**The Council passed a series of motions based upon recommendations and feedback from the summer Policy Review Committee, the summer Leadership Conference, and Executive Council discussions.**

Moved by McComas, Seconded by Crabtree

"The use of laptop computers and similar devices for the purposes of data entry or retrieval shall be allowed in rounds of Policy Debate, Lincoln-Douglas, and Public Forum. Using any device to establish a telecommunication connection with any person other than the competitors in the round shall constitute a violation of this rule. Such violation will result in disqualification from all tournament competition."

**Failed: 0-9**

Moved by Ferguson, Seconded by King

"For a trial period of one year (the 2006-2007 school year) allow the use of laptop computers in Policy Debate at the NFL National Tournament using University Interscholastic League guidelines. The use of laptop computers at 2006-2007 NFL District competitions will be the autonomous decision of each individual district committee."

**Passed: 5-3-1**

Aye: Sterner, King, Wycoff, Ferguson, Tate

Nay: McComas, Lindsey, Keller

Abstain: Crabtree

**At the conclusion of the one year trial period, data and feedback will be gathered regarding its use and potential continuation.**

# *Executive Council Minutes*

Moved by McComas, Seconded by Ferguson  
"Approve proposed Policy Debate evidence rules and penalties as amended."  
**Passed: 9-0**

**A complete description of the new Policy Debate evidence rules and citation penalties is printed on page 30 of this issue of *Rostrum* and on the NFL website.**

Moved by McComas, Seconded by Wycoff  
"The Executive Council asks the National Secretary to take the Policy committee's recommendations for Policy Debate Topic Selection to the National Federation for High Schools fall speech director's meeting for consideration and encourage him to create additional avenues for online interaction concerning proposed policy topics."  
**Passed: 9-0**

Moved by McComas, Seconded by Wycoff  
"If and when the available technology permits, the NFL will establish a system for entering judge paradigm information electronically for the National Tournament and place the paradigm information online at the NFL website."  
**Passed: 9-0**

Moved by McComas, Seconded by King  
"Adopt the proposal for oral critiques in debate."  
**Passed: 9-0**

**The Policy committee recommended that the NFL position on oral critiques be clarified for those judges choosing to provide such commentary. A description of the new oral critique rules clarification is printed on page 30 of this issue of *Rostrum* and on the NFL website.**

Moved by McComas, Seconded by Ferguson  
"At the National Tournament, all teams with 8 or more ballots after 6 preliminary rounds shall advance to rounds 7 and 8. The run-off round for Policy, Lincoln-Douglas, and Public Forum Debate is eliminated."  
**Passed: 9-0**

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## Oral Interpretation

**The Council passed two motions based upon the recommendations and feedback from the summer Interp Review Committee, the summer Leadership Conference, and Executive Council discussion.**

Moved by Lindsey, Seconded by Wycoff  
"In all interpretation events, the gender stated by the author must be honored. However, a female may play a male role and a male may play a female role."  
**Passed: 9-0**

**When an author dictates that a certain character is to be a specific gender, that gender must be portrayed. However, this does not preclude actors of the opposite gender playing a certain role.**

Moved by Lindsey, Second by Crabtree  
"The time limit for Oral Interpretation Main Events at nationals will be 10 minutes with a 30 second "grace period". If the judges in the round agree that the student has gone beyond the "grace period", the student may not be ranked 1<sup>st</sup>, but need not be ranked last based on time. The ranking is up to each individual judge's discretion. Judges who choose to time are to use accurate (stopwatch function) timing devices."

**Passed: 6-2-1**

Aye: McComas, Sterner, King, Wycoff, Crabtree, Lindsey  
Nay: Tate, Keller  
Abstain: Ferguson

Moved by Wycoff, Second by Crabtree  
"The 'grace period rule' shall apply to all main speech events at the National Tournament."

**Passed: 8-1**

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

**The council agreed to continue the work of the oral interpretation committee at the 2007 National Tournament.**

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## NFL District and National Rulings

Moved by Wycoff, Seconded by Lindsey  
"Accept the recommendations from the Executive Secretary regarding the RED status district 'Proposals for Extension'.  
**Passed: 9-0**

**Some RED status Districts were given one year reprieves from RED status restrictions based on proposals for extension that were submitted by the Chairs.**

Moved by McComas, Seconded by King  
"For a one year trial period, accept the new National Tournament Quota Bonus System Proposal for the 2006-2007 school year."  
**Passed: 9-0**

**A complete description of the new quota system is printed on pages 32-33 of this issue of *Rostrum*.**

Moved by King, Seconded by Ferguson  
"Accept the petition of the UIL District to form a 2<sup>nd</sup> District under the parameters established in the petition."  
**Passed: 9-0**

# Executive Council Minutes

## **The LBJ District will form as a result of the split.**

Moved by Wycoff, Seconded by Crabtree

"Add a quota level to the California Plan for those events that have 18 entries or less that requires only two preliminary rounds."

**Passed: 9-0**

## **All preliminary rounds of speech will still require a three judge panel under the California Plan.**

Moved King, Seconded by Wycoff

"For one year, in support of the Bickel and Brewer program, the NFL will endorse entry of national service points of 6 points per level of competition. If more than one student enters the event per paper submitted, up to 5 team members may receive 6 national service points each. In order to submit points, the NFL advisor must certify that all students actively participated in topic discussion and production of the paper."

**Passed: 9-0**

## **Schools should go to [www.nppf.net](http://www.nppf.net) to register for the program and find out more information.**

Moved by Crabtree, Seconded by King

"The time limit for the national tournament consolation event of Storytelling shall be increased to 5 minutes."

**Passed: 9-0**

Moved by Wycoff, Seconded by King

"At both the NFL District and National Tournaments, after Round 2 and all subsequent rounds, when a team/debate has an even number of affirmative and negative debates, the team/debater shall be eligible for either the affirmative or the negative side."

**Passed: 9-0**

Moved by King, Seconded by Wycoff

"Revise the District Tournament Manual to read, 'Students can only enter one team debate event at the District Tournament [Policy Debate and Public Forum]. However, if two students are entered in a team event as partners and each qualifies in an individual event or duo (as the same partners), these students may choose to enter the individual events or either team event at the National Tournament if pre-registered on the 'Single Entry Letter of Intent Form' prior to the ending of District Tournament Registration'."

**Passed: 9-0**

**A Public Forum or a Policy Team may now enter as a Duo at the NFL District contest as long as the proper form has been filled out and the same partners compete together in both events.**

## **NFL Vision and Goal Setting**

On Friday, September 22<sup>nd</sup>, the Council met for a one day strategic goal planning session. With the assistance of professionals in the field, the Council established a Vision Statement for the League. The Council has established a series of short and long term goals to help accomplish the newly established vision.

Moved by Wycoff, Seconded by McComas

"Approve the NFL Vision Statement as crafted by the Executive Council at its 2006 fall meeting."

**Passed: 9-0**

**A copy of the Vision Statement is printed on page 3 of this issue of *Rostrum*.**

## **NFL Regional Offices**

Regional Officers, Tyler Billman (Western Kentucky University Office) and Heidi Christensen (Ripon Office) presented an update on the Regional Development Pilot Program to the Council.

## **Additional Charges to the National Secretary**

The Council asked the Executive Secretary to develop a proposal for a new District sweepstakes awards program that recognizes a speech award winner and a separate debate award winner.

The Council asked the Executive Secretary to solicit input from the District Chairs on several items that include but are not limited to Student Congress voting at Nationals, etc., etc. that have been postponed for later discussion/action.

President Tate adjourned the meeting at 6:30pm on Sunday, September 24th.

The Council will hold its Spring Meeting in Nashville, TN on May 18-20, 2007.



## LINCOLN DOUGLAS DEBATE DESCRIPTION

**Event description** – Lincoln Douglas debate is designed to center on a proposition of value. A proposition of value concerns itself with what ought to be instead of what is. A value is an ideal held by individuals, societies, governments, etc. Debaters are encouraged to develop argumentation based upon a values perspective. To that end, no plan (or counterplan) will be offered by the debaters. In Lincoln Douglas Debate, a plan is defined by the NFL as a formalized, comprehensive proposal for implementation. Neither the affirmative nor negative side is permitted to offer a plan; rather, they should offer reasoning to support a general principle. Debaters may offer generalized, practical examples or solutions to illustrate how the general principle could guide decisions.

The hallmarks of Lincoln Douglas debate include:

- 1) Parallel Burdens
- 2) Value Structure
- 3) Argumentation
- 4) Cross Examination
- 5) Effective Delivery

**1. Parallel Burdens** - No question of values can be determined entirely true or false. This is why the resolution is debatable. Therefore neither debater should be held to a standard of absolute proof. No debater can realistically be expected to prove complete validity or invalidity of the resolution. The better debater is the one who, on the whole, proves his/her side of the resolution more valid as a general principle.

- *Burden of proof*: Each debater has the equal burden to prove the validity of his/her side of the resolution as a general principle. As an LD resolution is a statement of value, there is no presumption for either side.
- *Burden of clash*: Each debater has an equal burden to clash with his/her opponent's position. After a case is presented, neither debater should be rewarded for presenting a speech completely unrelated to the arguments of his/her opponent.
- *Resolutional burden*: The debaters are equally obligated to focus the debate on the central questions of the resolution, not whether the resolution itself is worthy of debate. Because the affirmative must uphold the resolution, the negative must also argue the resolution as presented.

**2. Value Structure** -The value structure (or framework) is established by the debater to serve two functions: a) to provide an interpretation of the central focus of the resolution, and b) to provide a method for the judge to evaluate the central questions of the resolution. The value structure often consists of a statement of the resolution (if affirming), definitions (dictionary or contextual), the value premise (or core value), and the value criterion (or standard). This structure is commonly but not always employed.

*Definitions*: The affirmative should offer definitions, be they dictionary or contextual, that provides a reasonable ground for debate. The negative has the option to challenge these definitions and to offer counter-definitions.

*Value Premise/Core Value*: A value is an ideal held by individuals, societies, governments, etc. that serves as the highest goal to be protected, respected, maximized, advanced, or achieved. In general, the debater will establish a value which focuses the central questions of the resolution and will serve as a foundation for argumentation.

*Value Criterion/Standard*: In general, each debater will present a value criterion (a standard) which the debater will use to:

- explain how the value should be protected, respected, maximized, advanced, or achieved.
- measure whether a given side or argument protects, respects, maximizes, advances, or achieves the value.
- evaluate the relevance and importance of an argument in the context of the round.

The relationship between the value premise and the criterion should be clearly articulated.

During the debate, the debaters may argue the validity or priority of the two value structures. They may accept their opponent's value structure, prove the superiority of their own value structure, or synthesize the two.

**3. Argumentation** – Because Lincoln Douglas debate is an educational debate activity, debaters are obligated to construct logical chains of reasoning which lead to the conclusion of the affirmative or negative position. The nature

### LINCOLN-DOUGLAS DEBATE DESCRIPTION *continued*

of proof may take a variety of forms (e.g., a student's original analysis, application of philosophy, examples, analogies, statistics, expert opinion, etc.). Arguments should be presented in a cohesive manner that shows a clear relationship to the value structure. Any research should be conducted and presented ethically from academically sound and appropriately cited sources.

**4. Cross-Examination** - Cross-examination should be used by the debater to clarify, challenge, and/or advance arguments in the round.

**5. Effective delivery:** Lincoln Douglas debate is an oral communication activity that requires clarity of thought and expression. Arguments should be worded and delivered in a manner accessible to an educated non-specialist audience. This encompasses:

- *Written communication:* Cases and arguments should be constructed in a manner that is organized, accessible, and informative to the listener. The debater should employ clear logic and analysis supported by topical research.
  - *Verbal communication:* The debater has the obligation to be clear, audible and comprehensible, and to speak persuasively to the listeners. Additionally, debaters should strive for fluency, expressiveness, effective word choice, and eloquence.
  - *Non-verbal communication:* The debater should demonstrate an effective use of gestures, eye-contact, and posture.
- Throughout the debate, the debaters should demonstrate civility as well as a professional demeanor and style of delivery.

