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Information Overload



by Anthony Raieta, Lincoln Financial Group

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

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

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

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

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

We live in a highly connected world. Most importantly, we live in an enabling and empowering world; a world where you can look on Twitter to find out how many people in a fivemile radius are currently watching American Idol. Sites like Facebook, Wikipedia, and blogger.com have scaled the proliferation of information to exponential proportions, while leaving in their

wake the credibility of old-fashioned publishing formats.

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

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

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

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

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From the Editor

Dear NFL.

This month, we highlight an issue that is on everyone's mind: fundraising. Even though most of us would prefer to focus solely on coaching speech and debate, the reality is that teams require money to run. Having a robust fundraising strategy to generate support for your team can make a tremendous difference in the opportunities you can provide and, perhaps more important, in your stress level.

To make the fundraising process faster and easier for you, our coaches, we have created Give Youth A Voice.org. This user-friendly fundraising portal lets you set up a campaign, e-mail potential supporters, and obtain the resources you need for your team, all from the comfort of your computer. It's a service available exclusively to NFL members, and part of our ongoing efforts to ensure that you have the nation's best resources at your fingertips.

I encourage you to check out pages 23-37 for more information on fundraising tips, ideas, and opportunities. If you have information about fundraising that you would like to share with others, I'd like to know! E-mail me at nfl@nflonline.org.

Sincerely,

of Scott Wurm

J. Scott Wunn **Executive Director** National Forensic League



ROSTRUM

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TOPICS

November 2010 **Public Forum Debate**

Resolved: High school Public **Forum Debate resolutions** should not confront sensitive religious issues.

November / December 2010 **Lincoln Douglas Debate**

Resolved: The abuse of illegal drugs ought to be treated as a matter of public health, not of criminal justice.

2010-2011 **Policy Debate**

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

PARTNER CONTEST

2010-2011 International **Public Policy Forum**

Resolved: NATO military operations in Afghanistan are not justified.

NFL to Test PFD Resolution Voting System

To increase the NFL community's voice in the Public Forum Debate topic selection process, the NFL is participating in a three-month test that will allow all NFL advisors to cast a preferential vote for the December, January, and February PFD resolutions. The online voting process that will be tested and surveyed over the next few months is outlined below.

The NFL staff and Board of Directors are dedicated to our membership and its voice in our processes. The responsibility of providing topics for debate by our students is an important one that we take seriously. We will continue to listen to you and we will continue to work toward processes that are in the best interest of the activity and its participants.

Questions? E-mail us at nfl@nflonline.org.

Public Forum Debate 2010-2011 Test Voting Procedure

December, January, and February Resolutions

By October 21, the NFL Public Forum Wording Advisory Committee will construct two resolutions that will be approved for potential use in December 2010. These resolutions will come directly from topic areas suggested by members to the NFL national office. Other rules and guidelines for selecting the two topics will remain in place.

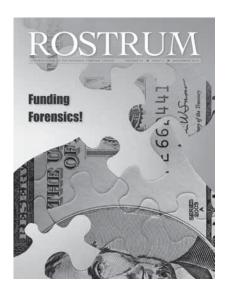
From October 22-28, the official NFL advisor for each active member school will be able to access an online voting system through the NFL points application. Upon logging in, each advisor will see a link to vote for one of two resolutions. Each advisor will be allowed to vote once and for only one of the two proposed resolutions. On October 28, the voting will conclude and the resolution with the majority votes will be announced on November 1.

If the losing resolution receives at least 40% of the vote, it automatically will be placed on the ballot for the following month. However, no resolution shall remain on the ballot for more than two months.

This process will be used to determine the December, January, and February Public Forum Debate resolutions. In early January, a national survey will be conducted to provide immediate feedback to the NFL Board of Directors on the popularity of this process and possible changes that should be considered. Based on the results of the survey. the NFL Board will determine the future of the voting process and its procedures.

ROSTRUM

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by Jon Cruz



Be thankful for what you have; you'll end up having more. If you concentrate on what you don't have, you will never, ever have enough."

~ Oprah Winfrey, NFL Alum '71

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The Villiger Tournament

The Saint Joseph's University Villiger Speech and Debate Team invites you to its 31st Annual High School Speech and Debate Tournament. We offer all NCFL events including: Declamation, Dramatic Performance, Duo Interpretation, Extemporaneous Speaking, Oral Interpretation, Original Oratory, Cross Examination Debate, Lincoln Douglas Debate, Public Forum Debate, and Congressional Debate.