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## LINCOLN DOUGLAS JUDGING GUIDELINES

1. A decision *SHOULD NOT* be based upon:
  - a. *Personal bias* - A judge's preference for a side of the resolution or a topic bias should not enter into the decision. A judge must decide the round based on the arguments presented in that round. Objectivity is the primary responsibility of any judge.
  - b. *Partiality* - The judge should not be influenced by the reputation of or relationship with the debaters, schools, or coaches. If a situation arises where impartiality is in doubt, the judge has the responsibility to report this potential conflict of interest to the tab room.
  - c. *New arguments introduced in rebuttals* - The judges shall disregard new arguments introduced in the rebuttals. This does not include the introduction of new evidence in support of points already advanced or the answering of arguments introduced by opponents.
2. A decision *SHOULD BE* based upon the consideration of any or all of the following questions:
  - a. *Burden of proof* - Which debater has proven his/her side of the resolution more valid as a general principle by the end of the round? No debater can realistically be expected to prove complete validity or invalidity of the resolution. A judge should prefer quality and depth of argumentation to mere quantity of argumentation. A judge should base the decision on which debater more effectively resolved the central questions of the resolution rather than on insignificant dropped arguments.
  - b. *Value structure* - Which debater better established a clear and cohesive relationship between the argumentation and the value structure?
  - c. *Argumentation* - Which debater better presented his/her arguments with logical reasoning using appropriate support? Which debater best utilized cross-examination to clarify, challenge, or advance arguments?
  - d. *Resolutionality* - Which debater best addressed the central questions of the resolution?
  - e. *Clash* - Which debater best showed the ability to both attack his/her opponent's case and to defend his/her own?
  - f. *Delivery* - Which debater communicated in a more persuasive, clear, and professional manner? A judge should give weight only to those arguments that were presented in a manner that was clear and understandable to him or her as a judge.

## INTRODUCTION TO JUDGING LINCOLN DOUGLAS DEBATE

Thank you for agreeing to judge a Lincoln Douglas debate round. Your service is especially important as this event is designed to bring judges and debaters together in an educational, productive, and encouraging experience. This activity is designed to teach excellent critical thinking and public presentation skills. Your role as a judge is to determine which debater did a better job of convincing you that his/her side of the resolution more valid as a general principle.

### BEFORE THE ROUND:

- ☐ Find out the exact wording of the debate resolution and write it down.
- ☐ Read and follow the instructions on the judging ballot you will receive.
- ☐ Read any additional Lincoln Douglas instructions that are provided to you.
- ☐ Talk with debaters before the round starts if you wish, but the conversation should not demonstrate favoritism toward a debater.
- ☐ Debaters should *always* be respectful of one another and of you, and you should set a tone of decorum and professionalism.

### TO BEGIN THE ROUND:

- ☐ You will be instructed as to which side the debaters have been assigned.
- ☐ The Affirmative debater should be listed on the left side of the ballot and you may ask the debater to sit on the left side of the room as you, the judge, look at the debaters.
- ☐ The Negative debater should be listed on the right side of the ballot and you may ask the debater to sit on the right side of the room as you, the judge, look at the debaters.
- ☐ Record each debater's code and side. You can confirm this information with the debaters.
- ☐ When both debaters are ready, the Affirmative debater will stand in the front of the room to deliver the initial speech.

### DURING THE ROUND:

- ☐ While the debaters may keep track of their own time, judges need to monitor speaking times during the round. Speech times and order are listed on the ballot.
- ☐ Each debater has four minutes of preparation time (total) in each round which can be used prior to any of that debater's speeches or cross-examination period. Judges need to monitor how much preparation time has elapsed for each debater.
- ☐ During the debate, you are encouraged to take notes of the arguments made by the debaters to assist you in making your decision at the end of the round.
- ☐ You should also keep track of what a debater says, if anything, in response to the other debater's arguments. To ensure fairness, your notes should help you determine if a debater is improperly making brand new arguments in the final rebuttal speeches to which the opposing debater has no opportunity to respond.
- ☐ Judges should not ask questions during the round.

### AFTER THE ROUND:

- ☐ Check your codes carefully. This is especially important when marking the winner of the debate.
- ☐ In your written comments, please be as constructive and educational as possible. Provide a detailed justification of your decision, referring to the central issues the debaters presented in the round. Evaluate the round based only on the arguments that the debaters made and not on personal opinions or on arguments that you would have made.
- ☐ Please completely fill out the ballot and return it promptly to the designated location.

# National Forensic League

## Lincoln Douglas Debate Ballot

8 1/2 x 14

Round / Flight \_\_\_\_\_ Room \_\_\_\_\_ Date \_\_\_\_\_ Judge \_\_\_\_\_  
(name/affiliation)

Affirmative: \_\_\_\_\_ (name/code) Negative: \_\_\_\_\_ (name/code)

Points: \_\_\_\_\_ (20-30)

Points: \_\_\_\_\_ (20-30)

1. In LD debate, the resolution to be evaluated is a proposition of value. Values are ideals held by individuals, societies, governments, etc. that serve as the highest goals to be considered or achieved within the context of the resolution in question. A proposition of value concerns itself with what ought to be instead of what is.
2. Each debater has the burden to prove his or her side of the resolution more valid as a general principle. No debater can realistically be expected to prove complete validity or invalidity of the resolution. The better debater is the one who, on the whole, proves his/her side of the resolution more valid as a general principle.
3. Students are encouraged to research topic-specific literature and applicable works of philosophy. The nature of proof should be in the logic and the ethos of a student's independent analysis and/or authoritative opinion.
4. Communication in LD debate should emphasize clarity. Accordingly, a judge should only evaluate those arguments that were presented in a manner that was clear and understandable to him/her as a judge. Throughout the debate, the competitors should display civility as well as a professional demeanor and style of delivery.
5. After a case is presented, neither debater should be rewarded for presenting a speech completely unrelated to the arguments of his or her opponent; there must be clash concerning the major arguments in the debate. Cross-examination should clarify, challenge, and/or advance arguments.
6. The judge shall disregard new arguments introduced in rebuttal. This does not include the introduction of new evidence in support of points already advanced or the refutation of arguments introduced by opponents.
7. Because LD debaters cannot choose which side of the resolution to advocate, judges must be objective evaluators of both sides of the resolution. Evaluate the round based only on the arguments that the debaters made and not on personal opinions or on arguments you would have made.

Description:	<b>Below Average</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>	<b>Outstanding</b>
Point Range:	20-21	22-23	24-26	27-28	29-30

### Comments

Please provide detailed comments (both positive feedback & constructive criticism) designed to help both the debater and the coach-- for example, suggestions on improving: case construction, refutation, logic, delivery, etc.

Affirmative

Negative

Sample

**Reasons for Decision** (Provide a detailed justification of your decision, referring to the central issues the debaters presented in the round.)

Based on my evaluation of the round, the debate was won by \_\_\_\_\_ on the \_\_\_\_\_  
(name/code) (side)

Judge's Signature \_\_\_\_\_

Aff Constructive 6 minutes	Neg Cross-Ex 3 minutes	Neg Constructive 7 minutes	Aff Cross-Ex 3 minutes	Aff Rebuttal 4 minutes	Neg Rebuttal 6 minutes	Aff Rebuttal 3 minutes
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The debaters are each allotted four minutes of preparation time that may be used before their own speaking times at their discretion.

# NFL LINCOLN DOUGLAS DEBATE JUDGE PARADIGM CARD

Name: \_\_\_\_\_  
 State: \_\_\_\_\_  
 Date Submitted: \_\_\_\_\_

School: \_\_\_\_\_  
 NFL District: \_\_\_\_\_

In order to assist the debaters you will be judging, please answer all of the questions accurately and thoroughly.

## 1. Your experience with LD debate (check all that apply):

- A. Current LD coach
- B. Former LD coach
- C. Former LD competitor
- D. Summer LD instructor
- E. Experienced LD judge
- F. Former Policy debater
- G. Collegiate policy debater
- H. Current Public Forum coach or judge
- I. Speech Coach
- J. Community Judge
- K. No LD experience
- L. I have judged LD debate for \_\_\_\_\_ years.

## M. How many LD rounds have you judged this season? (select one)

- 1. Fewer than twenty
- 2. Twenty to forty
- 3. Forty to sixty
- 4. Sixty or more

## 2. Please indicate your attitudes towards typical LD practices: (circle one)

### A. What is your preferred rate of delivery?

Slow, conversational style---Typical conversational speed---Rapid conversational speed  
 1 2 3 4 5 6 7

Does the rate of delivery weigh heavily in your decision? Yes / No

Will you vote against a student solely for exceeding your preferred speed? Yes / No

### B. How important is the criterion in making your decision?

- 1. It is the primary means by which I make my decision.
- 2. It is a major factor in my evaluation.
- 3. It may be a factor depending on its use in the round.
- 4. It rarely informs my decision.

Do you feel that a value and criterion are required elements of a case? Yes / No

### C. Rebuttals and Crystallization (check one of the answers for each question)

- 1. Final rebuttals should include a) voting issues or b) line-by-line analysis, or c) both.
- 2. Voting issues should be given a) as the student moves down the flow, b) at the end of the final speech, or c) either is acceptable.
- 3. Voting issues are a) absolutely necessary or b) not necessary.
- 4. The use of jargon or technical language ("extend," "cross-apply," "turn," etc.) during rebuttals is:  
 a) acceptable or b) unacceptable, or c) should be kept to a minimum.

### D. How do you decide the winner of the round? (check the best answer)

- 1. I decide who is the better speaker regardless of whether they won specific arguments.
- 2. I decide who is the winner of the most arguments in the round.
- 3. I decide who is the winner of the key arguments in the round.
- 4. I decide who is the person who persuaded me more of his/her position overall.

### E. How necessary do you feel the use of evidence (both analytical and empirical) is in the round?

Not necessary-----Sometimes necessary-----Always necessary  
 1 2 3 4 5 6 7

### F. Please describe your personal note-taking during the round.

- 1. I do not take notes.
- 2. I only outline the important arguments of each debater's case.
- 3. I write down the key arguments throughout the round.
- 4. I keep detailed notes throughout the round.
- 5. I keep a rigorous flow.

Optional: In approximately 100 words or less, please add any brief comments that you feel are appropriate. You might want to include information about practices that you encourage or discourage in a round.

### **New LD Topic Selection Process**

1. *Topic Solicitation:* During the months of January through April, coaches and students should send proposed topics or topic areas via the NFL website. A short paragraph explaining the topic area is encouraged, though not required for submission. Submissions should be solicited in four ways: (1) Rostrum ad directing coaches and students to the website and/or mailing address; (2) a prominent ad on the nflonline.org website; (3) announcements in other speech and debate websites; and (4) topic submission as an additional item in the district chair monthly newsletters.

2. *Wording Committee Selection:* NFL LD wording committee should be selected in the following manner: (1) Each year when the committee asks for topics from the public, the national office will also notify the public of the current year's committee members and will announce how many seats will be open for the following year. (2) Nominations for the NFL LD wording committee will be gathered from the widest possible sources. Self-nomination, nomination by districts, district chairs, Executive Council, etc. should be sought. (3) The NFL President will make the final appointments to the committee, based on the recommendations from the Executive Secretary and the NFL Council LD Committee (which should consist of three people who have expressed an interest in the activity). (4) Final appointments should take into consideration the following: active high school coaches, geographic diversity, expertise in relevant subject matter (political science, philosophy, law, etc.) and commitment to the activity. (5) The selection of alternates, should they become necessary, should follow the same procedure if possible. (6) We further recommend that at least one person on the LD wording committee be a grammar or linguistic specialist. (7) There should be nine members + co-chairs on the NFL Wording Committee. The members are to serve staggered three-year terms so that three are up for selection each year. This allows change, but insures there will be some stability. Co-chairs should be appointed and non-voting, except to break ties. Their job is to prepare topics for the committee's work. No one should serve on the LD Wording Committee for more than six years. Meetings should be held at the NFL National Tournament.

3. *Voting Process:* The LD wording committee will release the proposed topics on Thursday of Nationals.

A. Starting Friday of the NFL National Tournament, coaches will be given the opportunity to vote online at the nflonline.org website. Computers should, if possible, be set up at the National site by the hosts so coaches can login to their accounts and vote for the school.

B. One vote for each school. Each vote counts equally (no weighting according to members and degrees). All schools who were NFL Chapters in the previous school year are eligible to vote for the topics for the upcoming school year.

C. On the ballot, coaches will indicate their preferences for the November/December, January/February, March/April, and Nationals topics for the upcoming school year and September/October Topic for the subsequent school year. In other words, from the list of 10 topics, they should indicate their first, second, and third choices for each time slot. Topics cannot be repeated within a given time slot, but they can be reselected for another time slot on the ballot. A minimum of 5 different topics must appear on the ballot. To be valid, all three blanks per time slot must be filled in.

D. Voting is completed by September 15 of each year.

4. *Tabulation Process:* The first choice will count as 3 points. The second choice will count as 2 points. The third choice will count as 1 point. The topic with the greatest number of points for any particular time slot will be the topic for that time slot. If the same topic is chosen for more than one time period, it will be used in the time slot for which it received the highest number of points, and the second-choice or third-choice topic for the other time slots will be used. In case of a tie, the Executive Secretary will use a blind draw to determine the resolution.