When: November 20 & 21, 2010 Where: Saint Joseph's University Philadelphia, Pennsylvania

Competitors at the 2009 Villiger Tournament reached deep outrounds all over the country including finals at the NCFL Grand National Tournament and the NFL National Tournament.

Villiger offers TOC bids in Extemporaneous Speaking, Quarterfinals of Public Forum, and Finals of Congressional Debate.

If you have any questions, please contact the 2010 tournament directors:

Team Office: (610)-660-1080 Email: villigerdebate@yahoo.com

Dennis Feldman: (661)-904-1800 Kelsey Hockenberger: (856)-904-3869

Also, if you are interested in College Forensics, Saint Joseph's offers a variety of scholarship packages for forensics. Please do not hesitate to contact Moderator Robb DelCasale at RDelCasaleSJU4n6@aol.com



The Villiger Team hopes to see you in November!



NFL Board of Directors Fall Minutes

October 2-3, 2010 Dallas, TX

The NFL Board of Directors held its fall meeting in Dallas, Texas, on October 2-3, 2010. Present were President Billy Tate, Vice President Don Crabtree, Pam McComas, Kandi King, Pam Cady Wycoff, Tim Sheaff, Tommie Lindsey, Jr., and Dave Huston. Alternate Jay Rye was also present. Brother Kevin Dalmasse joined the meeting at 11 a.m.

Guests in attendance included Jane Boyd, Cindi Timmons, and Stefan Bauschard representing the 2011 Dallas tournament hosts. Staff in attendance included Executive Director J. Scott Wunn, Cherian Koshy, and Adam Jacobi.

President Billy Tate called the meeting to order at 9 a.m.

Moved by Crabtree, seconded by King

"Approve the minutes from the spring 2010 meeting."

Passed: 9-0

Board Leadership

In executive session, the board voted by acclamation to re-elect President Billy Tate and Vice President Don Crabtree to their respective positions.

2011 National Tournament Update

The board was given a complete overview of the 2011 National Tournament. Items included the local hosting budget, the competition spaces and major venues, public functions, and several other logistical items of interest. The December issue of *Rostrum* will include many of these items including a full overview of the uniqueness of the 2011 "all-inclusive" concept.

Public Forum Debate Resolution

The board discussed with the Executive Director the volume of concerns received over the November 2010 Public Forum Topic. The board and Executive Director came to an agreement on a course of action that involved a new resolution for the month. After the meeting, the Executive Director proposed and the board approved a

three-month trial of an online preferential voting system for monthly PFD topics. After the three-month trial, the membership will be surveyed for reactions and feedback to the new system.

Strategic Planning

Executive Director Wunn provided information on the staff's assessment of the 2009-2010 short-term goals and objectives. The board was also presented with national office goals and objectives for the current 2010-2011 school year. The theme and focus for this year is the "Year of the Member." Primary goal areas include membership services and programs, public relations and marketing, financial development, and national office staff development. The board provided ideas and proposed strategies for meeting the objectives.

In addition, staff presented an overview of various advanced online educational programs and services potentially available to our membership. The board asked several questions and asked for further investigation to be done regarding ways that e-learning platforms could be used to benefit our membership.

Budget

Moved by McComas, seconded by Crabtree

"Accept the National Tournament budget as presented by the Executive Director."

Passed: 9-0

Moved by McComas, seconded by Sheaff

"Accept the Honor Society budget as presented by the Executive Director."

Passed 9-0

Executive Director Wunn provided a complete assessment of last year's final budget and presented the proposed 2010-2011 National Tournament and Honor Society budgets. The board asked a series of clarifying questions and passed the proposed budget with a few minor allocation adjustments.

Board of Directors Minutes (continued)

2013 and 2014 National Tournaments

Moved by McComas, seconded by Crabtree

"Accept the bid from Birmingham, Alabama, to host the 2013 National Tournament."

Passed: 8-0-1

Ave: Crabtree, McComas, King, Wycoff, Sheaff, Dalmasse,

Huston, Tate Abstain: Lindsey

Moved by Crabtree, seconded by McComas

"Accept the bid from Overland Park, Kansas, to host the 2014 National Tournament."