5. *Topic Release Dates:* Release dates will remain the same. (Refer to page 4, Announcement Page of the *Rostrum* for all topic release dates).

6. **TRANSITION ISSUES:** For 2006-2007 the topics will be selected as usual. Thus, the Jan/Feb, Mar/April, and Nationals topics will come from the 2007 topic list. A new list will be generated for the 2007-2008 school year. All topics except Sept/Oct will be selected pursuant to the new 2007-2008 list (and the system), not the 2007 topic list. To accommodate the voting date, the September/October Topic during the transition process will be the highest remaining vote getter from the system used up until this point.

# Appendix - Council Minutes

League Administration

## Sample Ballot for Topic Selection

Directions: Indicate your preferences for the headings listed. In other words, from the list of 10 topics, indicate your first, second, and third choices for each time slot. A first choice will receive 3 points, second choice 2 points, and the third choice 1 point. After tabulation, the topic with the highest point total for a given time slot will be selected. Repeating topics within a given time slot is *not* acceptable. However, a topic may be reselected for another time slot. A minimum of five different topics must be listed on the entire ballot. *Fill in all blanks for your ballot to be valid.*

SCHOOL NAME: \_\_\_\_\_ ADVISOR NAME: \_\_\_\_\_

List of topics:

- A. INSERT TOPIC
- B. INSERT TOPIC
- C. INSERT TOPIC
- D. INSERT TOPIC
- E. INSERT TOPIC
- F. INSERT TOPIC
- G. INSERT TOPIC
- H. INSERT TOPIC
- I. INSERT TOPIC
- J. INSERT TOPIC

('07-'08) November/December topic:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

('07-'08) January/February topic:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

('07-'08) March/April topic:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

('07-'08) NFL Nationals topic:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

('08-'09) September/October topic:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**NEW LD AND PUBLIC FORUM EVIDENCE RULES AND PENALTIES**RULE

In all rounds, debaters should, at a minimum, orally deliver title of the source and the author's name. Complete citations for each piece of evidence introduced in the round must be available in the round. Written citations must include 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. The additional citation required for online sources must appear on all evidence, but is not read. Should two or more quotations be used from the same source, the author and title need be given orally only for the first piece of evidence from that source. In the subsequent oral citation, only the author's name is required.

PENALTY

Evidence lacking specified citation and challenged by the opposition shall be disregarded by the judge unless said citation is proffered immediately in the subsequent speech. At the conclusion of a challenge related to the oral presentation of or in round availability of a citation, the judge is the sole determiner of the level of penalty in the round in relationship to the level of the violation, not to exceed a maximum penalty of a loss with zero points, as part of the judge's decision making process. However, if an evidence violation is presented where a debater is found to have committed a "serious distortion" or to have used "non-existent evidence," at the conclusion of due process, the offending debater may be disqualified from the tournament.

---

## *Attention Coaches*

## *Judge Bond Notice*

In order to obtain unclaimed judge bonds from the 2006 National Tournament, schools must contact the National Office by November 15, 2006.



# Want to win?



## Watch the 2006 NFL National Champs!

Studies have shown:



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- 11% of coaching is retained by hearing only
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- 70% of coaching is retained by seeing, hearing and doing

– but –

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- Discuss expository topics
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- Explore “value criteria”
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- Practice flowing

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- United States Extemp
- Public Speaking Supplementals

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## Great items found on the NFL Online Store at [www.nflonline.org](http://www.nflonline.org)

As you improve your communication skills, reward your efforts with a hand-crafted key or keypin. Each colored stone--emerald, sapphire, or ruby--represents progression towards your commitment to being one of our "Nation's Future Leaders".

### Membership Degree Recognition

Stone Choice based on Membership Degree

- 25 pts = (Merit) Plain
- 75 pts = (Honor) Emerald, add \$2.00
- 150 pts = (Excellence) Sapphire, add \$2.00
- 250 pts = (Distinction) Ruby, add \$2.00
- 500 pts = (Special Distinction) Double Ruby, add \$4.00
- 750 pts = (Superior Distinction) Triple Ruby, add \$6.00
- 1000 pts = (Outstanding Distinction) Quad Ruby, add \$8.00
- 1500 pts = (Premier Distinction) Quint Ruby, add \$10.00
- Coaches - Each Diamond, add \$18.00



Monogram Tie Tac



NFL Service Bar



NFL Monogram Pin

Pin = Pin to clothing

Key = Loop to put on a chain

Note: Monograms Do NOT have stones in them, letters only.

\$11.00 Medium Pins, Silver Plate

\$18.00 Medium Pin, Gold Electroplate

\$12.00 Large Pins, Silver Plate

\$20.00 Large Pin, Gold Electroplate

\$10.00 Medium Keys, Silver Plate

\$18.00 Medium Key, Gold Electroplate

\$11.00 Large Keys, Silver Plate

\$20.00 Large Key, Gold Electroplate

\$ 9.00 "NFL" Monogram Pin, Silver Plate

\$10.00 "NFL" Monogram Pin, Gold Electroplate

\$ 8.00 "NFL" Monogram Tie-Tac, Silver Plate

\$ 9.00 Monogram Tie-Tac, Gold Electroplate

\$ 8.00 NFL Service Bar

Medium Key Size = 1" (stem to stem)

Large Key Size = 1 1/2" (stem to stem)

For Shipping Costs: Refer to the NFL Online Store



### Student Congress Mission Statement & Core Values

#### Congress Mission Statement

The National Forensic League is committed to educational development of the individual through the vehicle of Congressional Debate, which promotes leadership and communication skills through rigorous interaction and debate on issues confronting our democracy. These skills will prepare students for learning and leadership throughout their lives.

#### Core Values

As members of the National Forensic League community, we share a commitment to:

- Promote ethics in research and competition.
- Promote respect for diversity of ideas and of community.
- Promote seriousness of purpose and demeanor.
- Promote empowerment gained through knowledge.
- Promote the tools of effective and ethical leadership.
- Promote active participation in Democratic processes.
- Provide an opportunity for developing higher level thinking skills and critical analysis of issues.
- Develop interaction skills and cooperative decision making skills used in an assembly or in a committee.
- Learn the basic principles of Parliamentary Procedure and its use in a democratic society.



## NEW PROCEDURES FOR CONDUCTING THE DISTRICT STUDENT CONGRESS

**PLEASE NOTE THAT THE FOLLOWING PROCEDURES WILL BE COMBINED WITH SEVERAL UNALTERED POLICIES IN THE CURRENT RULES MANUAL. COACHES AND STUDENTS SHOULD REFER TO THE 2006-2007 DISTRICT STUDENT CONGRESS MANUAL TO READ COMPLETE VERSION OF THE RULES.**

### Qualifying Chambers

Every district committee has the autonomy to conduct the District Congress using one of two options.

Option 1: A Senate and a number of houses (depending on the number of participating students) may be held.

Option 2: A number of preliminary chambers will elect delegates (the number of selected contestants based on chamber size) to a "Super Congress" (a Super Senate and/or a Super House). These super chambers will select delegates to the National Congress in the House and Senate. The Super Session must convene for a minimum of three hours of "on-floor" debate.

### Chamber Assignments

- A. All participating schools can choose to enter zero, one, or two students to participate in the District Senate. The request of specific students to be entered in the Senate shall be honored. A minimum of eight schools must participate in the Senate for a District Senate to be held.
- B. When entering students in the District House, schools shall determine the grouping of individual students from their schools, as long as the number of entries in each house is approximately equal (i.e., three houses 3-3-2 or two houses 4-3). Placement of a school's groups into specific chambers shall be done by blind draw, but the tournament director may adjust placement of individual school groupings, so that chambers are approximately equal in size.
- C. Chamber assignments shall be made at registration and are final. At registration, alternates listed on the entry form (or alternates with a letter signed by the school Principal) may be seated in the chamber replacing an absent student.
- D. No changes in the District Congress entry or in those seated in the District Congress may be made once a District Congress chamber has initially convened.

### Presiding Officers

- A. Presiding Officers must be chosen from a list of nominees in each chamber. Each chapter may nominate one congressperson in each of their entry groupings to serve as Presiding Officer in their respective chamber as assigned. The first four (4) nominated in each chamber, as determined by chapter's entry date, will audition for Presiding Officer in that chamber. Random chamber placement should not be manipulated to accommodate for Presiding Officers.
- B. A student who presides in an official NFL District or National Congress shall receive speaker credit points for every full hour of presiding. Fractions of an hour are not to be scored.
- C. At an NFL District Congress, presiding officers shall receive not less than four (4) or more than eight (8) speaker credit points for each full hour of presiding but not more than forty (40) points total for a legislative day.
- D. At the NFL National Congress, presiding officers shall receive not less than five (5) or more than nine (9) NFL speaker credit points for each full hour of presiding.
- E. Each full hour of presiding shall be equivalent to one scored speech.



### National Qualification Procedures

Reporting National Qualification Procedures - Prior to the opening of the District Congress, the district committee must determine, announce, and post the national tournament selection method(s) to participants, as well as the National Office.

Judging - In a one or two day Congress with no Super Session, two scorers and a parliamentarian must be used. In a Congress holding a Super Session, one scorer (parliamentarian) may be used in prelims, however, two scorers and a parliamentarian must be used in the Super Session.

Creating the Slate of Seven Nominees- At the end of a one-day Congress or at the conclusion of the Super Session, a slate of up to seven nominees must be selected. The District has the autonomy to choose the slate of seven nominees from the following options:

Option A: Judges' Scores Only-Using the Base System take the top seven scoring students at the end of a one day Congress, a two day Congress, or at the end of the Super Session.

Option B: Judges' Scores Only-Take the top seven scoring students by using the cumulative of the top three speech scores (up to 8 speaker credit points per speech) earned by each student throughout a one day Congress or Super Session or the top five speech scores (up to 8 speaker credit points per speech) earned throughout a two day non-Super Session Congress.

**(Ties for the slate of seven are broken by a preferential vote of the Parliamentarian.)**

Option C: Judges' Nomination Only-Each of the scorers and the parliamentarian are allowed an appropriate amount of nominations to fill the slate of seven nominees. No more than seven nominees are to be placed on the final ballot. To avoid a slate of over seven nominees, the District committee should allow a maximum of two nominations per judge until it is determined how many additional nominations may occur.

Option D: A Combination of Judges' Nomination and Judges' Scores- Each of the scorers and the parliamentarian nominate one or two students to fill the slate of seven nominees. Any remaining vacancies are filled with the top scoring students (of those not nominated) using either the results of the Base System process or the top speech scores (as described under letter B above). No more than seven nominees are to be placed on the final ballot.

**(Judges will consider Presiding Officers as viable nominees during the process)**

Selecting National Qualifiers-Each district committee has the autonomy to select a method of National qualification from the following options, once a slate of nominees has been prepared by the District Committee and the Congress officials:

Option A: Student Voting Only- Students may select the national qualifiers in every chamber by either preferential ranking of the nominees or through the traditional voting method of dropping the low vote total and re-voting until a majority is achieved. Ties will be broken by the preferential vote of the parliamentarian.

*Continued on Next Page*





# Appendix - Council Minutes

## League Administration

Option B: Judge Voting Only- National qualifiers in each chamber may be selected by the results of **ONE** of the following:

1. By taking the final speech scores at the end of the competition (or Super Session) using the Base System.
2. By taking the final speech scores of students using the cumulative of the top three speech scores (up to 8 speaker credit points per speech) earned by each student throughout a one day Congress or Super Session or the top five speech scores (up to 8 speaker credit points per speech) earned by each student during a two day non-Super Session Congress.
3. By a ranking of the nominees (if ranking is done, the scorers/judges must have officiated the entire day session of that Chamber. If using a ranking system, the judges will rank the slate of nominees (from 1 to 7). Ranks of 6 and 7 will be converted to a 5 by the District Committee. The total ranks of the three judges will be added to determine the placement of the finalists. Ties will be broken in the following order: judge's preference of the converted ranks, reciprocals, and then the judges' preference using the actual ranks. The final tie breaker will be the parliamentarian's ranking.

Option C: A Combination of Judge and Student Selection- Judges and students will each select the qualifiers for the National Congress by **ONE** of the following methods:

1. In the Senate, a Super Senate, or a Super House, the judges may select up to half of the qualifiers (one or two) and the students may select the remaining (one or two) qualifiers (depending on the number of qualifiers allotted based on the number of participating students (House) and the number of schools participating in the Senate (must have a minimum of 8 schools to hold a Senate.)
2. In the House(s) with no Super House, either the judges select the national qualifiers in all House chambers or the students select the national qualifiers in all House chambers (Using Option A or B as the procedure.)

**Determining Alternates**-Alternates will first be chosen from the original slate of seven in the order of finish using the stipulated protocols. To provide a sufficient number of additional alternates, a second pool of seven candidates (if there are that many remaining in the pool) must be determined by judge score using the Base System process or the cumulative of each student's top three speech scores per day or in the Super Session. Alternate placements from 8<sup>th</sup> to 14<sup>th</sup> are determined by the same protocol options used to determine the top 7 places.

### Auditing Congress

A. Each District committee shall complete an official form that provides the following data:

1. Name of contestants and schools
2. Number of students that gave at least a minimum of one speech
3. Number of speeches each contestant gave
4. Scorers' (Judges') ratings for each student
5. NFL speaker credit points earned per speech by each student

B. Each district will complete an official form, which provides data on:

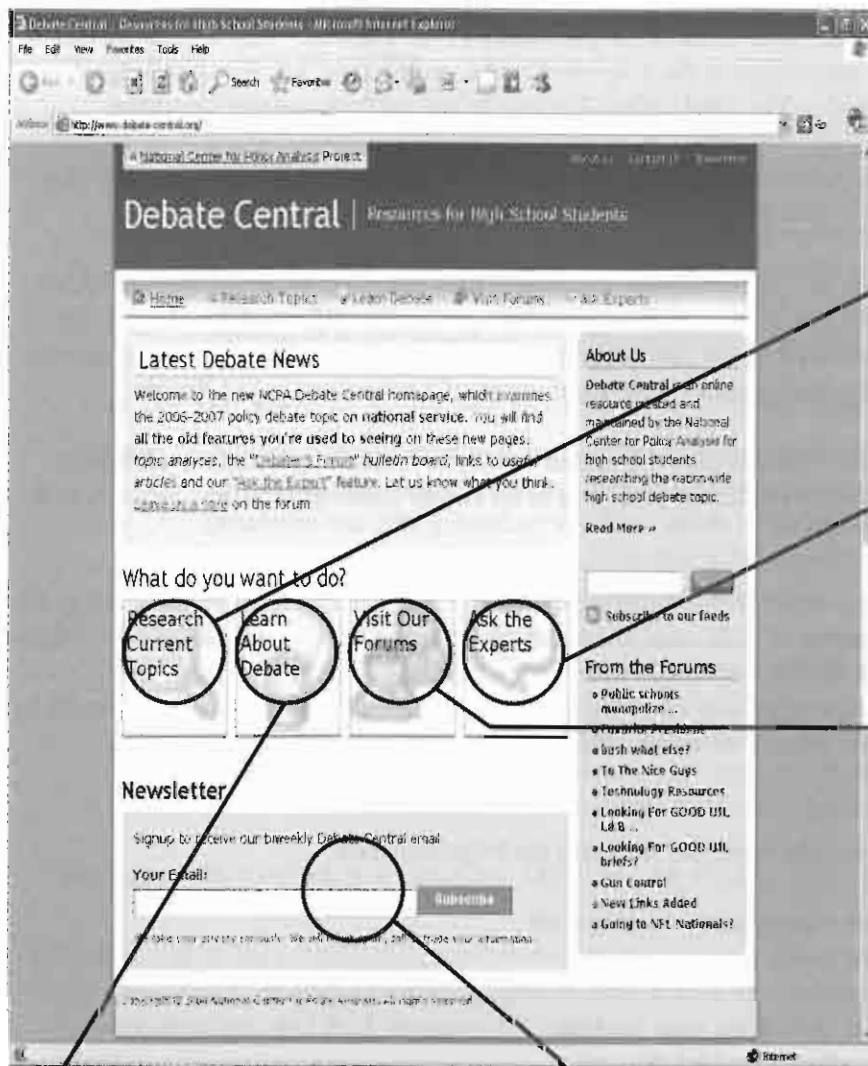
1. Students selected for honors
2. Methods of selection
3. Record of Judge Nominations and/or the Results of the Base System that determined the slate of 7 nominees and 8-14 alternates.
4. Record of the actual Preferential Balloting, the Ranking Totals from Elections or the Base System Results (Depending on the method(s) used to determine the Qualifiers and all alternates.



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### THE USE OF LAPTOP COMPUTERS IN POLICY DEBATE

***“For a trial period of one year, (the 2006-2007 school year), using the University Interscholastic League guidelines, the use of laptop computers in Policy Debate shall be permitted at the NFL National Tournament. The use of laptop computers at 2006-2007 NFL District competitions will be the autonomous decision of each individual district committee.”***

#### **Guidelines for Laptop Use**

For a trial period of **one school year, (2006-2007)**, the use of laptop computers by competitors in NFL Policy Debate rounds at the National Tournament is permissible for flowing or evidence retrieval so long as wire or wireless connections are disabled and remain disabled while the debate is in progress. The use of laptop computers (using these same guidelines) at 2006-2007 NFL District competitions will be the autonomous decision of each individual district committee.

- A. Computers equipped with removable wireless cards must have the cards removed before the beginning of any round of competition. It is the responsibility of the contestant to disengage equipment.
- B. Computers with built-in wireless capability may be used only if the wireless capability is disabled. It is the responsibility of the contestant to disable the equipment.
- C. Wired connections (Ethernet or phone) during rounds of competition are not permitted.
- D. Computers or other electronic devices may not be used to receive information from any source (coaches or assistants included) inside or outside the room in which the competition occurs. Internet access, use of e-mail, instant messaging, or other means of receiving information from sources inside or outside the competition room are prohibited. (This does not prohibit non-electronic communication between debate partners during prep time.)
- E. Sanction: Contestants found to have violated provisions A – C above shall forfeit the round of competition and receive zero points. Contestants found to have violated provision D above shall be disqualified from the tournament and shall forfeit all rounds. At NFL District Tournaments, the District Committee shall make the final decision concerning disqualification. In case of a serious dispute or critical question, the acting tournament referee (representing the National Office) can be contacted for a ruling.
- F. Availability of Evidence: Contestants electing to use computers shall have the responsibility to promptly provide a copy of any evidence read in a speech for inspection by the judge or opponent. Printers may be used. Evidence may be printed in the round or produced electronically, but must be provided in a format readable by the opposing team and the judge.
- G. Contestants electing to use computers are responsible for providing their own computers, batteries, extension cords and all other necessary accessories. Tournament hosts shall not be responsible for providing computers, printers, software, paper, or extension cords for contestants.

Because public speaking decorum remains an important element of debate, all debaters are expected to stand at the front of the room facing the judge while speaking.

Contestants choosing to use laptop computers and related equipment accept the risk of equipment failure. No special consideration or accommodations, including no additional prep time or speech time, will be given by judges or contest directors should equipment failure occur.

By choosing to use laptop computers in the round, debaters are consenting to give tournament officials the right to search their files. Debaters who do not wish to consent should not use computers in the round.



**NEW POLICY DEBATE EVIDENCE CLARIFICATION****RULE**

In all rounds of debate in NFL district and national competition, all debaters shall orally deliver complete citations for each piece of evidence introduced to include the name of the author, title of source (E. G. title of book not chapter; title of journal, not article), and complete date. Written citations must include name of author, qualifications, complete title of source (E. G. title 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. The additional citation required for online sources must appear on all evidence, but is not read. 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. Qualifications of authors should appear on the evidence but is not required to be read in the round.

**PENALTY**

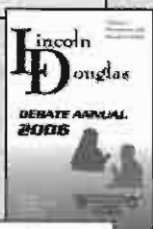
Evidence lacking specified citation and challenged by the opposition shall be disregarded by the judge unless said citation is proffered in the immediately subsequent speech. If a citation infraction occurs in the final speech, the opponent may protest to the judge. At the conclusion of a challenge related to the oral presentation of or in round availability of a citation, the judge is the sole determiner of the level of penalty in the round in relationship to the level of the violation, not to exceed a maximum penalty of a loss with zero points for the offending competitor, as part of the judge's decision making process. However, if an evidence violation is presented where a debater is found to have committed a "serious distortion" or to have used "non-existent evidence," at the conclusion of the due process, the offending debater may be disqualified from the tournament.

**THE USE OF ORAL CRITIQUES IN NFL DEBATE COMPETITION**

No debate ballot should be turned in without a reason for decision. Oral commentary should not be considered a substitute for the written ballot. Blank ballots or ballots with the word "oral" written on them with no other commentary are not considered responsible examples of education or adjudication. Any judge who turns in a ballot at the National Tournament that is blank or a ballot without at least some commentary on it concerning the round debated or the judge's reason for decision will forfeit the judging bond paid by the school represented by that judge.

NFL strongly discourages judges from disclosing decisions in the preliminary rounds of NFL competition. Comments made by a judge (orally or in writing) should be constructive and professional. Ballots with decisions should be turned into a debate tournament official before a judge makes any oral comments to any competitors. If oral comments are made to competitors, they should never affect the overall time schedule of the tournament or delay subsequent rounds. Please end comments by judges in the round early enough so that competitors may get to subsequent rounds on time. Tournament officials may ask judges to limit their comments in order to facilitate the tournament schedule.

# NFHS Speech and Debate Publications



For 79 years, the **Forensic Quarterly** has remained one of the most credible and valuable resources for CX policy debaters and coaches across the country. Four issues are published each year at \$6.50 per issue.

The **Lincoln Douglas Debate Annual** introduces debaters to the 10 potential resolutions for NFL competition. The 2007 edition will be available in December, 2006. Experienced LD coaches provide a variety of approaches to value argumentation and to debating these specific topics, five of which will be used in competition. The 2006 and 2007 issues are \$10.00 each; the 2005 issue is \$8.00.

The **NFHS Coach's Manual for Speech and Debate** is designed specifically for novice coaches. The manual contains information on a number of elements of coaching, including contest descriptions, finances, travel, judging, attending tournaments and building and developing a squad. The loose-leaf notebook format makes it easy to add information specific to your state. Cost is \$19.95 plus shipping and handling.

**Thirty speech and debate booklets** are available, including two new releases this year – Topicality: Theory and Practice, and the Value of Speech, Debate and Theatre Activities: Making the Case for Forensics. Titles of a few other booklets are: An Introduction to Debate; Lincoln Douglas Debate: The Basics of Value Argumentation; Oral Interpretation: Preparing and Performing Literature; Creating an Effective Original Oration; and Public Forum Debate: An Introduction. Each booklet is \$3.00. **Videos** in VHS format are available on oration and Public Forum Debate, and the National Service CX debate resolution is available in DVD format. The cost for each of these items is \$39.95.

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or order online at [www.NFHS.com](http://www.NFHS.com).





## District Tournament Quota System Bonus

Currently, NFL district tournaments qualify national entrants according to the number of actual participants in each event at the District Speech and Debate Tournament using the following chart:

### Speech and L/D

4-11 entrants = 1 qualifier  
12-37 entrants = 2 qualifiers  
38-57 entrants = 3 qualifiers  
58+ entrants = 4 qualifiers

### Team Debate and Duo

4-9 Teams = 1 qualifier  
10-29 Teams = 2 qualifiers  
30-49 Teams = 3 qualifiers  
50+ Teams = 4 qualifiers

The Executive Council has passed a one year trial quota system bonus (2006-2007 school year only) to work in concert with the current quota system to reward those Districts that achieve a certain level of New NFL Members and Degrees (from both Affiliates and Chapters) or that increase their New NFL Members and Degrees (from both Affiliates and Chapters) by 20% over the previous year. New Members and Degrees represent the growth and vitality of the student and coach memberships within an NFL District.

## New Quota System Bonus Plan

### LEVEL 1

- ◆ All Districts that earned 1200 or more New Members and Degrees (from both Chapters and Affiliates) during the 2005-2006 school year will automatically qualify to send 3 entries in each event to the National Tournament, as long as ALL events at that District Tournament have enough entries to qualify 2 under the current quota system (12-Speech/LD, 10-Team Events). If one or more events have enough entries to qualify 4 entries to Nationals on the current system that event(s) will be allowed the 4th entry. However, if even one event does not have enough entries to qualify 2 under the current system, no bonus is allowed, and all categories will be determined on the current quota system.
- ◆ Any District that earns 1200 New Members and Degrees by April 1, 2007, will also qualify for this level of bonus and will automatically qualify to send 3 entries in each event to the National Tournament, as long as ALL events have enough entries to qualify 2 under the current quota system. If a district holds its tournament prior to April 1, the district may continue to earn new members and degrees, and the alternates may move up if this level is achieved prior to April 1, 2007.

The following Districts have already qualified for this 1200+ level of bonus for the 2006-2007 District Speech and Debate Tournaments: Heart of America (MO), Southern Minnesota, Idaho, Arizona, Show Me (MO), California Coast, and Ozark (MO). These districts earned the bonus by achieving 1200 or more new members and degrees during the 2005-2006 school year.