Passed: 9-0

District and National Tournament Rules

Fall leadership surveys were reviewed. The board acted on the computer survey results with a series of motions. The state of LD comments were also reviewed and potential solutions were discussed. There was not sufficient momentum at this time to move forward at the fall meeting regarding parameters of printed and published material for interp or expansion of a prose/poetry event.

Moved by McComas, seconded by Wycoff

"Allow for the use of laptop computers in Extemporaneous Speaking events at NFL district and national tournaments."

Passed: 9-0

The board approved a specific set of guidelines for computer use in Extemporaneous Speaking events that will be published in the district and national tournament manuals and introduced in the November 2010 issue of Rostrum (see pages 10-11). Permission to use laptop computers at NFL district competitions will be the autonomous decision of each individual district committee.

Moved by Huston, seconded by King

"Allow for the use of laptop computers in Lincoln Douglas Debate at NFL district and national tournaments."

Passed: 5-4

Aye: Huston, King, Wycoff, Sheaff, Tate Nay: Crabtree, Dalmasse, Lindsey, McComas

Moved by Huston, seconded by Lindsey

"Allow for the use of laptop computers in Congressional Debate at the district and national tournaments."

Passed: 5-3-1

Aye: Huston, Lindsey, Wycoff, Sheaff, Tate Nay: Crabtree, Dalmasse, McComas

Abstain: King

Moved by King, seconded by Huston

"Allow for the use of laptop computers in Public Forum Debate at the district and national tournaments."

Passed: 5-4

Aye: Sheaff, Wycoff, Huston, Rye, King Nay: Tate, Crabtree, McComas, Dalmasse

The board approved computer use in all debate events using existing computer use guidelines for Policy Debate published in the district and national tournament manuals and reiterated in the November 2010 issue of Rostrum (see page 9). Permission to use laptop computers at NFL district competitions will be the autonomous decision of each individual district committee.

Moved by King, seconded by Huston

"In Extemporaneous Speaking events at NFL district and national tournaments, unless it is unavoidable, students from the same school shall not cross-examine one another. Speaker order should be adjusted accordingly."

Passed: 8-0

Ave: Sheaff, Wycoff, Huston, Rye, King, Tate, Crabtree, **McComas**

National Judge Training and Certification **Program**

Moved by Wycoff, seconded by King

"Direct the national office to develop a judge training and certification program for preliminary testing and feedback for the spring 2011 board meeting."

Passed: 8-0

Aye: Sheaff, Wycoff, Huston, Rye, King, Tate, Crabtree, **McComas**

The Board of Directors adjourned at 5 p.m. on October 3, 2010.



NEW LANGUAGE CONCERNING COMPUTER USE IN DEBATE ROUNDS

Effective November 1, 2010

At its fall meeting, the NFL Board of Directors approved computer use in all debate events using the existing computer use guidelines for Policy Debate that are published in the district and national tournament manuals (see below). Permission to use laptop computers at NFL district competitions will be the autonomous decision of each individual district committee.

Laptop use: The use of laptop computers in Policy, Public Forum, Lincoln Douglas, and Congressional Debate is permitted at the NFL Speech & Debate National Tournament. The use of laptop computers in any event at the district competition will be the autonomous decision of each individual district committee.

Guidelines for Laptop Use in Debate Events

- 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 the 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 of 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 of the competition room are prohibited. (This does not prohibit non-electronic communication between debate partners during prep time if applicable.)
- E. **Penalty:** Contestants found to have violated provisions A through C above will forfeit the round of competition and receive zero NFL points. Contestants found to have violated provision D (above) will be disqualified from the tournament

- and will forfeit all rounds and NFL points. At NFL district tournaments, the district committee will 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 have the responsibility to provide promptly 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 will not be responsible for providing computers, printers, software, paper, or extension cords for contestants.
- H. Because public speaking decorum remains an important element of debate, all debaters are expected to stand at the front of the room and face the judge while speaking.
- I. Contestants choosing to use laptop computers and related equipment accept the risk of equipment failure. Judges and/ or contest directors will give no special consideration or accommodation, including no additional speech time or prep time, should equipment failure occur.
- J. 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.



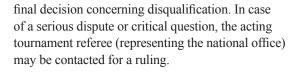
EXTEMPORANEOUS SPEAKING COMPUTER USE RULES AND GUIDELINES

Effective November 1, 2010

Statement of Purpose: The National Forensic League, in its continuing efforts to promote educational opportunities for its student members, will allow Extemporaneous Speaking contestants to make use of electronic retrieval devices as storage for their files.