### LEVEL 2

- ◆ All Districts that earned 900 or more New Members and Degrees (both Chapters and Affiliates) during the 2005-2006 school year will automatically qualify to send 2 entries in each event to the National Tournament, as long as ALL events have enough entries to qualify 1 on the current quota system (4-Speech/LD, 4-Team Events). If one or more events have enough entries to qualify 3 or 4 entries to Nationals on the current system that event(s) will be allowed the 3<sup>rd</sup> or 4<sup>th</sup> entry. However, if even one event does not have enough entries to qualify 1 under the current system, no bonus is allowed, and all categories will be determined on the current quota system.



# *Appendix - Council Minutes*

## League Administration

- ◆ Any District that earns 900 New Members and Degrees by April 1, 2007, will also qualify for this level of bonus and will automatically qualify to send 2 entries in each event to the National Tournament, as long as ALL events have enough entries to qualify 1 under the current quota system. If a district holds its tournament prior to April 1, the district may continue to earn new members and degrees, and the alternates may move up if this level is achieved prior to April 1, 2007.
- ◆ Any District that earned 899 or less New Members and Degrees during the 2005-2006 school year that increases its New Members and Degrees for the 2006-2007 school year by 20% prior to April 1, 2007, will qualify to send 2 entries in each event to the National Tournament, as long as ALL events have enough entries to qualify 2 under the current quota system. If a district holds its tournament prior to April 1, the district may continue to earn new members and degrees, and the alternates may move up if the 20% increase is achieved prior to April 1, 2007.

The following Districts have already qualified for this 900+ level of bonus for the 2006-2007 District Speech and Debate Tournaments: South Texas, New York City, Carver-Truman, West Kansas, East Los Angeles (CA), Central Minnesota, San Fran Bay (CA), Florida Manatee, Montana, North Texas Longhorns, Sunflower (KS), Eastern Missouri, Eastern Ohio, Mid-Atlantic (MD & VA), East Oklahoma, Florida Panther, East Texas, Pittsburgh (PA), Great Salt Lake (UT), Colorado Grande, Southern California, and Heart of Texas. These districts earned the bonus by achieving 900 or more new members and degrees during the 2005-2006 school year.

### LEVEL 3

- ◆ Any District that does not qualify for any of the above bonuses and is not in RED status will use the current quota system to determine the number of National Qualifiers per event.

### LEVEL 4

- ◆ Any District in RED status that shows a 15% increase in New Members and Degrees (both Chapters and Affiliates) over its total for the previous 2005-2006 school year will qualify for the current Quota System (exempting them from RED status entry restrictions for the 2006-2007 school year)

Note: A RED status District with over 900 New Members and Degrees (both Chapters and Affiliates) will qualify for 2 automatic entries if that District shows a 20% increase over the previous year by April 1st, 2007. A RED status District with over 1200 New Members and Degrees (both Chapters and Affiliates) will qualify for 3 automatic entries in each event if that District shows a 20% increase over the previous year by April 1st, 2007, but may also automatically qualify for 2 auto entries with a 2% increase in New Members and Degrees (both Chapters and Affiliates) over the previous year by April 1st, 2007.

**THIS IS A PILOT PROGRAM FOR THE 2006-2007 SCHOOL YEAR, HOWEVER, IF THE PROGRAM IS CONTINUED, THE NEW MEMBER AND DEGREE NUMBERS FROM 2005-2006 AND 2006-2007 WOULD BE USED TO DETERMINE QUALIFICATION FOR EACH LEVEL. THIS IS THE ONLY YEAR THAT QUALIFICATION WILL OCCUR DURING THE ACTUAL YEAR. ALL DISTRICT CHAIRS HAVE BEEN NOTIFIED OF THEIR DISTRICT'S NEW MEMBERS AND DEGREE TOTALS FROM 2005-2006. THESE TOTALS ARE ALSO ACCESSIBLE THROUGH THE NFL WEBSITE.**

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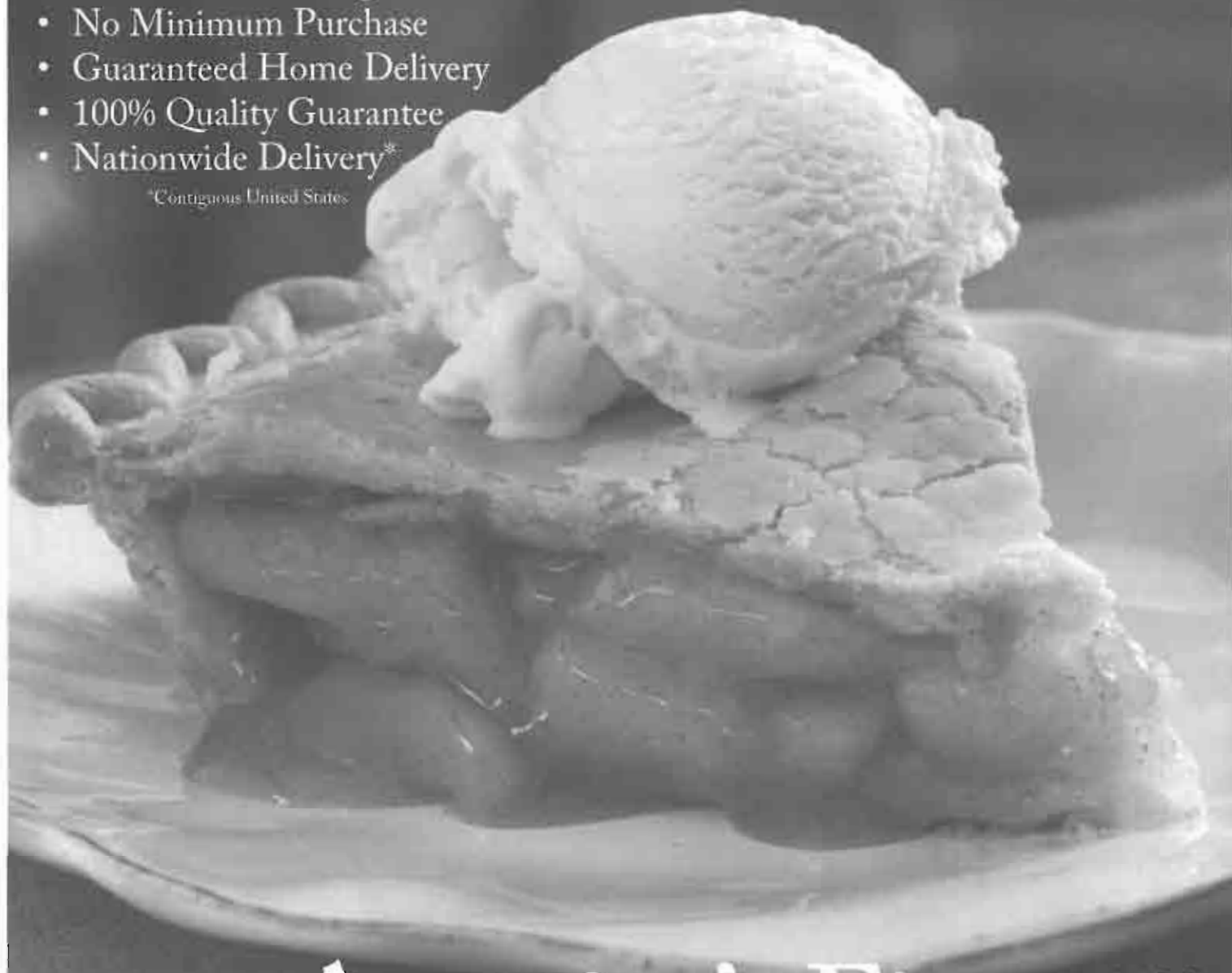
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# A Theory of Theory in Lincoln Douglas Debate

## Understanding the Basic Components of Theory Debate

By  
Michael J. Ritter

### I. Evolutionary Trends in LD Debate

Over the past few years, the nature of Lincoln-Douglas (LD) debate has rapidly evolved. At tournaments, more judges are giving oral criticisms, postmodern argumentation is being utilized more frequently, new jargon is appearing in common LD vocabulary, debaters are speaking more rapidly, more topics introduce questions of policy, pre-standard issues are proliferating, more debaters are kritiking the topic and some are experimenting with performativity. Many judges, teachers and coaches notice that several concepts and practices from cross-examination (CX) debate have appeared in LD debate rounds. Whether these changes are for the better or for the worse does not change the fact that this change is occurring. While some organizations have sought to implement rules to limit out certain practices and others openly embrace these new changes, many debaters are stuck in the middle having to adapt to the rules of different organizations and the preferences of various judges. Debaters that are accustomed to one set of rules and judging tend to have less success when attending other tournaments with different rules and a radically different type of judging.

For better or for worse, the nature of Lincoln Douglas Debate is changing. The choice we have now is how we adapt to these changes.

This can generally be attributed to the lack of adaptation to these new circumstances. Debaters accustomed to more

rules and traditional forms of debate may be overwhelmed by students who employ more modern practices. On the other hand, debaters accustomed to fewer rules and are more contemporary in their style of debate may become frustrated when attending a tournament with rules that limit their practices or encounter judges that prefer traditional LD debate. This article explores the benefits of theory argumentation and to propose a schema for advancing this argumentation in Lincoln-Douglas debates.

### II. The Advantages of Theory in LD

Theory argumentation in LD debate has developed recently as the activity has evolved. Objections to the faster rates of speech, to pre-standard overviews and underviews, conditional affirmatives, and to performativity occur almost as frequently as the practices themselves. Debating theory provides several advantages to debaters in addition to the adaptability previously mentioned. Theory debates help students shape their opinions of how debate should function, which furthers efforts to maintain those valued qualities of the activity. Moreover, making arguments that operate on a theoretical level can be very strategic if utilized appropriately by putting pressure on the other debater to respond to it sufficiently. Questions of theory challenge debaters to critically evaluate the validity of their argumentation and practices. While it may seem circular, theory debates are also easy to defend on a theoretical level. Any argument the other debater could make as why "theory arguments" themselves were bad would involve making a theoretical objection to the theory debate simply

because it was theoretical argument. This would mean that arguing that theory debates should not be evaluated would be self-contradictory and further suggest that theory is essential to maintaining the important features of LD debate.

### III. The Potential Drawbacks

On the other hand, there are two potential drawbacks to initiating a theory debate. First, making theory arguments (and making them correctly) can take a significant amount of time. If constructed correctly, however, theory can be a very powerful and strategic tool to win a debate given this time trade-off. Second, many judges might reject the idea of theory debates because they are not traditional or because theory is closely associated with CX. This does not mean that a skillful debater could not persuade traditional judges to vote on a theory argument; these debates occur in many rounds without the judges (and sometimes even the debaters) thinking of the argument as "theory."

### IV. The Components of Theory

This may lead one to wonder what 'theory' is. These debates usually involve competing interpretations of how LD debate should function and arise out of a disapproval of a practice of or a type of argument made by other debaters. If the affirmative speaker speeds through her affirmative constructive, and the negative speaker feels that this is an unfair practice, she will probably make an argument about it in the debate. In this instance, the negative speaker would argue (implicitly or explicitly) for her interpretation of how LD debate should

# Lincoln Douglas Debate

be, which would exclude speaking too quickly. The affirmative speaker would want to respond to this by providing a different interpretation of what should be allowed in LD debate that would include speaking at rapid rates. In addition to an interpretation, the initiator of the theory debate should point out what the other debater did that would not correspond or fit within the parameters of that interpretation. In the previous example, the negative would want to point out that the affirmative spoke at a rate which many people, including the negative, could not understand.

The next step would be to give specific reasons why the particular debater's interpretation, if accepted, would provide for a theoretical world in which the activity would be benefited. If the theory debate were to occur accordingly, the debaters would be providing the judge with two theoretical worlds which the debaters, respectively, attempt to defend. To continue with the speed example, the negative speaker would need to argue that in a world where speaking rapidly was permitted, the activity would become undesirable because speed impedes understanding which is essential to the communicative process of the debate. In effect, the judge would be presented with choice of a world where debaters would talk only at a conversational speed and a world where debaters *could* speak at any rate they pleased.

The next step in a complete theory argument would be to tie the reasons why the interpretation is good into one or more concepts that are generally accepted as valuable. To illustrate this with the speed example, the negative could argue that a breakdown in the communicative process would hurt the education of debate since, if we cannot understand each other, we could not learn from each other's argumentation; the valuable concept being education. So far, the essential components of a theory argument include (1) an interpretation of how debate should function; (2) a reason the practice of another debater is not included under this interpretation; (3) reasons why the interpretation is good for debate; and (4)

what common value or values the interpretation promotes, as demonstrated by the reasons why the interpretation is good for debate.

The fourth and fifth components of a theory argument operate similarly to a value and criterion in an affirmative or negative case. In the speed example, an educational debate (the fourth component) would be the value achieved by the criterion of providing for an understandable communication process. The "contention" of this argument would be that the negative spoke too quickly and, since this breaks down the communication process this practice could not provide for an educational debate. Only by speaking slowly can the communication process be maintained and an educational debate ensured. Conceptualization of theory in this manner is beneficial for two reasons. First, it helps to understand this relatively new argumentation as simply a reappropriation of the existing and well-understood value/criterion structure. Second, in a debate, this would allow the debater to set aside case argumentation and 'go for' theory as the sole voting issue in the debate by maintaining a value/criterion-type structure for the judge to vote for. The "value" and "criterion" in the theory debate could be thought of as a "metavalue" and a "metacriterion" (or "metastandard") because they operate independent of the actual standards presented in the cases and in some instances transcend the importance of the value and criterion. However, debaters may want to be careful of labeling these arguments as such in a debate, as to not confuse judges. While the metavalue and metastandard would not link back to the resolution, this construct could be argued as an issue that needs to be resolved prior to affirming or negating.

The sixth component of the theory argument is an actual impact, or how the judge should weigh the argument if the debater wins it. There are two main ways to impact a theory argument. One is contending that this practice or form of persuasion is so threatening to the debate community that the other debater should lose the round for engaging in the practice. While the more offensive of the two main

Good theory debates consist of (1) an interpretation, (2) a reason the opponent's arguments or practices do not meet this interpretation, (3) reason(s) for the judge to prefer this interpretation -- the "metastandard" - (4) the unifying value that these benefits achieve - the metavalue - (5) weighing of the metavalues and (6) an actual impact that tells the judge how to evaluate the theoretical objection.

ways to impact theory, this is generally used for theory arguments that criticize a practice. However, theoretical objections to a type of argument can also be impacted in this way. The other type of actual impact is to argue that the argument itself should be rejected, and the debate should continue as usual. While usually the weaker of the two main impacts, this can be further impacted as a reason the other side should lose. If the affirmative were to run a narrative in an attempt to persuade the judge to affirm, and the negative makes a theoretical objection to running narratives and impacts the theory as a reason to reject the argument, the negative could further argue that, since the affirmative case rests solely on a narrative, rejecting the argument would mean that the affirmative speaker should lose the round because the narrative was the only method to affirm. While these two impacts tend to be more common, other actual impacts can be argued. For instance, if the affirmative debater speaks rapidly and the negative theoretically objects, the negative could impact this objection as a reason to give the negative some leeway on dropped arguments by requesting that the judge give more credibility to new arguments made in the negative rebuttal.

## VI. Weighing on the Theory Debate

As a frequent judge of the activity, I have noticed that theory argumentation in

# ◆ *Lincoln Douglas Debate*

LD tends to be shallow, under-developed, and/or poorly impacted. In CX debate, theory arguments are often labeled as "independent voting issues" for reasons of fairness, education, clash, jurisdiction, and competitive equity, to name a few. This concept easily translates into a Lincoln-Douglas debate. Take the speed example once more. If the negative argues that speed hurts communication and thus cannot provide for an educational debate, the affirmative could offer defense that speed in some ways provides for a fair debate. This would mean that the debaters might have to debate over (or the judge may have to intervene to decide) which is more important, an educational debate or a fair debate. While we would generally not like to think that an educational debate would come at the expense of a fair debate, or vice versa, the affirmative speaker could argue that education was more important because if the debate is fair and debaters learn little to nothing, then this will make debate less enjoyable because we would not learn much; but if the debate was slightly unfair, this may not even be perceived by either debater and thus would not adversely impact the activity. Conversely, the negative could argue that fairness was a prerequisite to an educational debate. The point is that, as the final component of theory, debaters should attempt to outweigh or even achieve the other debater's metastandard as a way to access their metavalue as well.

## VII. When to Theorize

When to make a theoretical objection is also important to consider. Factors that should be taken into account when determining when to initiate theory debates include when the objectionable practice first occurs, the nature of the objectionable practice, and the other arguments in the particular debate. Refutations of an opponent's arguments usually come after the fact. This may put the affirmative in a difficult position of deciding whether or not to run theory since the first affirmative rebuttal already has substantial time constraints and other strategic choices that must be made. If the affirmative is debating

When to run theory depends on (1) when the objectionable practice occurs, (2) the nature of this practice and (3) the preferred strategy of the debater depending on the other arguments in the round.

at a tournament or in an area where a particular practice is common, another option would be to make preemptory theory arguments in the affirmative constructive. If one debater was to hit another renowned speeding through her speeches, for instance, the affirmative could preempt this by making the theoretical objection in the affirmative constructive. The issue to

consider then would be whether the time spent in the affirmative constructive on theory on the chance that the negative would still spread through the negative constructive is worth spending less time developing the case. The choice of when to run theory for the negative is much less problematic since the speeches are longer. The constructive might be preferable to the rebuttal for the negative since this would give more time to develop the argument and to make it more persuasive.

## VIII. Conclusion

Theory in LD, in addition to other evolutionary trends, will continue to develop over time. Debating theory provides many opportunities for new ways of approaching Lincoln-Douglas debate as well as adding another strategic dimension to the activity. By presenting two competing interpretations of how LD should proceed and by arguing why these interpretations would provide for fair and educational rounds, this argumentation will facilitate the discussion necessary to adopt and/or maintain the practices that provide for the best world of debate. Understanding the basic components of the theory debate will remain essential to ensuring that such argumentation can realize its full potential. (*Michael J. Ritter is president of The Forensics Files and is currently a senior speech communication major at Trinity University in San Antonio. He frequently judges both CX and LD high school debate in the San Antonio and Austin areas.*)

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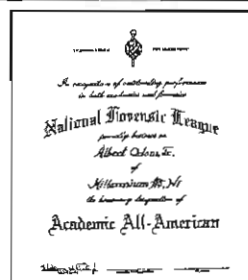
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# Meet Daniel C. Jensen

by  
Sandy Krueger, NFL Publications Director



Diamond Coach Daniel Jensen coaches at Gothenburg High School in Nebraska.

### What was your first NFL experience?

*I have not been involved with NFL for very many years. My first experience in 1991 was not a pretty sight. I took on a debate position at a large school that was way over my head. Needless to say, that job did not last long. I did, however, escape that experience with a belief that NFL was a good organization full of opportunities for kids. In 2000, I introduced NFL to Gothenburg where it has become an integral part of our team.*

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

*The summer between my junior and senior year in college, it became evident that I was not going to become a Broadway actor, so I started looking for other options. I first considered teaching/coaching while paging through an old yearbook when I came upon a comment written by a classmate that I would make "an awesome speech coach." I decided to give it a try and knew almost immediately that I would be in it for life.*

### What is your team philosophy?

*Our speech team is about so many things that it is really difficult to identify a single team philosophy. This team is about developing valuable life skills: structure, commitment, organization, and communication. Understanding the world around you. Our team functions like a family, where the older kids take personal responsibility for helping the younger ones to find success. Our team is an opportunity for any student willing to make the effort to find success on some level whether it is achiev-*

*ing a personal goal, improving some aspect of delivery, or just meeting new friends.*

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

*I spend about 25-30 hours a week plus tournaments.*

### What is your vision for the future of the NFL?

*My vision for the NFL is to continue to grow despite difficulties that schools have with funding. I think NFL has done a respectable job of keeping up with technology changes as it has evolved. It will be interesting to see how we keep up with technology trends that do not necessarily reinforce face-to-face communication. Technology has certainly changed the way we conduct our daily business.*

### What is exciting about being an NFL coach in the State of Nebraska?

*I guess the biggest and most obvious thing is exposure to another level of competition. Most schools circuit of competition are not NFL schools, so there's a tendency, I think, to not evolve with the rest of the nation as quickly. I enjoy attending the "post season" NFL meets. It is fascinating to me to see how others interpret the performance of an event. I find it challenging, as well as exciting, to try to keep up!*

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

*I have tried over the years to instill in my team the importance of looking and acting like a "class act." My kids, for the*

*most part, have risen to this expectation. Our team has a certain look that unites us as a team and separates us from much of our competition. My students like to think that, despite the results, they are the best looking team at any given contest and I would tend to agree. Our team exemplifies the "class act" from the moment they get off the bus until they return to the bus after awards. I am proud to associate myself with these kids and think we draw positive attention when we walk in the building.*

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

*During the lean years, I look for kids who are breathing. The ones who can speak a complete sentence. Ideally, though, I look for dedication, organization, and creativity in writing. I solicit recommendations from English teachers and drama coaches. I want a kid who wants to be a part of something big. Extempers can easily be spotted as they walk in the door. They are the ones who strive for all A's, think Georgia is a country, not a state, and like to argue because they can usually win. I like kids who can take direction without getting their feelings hurt. Interpers are an interesting lot. I avoid class clowns, but the clever ones -- the ones who understand and use literary humor and dramatic beats I sign up as quickly as possible. Then I do something crazy and look for a few kids who do not seem to have much to contribute to the team, but would benefit greatly from being a part of this family.*

## ◆ *Coach Profile continued*

**Were you an NFL competitor? If so, how has the NFL changed since you competed?**

*I was not an NFL competitor. Didn't even know it existed off of the football field. My high school experience amounted to a conference meet, districts, and state if you were lucky enough. I am amazed at how much this activity has grown in those few years. Coaches, state organizations, and yes, NFL have done so much to promote this activity and to build it to this level. We see some extraordinary things from talented and dedicated students and coaches around us that, to my knowledge, did not exist 25 years ago.*

**If you have attended a National Tournament, what is your favorite memory from a National Tournament?**

*My world kind of revolves around food. What topped my week at Salt Lake was a serious effort to taste the delicacy of a different culture for every meal!*

**What is the greatest challenge as a coach today?**

*My personal greatest challenge is to manage a practice schedule that has more kids wanting to practice than there are hours in the day. It's tough to provide a meaningful amount of time for each stu-*

*dent, maintain my sanity and stay positive in the heat of the battle.*

**What's your favorite weekend tournament food item?**

*At the end of every contest day, once the stress has subsided and they come to realize they have not eaten, my kids and I seek sugar-laden saturated fats at the nearest convenience store. My standard fare is a package of smokehouse almonds, Red-Vines licorice and Diet Dew.*

# Derby Wichita

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June 17<sup>th</sup>-22<sup>nd</sup>, 2007**

KANSAS

## What Is The Funniest Thing You Have Heard Someone Say During a Speech or Debate Round?

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

### Ryan from Colorado

The funniest thing I have ever heard in a debate round was at the National Tournament a few years back. Many of you probably remember that fateful LD round when the aff said: "But...But...I don't like to kill people..."

### William from Oklahoma

"Can I start over again?"

### Brendon from Texas

During an examination of the affirmative case in a preliminary LD round, the person debating for the negative asked a fairly blunt question about why the aff case was more effective and beneficial than the neg case. After thinking about it for a few moments, the speaker said (verbatim), "Gee, that's a very good point, I guess I have never really thought of it in that context, but in light of your argument, I deem my argument as crap and concede to you."

### David from Alabama

"The reason that you must support this resolution is because you don't want to be mooned by an NBA player."

### Rachel from Georgia

In a public forum round during grand crossfire, a girl asked a rhetorical question: "Is Congress elected?"

### Ted from Maine

(On a bill regarding vegetarian meals in public schools): "Plants produce all of the oxygen for the planet Earth, and if we eat all of the plants, then we'll all die from the lack of oxygen."

### Melissa from Missouri

"Is my time up yet?"

### Stephanie from Colorado

The funniest thing that I have heard somebody say in a debate was when we were debating on abortion, and the affirmative team said, "When you consume the baby is alive, instead of saying when you conceive."

### Levi from Idaho

-After a speech- "Crap, that was the wrong speech."

### Alex from Nevada

Negative Team:

Opponent, "what is 2+2?"

Affirmative Team:

"4, of course."

Negative Team:

"I know, I just wanted to know if you were indeed still thinking."

### Cassie from Missouri

"What is the resolution again?"

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# Cutting the Drama

## Conflict Management Strategies for the High School Forensic Coach

By  
Jenny Corum

Anyone who works with students recognizes the ubiquity of conflict. In fact, conflict necessarily pervades student interactions (Longaretti & Wilson, 2006). As leaders of especially emotionally-charged students, forensic coaches may feel like they are devoting most of their time to conflict resolution – time that could be used polishing an H.I. or revising an Oratory.

While not every inter-squad argument requires a coach's intervention, some conflicts will damage a team if left unchecked. For this reason, conflict management strategies can help even the most adept forensic coach handle interpersonal conflicts more effectively while maximizing team cohesion and performance.

This commentary will address conflict resolution from a cross-disciplinary perspective, incorporating research from communication, leadership, and education. It focuses primarily on interpersonal conflicts between students, although similar strategies may prove helpful in a variety of situations. Each strategy functions somewhat independently, allowing coaches to implement the approach(es) that work best for their team. After all, each forensics squad is as distinctive as the conflicts they produce.

### *Pre-Conflict*

Like the proverbial calm before the storm, periods of quiet on a speech and debate team may conceal impending conflict. Fortunately, these periods provide an excellent opportunity to build team cohesion and prevent future squabbles. Capitalizing on peaceful times by implementing the following foundational strategies may help prevent problems later.

#### **1. Develop policies for dealing with**

**conflict before conflict arises.** In their work concerning organizational crisis, Seeger, Sellnow, and Ulmer (2003) advise managers to develop policies for crises before they occur. They argue that pre-planning helps “resolve the crisis with as little disruption, cost, and harm, as possible” (p. 164). Admittedly, most interpersonal problems between students will not escalate to “crisis” level. However, codified policies for conflict management can still reduce the disruption of even small-scale blowups.

Pre-determined conflict management strategies may include something as simple as a mandatory meeting of the students in conflict, written explanations of the problem, or even (in extreme cases) meetings with parents. The key to these strategies, however, is prior notice.

**2. Watch for warning signs.** Students may demonstrate a change in behavior, work ethic, or temperament when they face interpersonal conflicts with team members. Noting these changes may enable a coach to resolve drama quickly, but it will require sensitivity from the coach. This ability is similar to John Maxwell's concept of “intuition,” which he describes as “an ability to get a handle on intangible factors, understand them, and work with them to accomplish leadership goals” (1998, p. 82). In other words, a successful coach should look for subtle, negative changes in students – warning signs – before the obvious problem erupts.

### *Conflict*

Even with cogent strategies and keen intuition, a forensic coach will still encounter inter-squad conflicts. Fortunately, conflict resolution need not be arduous. A few strategies may help:

#### **1. Evaluate the problem in context.**

Famed anthropologist Edward T. Hall (1976) championed the idea that human communication stems from a person's environment. For this reason, Hall believed that understanding a person's communication behavior hinged on evaluating their behavior in context. Even today, Hall's contemporaries insist that effective communication requires adjusting to intangible factors, such as realizing that someone may be “under pressure or in a generally bad mood” (Shockley-Zalabak, 2002, p. 312). True problems may not be immediately apparent. Solving the conflict, then, may require acknowledging and/or addressing these root causes.

**2. Encourage collaborative problem solving.** Collaboration is the ideal conflict resolution strategy because it forces antagonists to focus on the problem while simultaneously supporting the people involved (Shockley-Zalabak, 2002). As Longaretti and Wilson (2006) point out, conflict situations can provide teachable moments in which students learn to work together to resolve their problems. This approach often has markedly higher success than intervention or authoritarian resolution.

Competitors should take an active role in their conflict resolution. While coaches should afford students a relative degree of autonomy in these proceedings, coaches may choose to facilitate student efforts in particularly caustic situations. In such cases, questions such as “what should we do to resolve this?” may provide a springboard for a workable solution.

**3. Choose the appropriate media to handle the conflict.** Many people (not just educators) are tempted to utilize a convenient medium for conflict resolution. Email,

for example, provides a fast and inexpensive way to transmit messages. Unfortunately, electronic media do not offer non-verbal or paralanguage cues, so electronic messages can easily be misinterpreted (Daft & Lengel, 1984). Especially in conflict situations, electronic media are less precise (and potentially less helpful) than face-to-face communication (Rice, 1993). Unnecessary misunderstandings may arise from electronic communication, which could exacerbate existing problems in conflict situations.

Effective problem solving requires matching the form of communication, whether face-to-face or electronic, with the ambiguity of the task (Daft & Lengel, 1984). Small, easily resolvable problems might be resolved via email. When large problems arise, however, encourage students to resolve them face-to-face.

## *Post-Conflict*

The best way to handle a diminished conflict is to use it as a learning experience. Many scholars argue that conflict facilitates students' personal growth; in fact, current literature suggests that teachers should allow students to engage in conflict as a means to develop cognitive and interpersonal skills (Longaretti & Wilson, 2006,

Uline, Tschannen-Moran, & Perez, 2003). More specifically, conflict can help forensic competitors in the following ways:

**1. Conflict can improve communication.** Conflict often provides a strong incentive to communicate persuasively and precisely; as students describe their grievances and articulate their desired redress, they tend to develop their expository/persuasive skills. Using conflict may therefore develop a performer, even after the problem is resolved.

**2. Conflict can improve critical thinking.** As Uline, Tschannen, and Perez (2003) explain, conflict may help students develop their creativity and innovation as they craft potential solutions to a problem. They also develop critical thinking skills by analyzing their options in conflict situations. In the case of a forensic student, interpersonal differences may demonstrate a real-life application of the cognitive processes they use to write an oratory or structure a debate case.

**3. Conflict conditions students for life.** As Longaretti and Wilson (2006) explain, students will continue to face conflicts when they graduate from forensics into the professional world. Teaching them to handle these conflicts maturely endows

them with an invaluable life skill. By understanding and implementing conflict resolution strategies, students learn to handle problems independently and face challenges directly. In a perfect world, forensic coaches would spend their time dealing with fictionalized drama in interpretation events. However, managing students will most likely force adults to confront interpersonal conflicts. Planning for such problems ahead of time, resolving them through collaborative means, and using them as teachable moments can enable both students and teams to function to their highest potential.

(Jennifer Corum has received national and international accolades in Lincoln-Douglas and Parliamentary debate. At the 2005 National Forensic Association Tournament, Corum received top speaker in Lincoln-Douglas debate. Currently, she is a coach of the nationally acclaimed Western Kentucky University forensic team and is finishing up her Masters of Arts in Communication at the institution. During her undergraduate work, Corum received the Communication scholar award, the Ogden award, and was Western Kentucky University's Spirit Master of the Year.)

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## North Oldham Debate Team

By  
Merl J. McBee, Jr.

Did the American colonies have the legal and moral authority to rebel against England? That auspicious question had vexed scholars for centuries, and, Saturday, September 16, in a joint meeting of the Sons and Daughters of the American Revolution, sponsored by the Louisville Thruston Chapter of the Sons of the American Revolution with President Leslie Black facilitating, the North Oldham High School Debate Team of Goshen, Kentucky, coached by Merl McBee, presented a special debate to try and answer just that question.

McBee selected four seniors to do the debate, presenting a boy and girl on each side, with a sophomore, Josh Rosenberg, serving as a moderator. Lilia Hargis and Harrison Holcomb represented the Patriot cause of the American Revolution while Aubrey Chase and Derek McMahan countermanded with the Tory side and the British viewpoint.

"I know," Coach McBee told his captive audience, "that during the American Revolution women were expected to stay at home and be polite little housewives. But, we know from reading history that they were much more than that. For example, John Adams never made a decision without consulting Abigail, not because he feared getting the dickens at home, but because he greatly respected her opinion." For that reason the coach included two ladies in the debate.

"The American Colonists actions were legally justified," Lilia Hargis argues. "The Parliament at Westminster had no legal jurisdiction over the colonies. The charters for the colonies gave authority to the King and recognized the validity of colonial legislatures as parliaments." In

addition, the actions of the colonists were in keeping with the existing English Constitution. Finally, the British government disenfranchised the colonists and disregarded their rights as Englishmen under the English Bill of Rights.

Aubrey Chase disagreed, "Neither the British Crown or Parliament committed any violation of any rights under the English Bill of Rights." She further added that no territory, colony, or municipality possessed the 'right' to rebel under English common law. In the colonies, the colonists were rioting and the English were perfectly in their rights to put down the riots and protect their citizens. An example was the Boston Massacre where citizens were throwing stones at the British soldiers. The British reacted by firing their weapons, and a massacre ensued.

On the question of morality and whether the American colonists were morally justified, Harrison Holcomb, had plenty to say: "The colonists were acting in self defense. There was a hostile army quartered in their homes, thus any action against the British served to protect the personal property and safety of the colonial families." If the British were governing in a way that protected the rights to life, liberty, and property, then the American people wouldn't have any incentive to rebel. But, that wasn't what happened so the American colonists had no alternative but to rebel against their oppressors.

"It would be a gross oversimplification to promulgate the idea that the colonists were fighting a cruel, corrupt, and unresponsive elitists government while themselves being devoid of fault," Derek McMahan stated in a rebuttal. "The colonists were every bit as rash, violent, and

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unresponsive as the British hierarchs." Quoting from Matthew 22, Derek went on to explain that the Bible tells us to render unto Caesar those things which are Caesar's and unto God those things that are God's. "What would Christ have said?" Derek asked. "You are absolutely right to rebel; the rules have all changed since then. I think not."

Following the debate and the rebuttal, there was a period of audience participation, in which the audience could ask questions. The debaters were very much challenged with some tough questions, but they glowed and radiated in being asked so many questions by a friendly, inquisitive audience. Serving as moderator, sophomore Josh Rosenberg, following his coach's directions at the beginning of the debate to "ask as many questions of the Patriots as well as the Tories." Josh very skillfully navigated between the two sides, directing questions to both sides.

Reflecting on what they had learned in their years on the debate team under Coach McBee, Aubrey Chase said she did really good on the AP History Exam. "He made us learn all those supreme court cases, and most of them were on the AP exam." Derek McMahan, concurred and said he had learned more history on the debate team than all the history classes he had had. Lilia Hargis said she thought being on the debate team had really increased her self esteem and confidence while Josh Rosenberg states, "It really makes you think and prepares you to get in front of large groups of people." Harrison Holcomb told the parents and students that "you are really fortunate to have Mr. McBee as a coach. He will do anything for you and spends so much more time working with the team than

## ◆ *Public Debate*

most coaches do." After the debate was finished, one of the ladies from DAR came forward and thanked Coach McBee for being "such a good role model for the kids."

The Louisville Thruston Chapter of

the Sons of the American Revolution originally had asked Coach McBee to hold a debate just for their organization, but because of scheduling problems, couldn't arrange it until September 2006. The program

the North team had put together was well received by all and everyone left very impressed with the results.



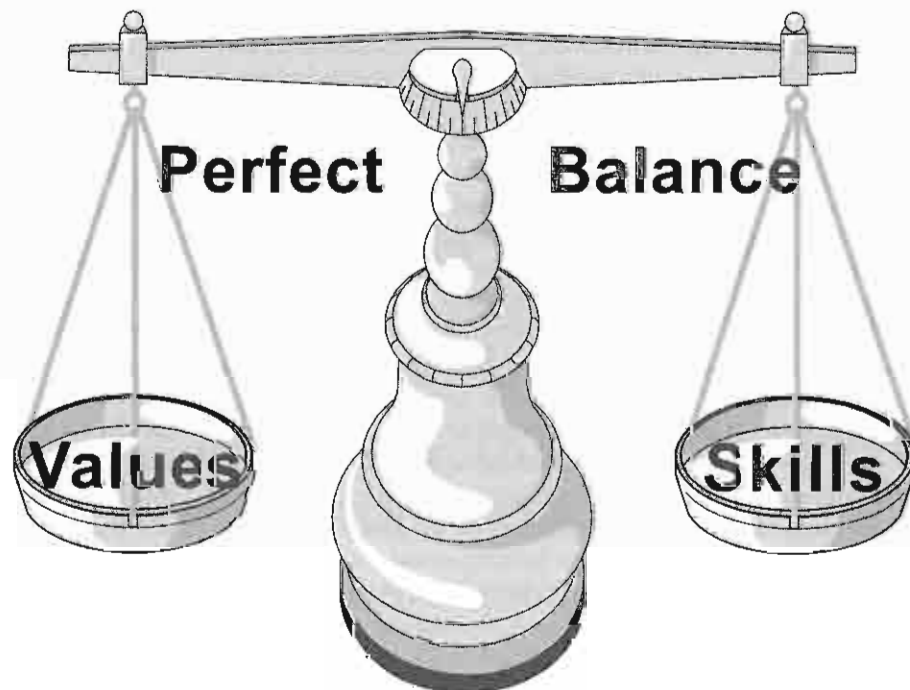
Prior to the North Oldham High School Debate for SAR/DAR, the NOHS debaters enjoyed a complimentary meal with their coach. Left to right: Harrison Holcomb, Aubrey Chase, Lilia Hargis, Coach Merl McBee, Derek McMahan, and Josh Rosenberg.



North Oldham Debate team captain, Derek McMahan, stirred up the greatest controversy while playing the devil's advocate and arguing the Tory's case before the joint SAR/DAR meeting.

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Emily Pfefer	Belton HS	MO	1987	Sana Naeem	Granite Bay HS	CA	1659
Arsani H. Williams	Granite Bay HS	CA	1973	Xiangnong G Wang	Westview HS	OR	1657
T J Spalty	Park Hill South HS	MO	1881	Josh Roselman	Central HS	MO	1655
Tabitha Allen	Randolph Macon Acad	VA	1866	Mark Alan Isaacson	Bay City HS	TX	1654
Harry Hixon	Randolph Macon Acad	VA	1865	Douglas Deeever	Shawnee Heights HS	KS	1649
Michael Oliver Shelton	Field Kindley Mem HS	KS	1837	Sohail Jouya	KC Oak Park HS	MO	1648
Joey Mills Ralph	Buhler HS	KS	1834	Laura Driver	Gregory Portland HS	TX	1647
Alex Parkinson	Olathe Northwest HS	KS	1825	Alice Angelina Post	Tyler Lee HS	TX	1646
Devin R. Bean	Blackfoot HS	ID	1824	Phillip Helt	Rockhurst HS	MO	1640
Tex Dawson	Plano West Sr HS	MN	1820	Dena Birkenkamp	Mitchell HS	SD	1639
Alex Stephenson	Eagan HS	MN	1815	David Kumbroch	Collierville HS	TN	1631
Grant Brazill	Wichita Northwest HS	KS	1793	Shaun Dwyer	Parsons HS	KS	1619
Billy Hamilton	W Des Moines Valley	IA	1790	Asad L Asad	Rufus King HS	WI	1604
Fangyu Zhang	Westview HS	OR	1786	Judith Rowland	Central HS	MO	1602
Matt Johnson	SE HS - Cherokee	KS	1785	Audra R Dierksen	Mansfield HS	MO	1597
Ben B Brown	Central Valley HS	WA	1781	Myra Dioquino	Foster HS	TX	1589
Taylor Martin	Nixa HS	MO	1773	Devin Evers	Apple Valley HS	MN	1582
Tim Greenfield	Apple Valley HS	MN	1766	Allison Stuewe	Salina High Central	KS	1581
Nicolas S. Miller	Silver Lake HS	KS	1764	Agnes Nam	Shrewsbury HS	MA	1574
Zhao Tan	Westview HS	OR	1760	Bradley S. Green	Summit HS	OR	1572
Anthony Badami	Rockhurst HS	MO	1757	Anvinh Nguyen	Alief Taylor HS	TX	1570
Gregory O. Carlson	Canon City HS	CO	1751	Sarah Shier	Salina High Central	KS	1561
Gershwin Penn	Alief Taylor HS	TX	1751	Sarah Weiner	Shawnee Mission W HS	KS	1559
Josh L. Todd	Winnetonka HS	MO	1737	Amy J Smith	NFL Test HS	WI	1555
Aishlinn N. O'Connor	Shawnee Mission E HS	KS	1729	Johnny Amiri	Foothill HS	NV	1548
Connor Michael Bridge	Buhler HS	KS	1729	Paul Shriver	Natrona County HS	WY	1543
Amber L. Russell	Princeton HS	TX	1728	Isaac Murrell	Natrona County HS	WY	1542
Ashley Nicole Adkins	Newton HS	KS	1727	William Baker	Humble HS	TX	1541
Amanda B. Bryan	Coon Rapids HS	MN	1725	Jesi Egan	Olathe Northwest HS	KS	1541
Daniel Anderson	Appleton East HS	WI	1717	Kyle Scheel	Belton HS	MO	1538
Kelly Laustsen	Newman Smith HS	TX	1710	RUI MARY MA	Salt Lake City West HS	UT	1534
Stephanie Hurst	Parkview HS	MO	1696	Alan H. Hsu	Westview HS	OR	1533
Peter Nygren	Belton HS	MO	1692	Susan Rachel Caldwell	Field Kindley Mem HS	KS	1529
Alexandra Robertson	Watertown HS	SD	1690	Michael Nall	Dowling Catholic HS	IA	1528
Robb Landis Krehbiel	McPherson HS	KS	1681	Donald T. Hanson	Silver Lake HS	KS	1526
Jeffrey Shoung	Alhambra HS	CA	1680	Joshua Campfield	Fort Osage HS	MO	1524
Stephanie Marie Atwood	Topeka HS	KS	1679	Gary Wang	Plano Sr HS	TX	1521
Chase Cook	Savannah R3 HS	MO	1679	Sundeep Iyer	Ridge HS	NJ	1521
Spencer Rockwell	Palisade HS	CO	1679	Meriah Forbes	Buhler HS	KS	1514
Kokila Kakarala	Klein HS	TX	1670	Akshay Rao	Leland HS	CA	1508
Amjad L Asad	Rufus King HS	WI	1669	Courtney N. Brokaw	Silver Lake HS	KS	1500
Brian C Davenport	Jemez Mtn Home Sch	NM	1661				

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## Policy Tabulation Tip

### How to Encourage Fair Assignment of Speaker Points

by  
Jenny Heidt

We have all had students who benefited from the random luck of getting a judge who gives out undeserving block 30s or a student who was upset by a 23 in a good debate. Points also change the high-low pairings so a team can have a very tough draw because of a low point judge or vice versa. And, if points are used to decide who clears, point variance can make or break an entire tournament.

Why is there so much variance? There are very young judges who want to make everyone happy with high points, there are older judges who miss the wider point spread of the past, there are judges who seem to award points based on how well they like the arguments presented in the debate, and there are some judges who honestly try to follow the outdated point scale used on some ballots. So, our students can be judged according to totally different standards and be dramatically hurt or helped by random luck.

I am a strong advocate of judge adaptation but also think that judges need to strive for fair evaluation. Regardless of speaking style or argument choice, it just does not make sense for some judges to give students 30s for what they feel are mediocre performances and other judges to award 26s for speeches that they characterize as outstanding.

What is the solution? Tab rooms need to push for a standardized point scale. After experimenting with one in a few tab rooms

last year, I am confident that this suggestion makes a huge difference. Before hitting print on TRPC ballots, tab rooms can type the following in the comments field:

30=nearly perfect, 29=very impressive, 28=well done, above average, 27=average. 26= needs improvement. 25 or below=rude or gave up. Half points are acceptable. If we all follow this scale, it will be fairer for everyone!

Every judge sees this scale on every ballot. It is right in front of them as they assign points—encouraging everyone to try to use the same system. This method worked very well for me last year while tabulating the Westminster and Chattahoochee tournaments in Georgia, and I also got positive reports on it from the tab rooms at Emory and St. Mark's. There were not nearly as many 30s and almost nothing below a 25. Speaker points remained subjective but judges were at least trying to follow the same scale. And, on the few occasions where there were ballots that were unusual (such as block 30s) the tab table was able to simply ask "were they really all nearly perfect?" Such ballots came back revised—often with 27s! If a judge says that they really did all deserve 30s, then the tab room has to just live with it but in my experience, nearly all judges followed the scale.

Does this scale sound inflated? Perhaps. We might be better off with a 100 point scale

or real use of 20-30 with 25 as the true average. But, the goal is to create a scale that everyone will follow and it is easier to get the judging community on board by trying to uniformly enforce what most people are using anyhow—which, for good or ill, is a scale with 27 as average. In fact, the vast majority of judges ignore the old scales that are still printed on some carbon copy ballots. So, tab rooms are more likely to be successful if they shoot for enforcing existing norms rather than creating new ones.

Finally, is it really necessary to print the scale on the ballots? For instance, can tab rooms just publish the scale before the tournament? It might help a little but fewer judges will follow the system if it is not right in front of them. Hired judges are also unlikely to read the entire invitation.

It is a simple step that can make a big difference to our students. Why not try it and see if you get fairer results?

Interested in joining the National Debate Coaches Association? Become a member of the largest professional organization for high school coaches for only \$25 a year. Visit our website at [www.thendca.org](http://www.thendca.org) or email Tara Tate at [ttate@glenbrook.k12.il.us](mailto:ttate@glenbrook.k12.il.us) for more information.

(Jenny Heidt is Director of Debate at the Westminster Schools in Atlanta, Georgia. Jenny is a board member of the National Debate Coaches' Association.)

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	1994	1994	1994	1994	1994	
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## ◆ *NFL Remembers*

### Emily Keyes

Our heartfelt sympathy goes out to the family of Emily Keyes and all involved in the Platte Canyon tragedy.

Emily Keyes was a member of the National Forensic League. Her membership began on November 16, 2005. Emily held the Degree of Honor with a total of 83 points earned by competing in speech and debate. Emily also competed on the district level. Her forensic coach was Ms. Ruth Barth.

Miss Keyes was fatally wounded by a gunman, who entered the Colorado Platte Canyon High School where Emily attended.



Emily Maureen Ellen Keyes, age 16 of Bailey, Colorado passed away on September 27, 2006 in Bailey. Emily was born September 12, 1990. She is survived by her parents John-Michael and Ellen Stoddard-Keyes, brother Casey Keyes, grandparents Jack and Corinne Stoddard and John and Erika Keyes. A memorial service was held on Saturday, September 30 at the National Farmers Union Education Center in Bailey.

## ◆ *Student Recognition*



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3<sup>rd</sup> Place Point Leader*

**Eva Z. Lam  
Rufus King HS, WI  
2,206 points**

*(Eva is pictured with Coach Adam Jacobi)*

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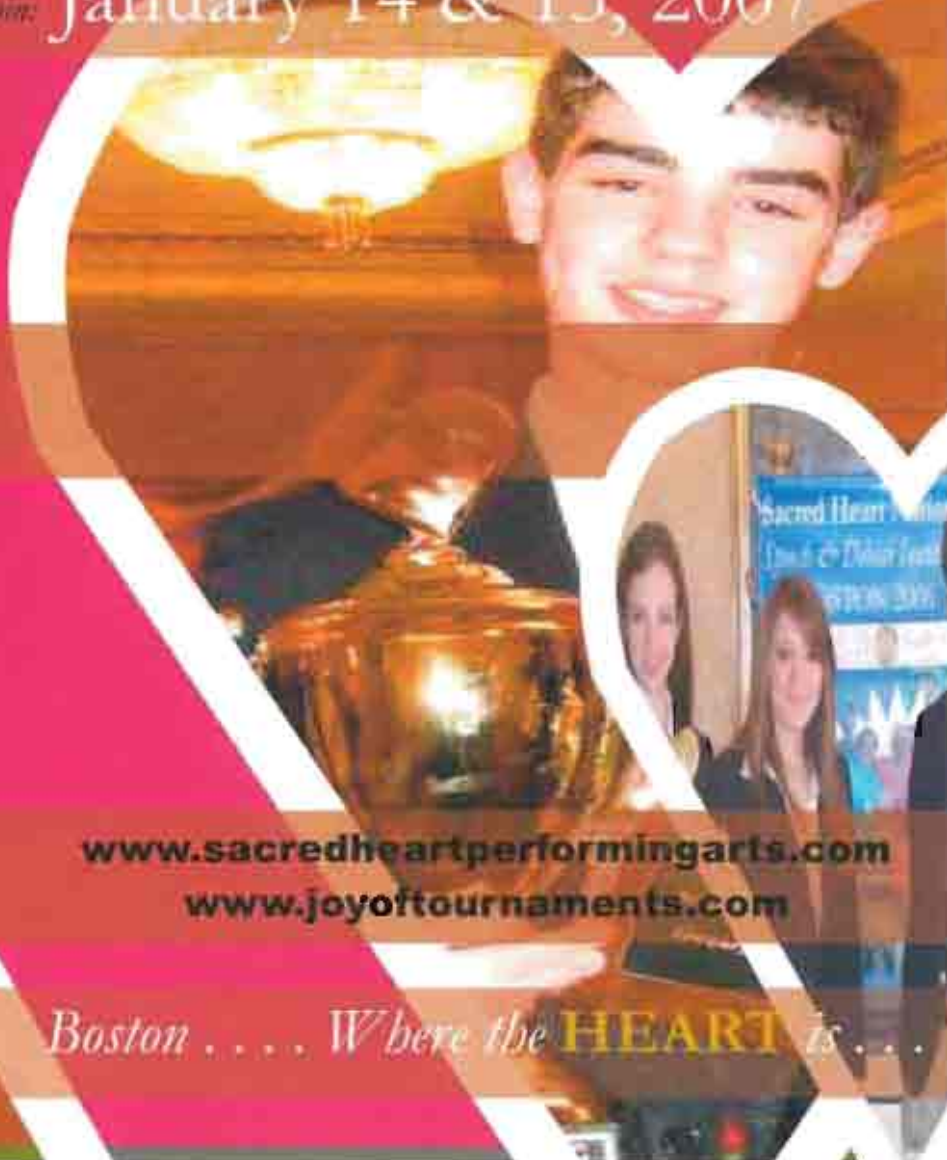
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