- 1. Extemporaneous Speaking contestants may make use of electronic retrieval devices to store and to retrieve their subject files at all NFL tournaments (district and national). Students can retrieve extemporaneous files to read, but cannot write speeches or organize their thoughts on the computers. This rule in no way prevents students from still utilizing traditional paper copy files to enable the competitor to successfully compete in Extemporaneous Speaking. The NFL takes no position on which form of file storage is preferable for use at NFL tournaments (district or national).
- 2. The use of electronic retrieval devices at the district competition will be the autonomous decision of each individual district committee.
- 3. Electronic retrieval devices are defined as laptop computers, netbooks, iPads, or other portable electronic retrieval equipment. Secondary devices such as flash drives or external hard drives are allowed as well. Cell phones or smart phones are prohibited from being used while preparing or before speaking at NFL tournaments (district or national).
- 4. Source Materials: Students may consult published books, periodical articles, newspaper articles, think tank articles, government reports or journal articles saved on their electronic retrieval device or present in hard copy form provided:
 - a. There are no notations made within or on the saved article other than citation information.
 - b. Any highlighting or underlining of the articles is done in only one color within each article. Bolding, italicizing, or any other manipulation of the original text of sources (other than highlighting or underlining as previously stipulated) is prohibited.
- 5. No other source materials will be allowed in the Extemporaneous prep room other than stated above. Prewritten Extemporaneous speeches, handbooks, briefs or outlines are prohibited from the prep room, whether stored electronically or present in hard copy form.

- 6. Power Source: Power plugs or outlets may not be used in the prep room at any time. All computers used in the prep room must be battery operated at all times.
- 7. Competitors are responsible for making certain their electronic retrieval devices are fully charged at the start of each competition day and for proper power management ensuring that their device remains functional throughout the competition day. Contestants may not use external power sources in the prep room, such as wall outlets and/or extension cords.
- 8. Internet: Extemporaneous Speaking contestants shall not access the Internet or communicate electronically with any other individual while in the prep room at any NFL tournament (district or national). All computers must comply with the following provisions:
 - 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 the 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 of 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 of the competition room are prohibited.
 - e. Penalty: Contestants found to have violated provisions A through C above will be ranked last in the round and receive zero NFL points. Contestants found to have violated provision D (above) will be disqualified from the tournament and will forfeit all round credits and NFL points. At NFL district tournaments, the district committee will make the



- 9. **Liability:** Extemporaneous Speaking competitors accept full responsibility for the safety and security of their electronic retrieval devices throughout the entire course of any NFL tournament (district or national). The NFL may put stickers and/or tape on computers to ensure they are not opened or used, or to ensure appropriate owners take their own machines. The NFL does not assume any liability for the computers. Students are welcome to use Kensington locks or other such devices to secure their computers in the prep room. Students, parents, and coaches should be aware that the students are bringing and using the computers at their own risk. The NFL is not responsible for lost, stolen, or broken computers.
- 10. File Monitoring: The NFL retains the right to view and search any electronic retrieval devices to ensure compliance with any and all rules at any NFL tournament (district or national).
- 11. Devices should be muted in the prep room. Contestants should not play games or engage in other distracting activities on their electronic devices in the prep room. Tournament officials may ask a student to power-off the device if it becomes distracting.
- 12. Students from the same school may share computers during preparation. However, communication among contestants during preparation time is strictly prohibited.





Congratulations!





NFL President William Woods Tate, Jr., and Vice President Don Crabtree were re-elected to their respective offices at the fall 2010 Board of Directors meeting.

Mr. Tate is a five diamond coach from Montgomery Bell Academy in Tennessee. Mr. Crabtree is a seven diamond coach from Park Hill High School in Missouri.

Both are members of the NFL Hall of Fame in light of their visionary leadership and commitment to forensic education. ■

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SUMMER ACADEMIC PROGRAMS FOR OUTSTANDING HIGH SCHOOL STUDENT LEADERS

SPONSORED BY INTERNATIONAL SECURITY STUDIES AND THE BRADY-JOHNSON PROGRAM IN GRAND STRATEGY

PROGRAM DESCRIPTION

The Ivy Scholars Program offers two innovative, intensive summer educational experiences that combine college-level non-credit academic study in applied ethics, business, economics, history, international relations, law, politics, and public policy with strategic leadership and effective advocacy skills. A very select group of high school students from across the United States and around the world will learn from members of Yale's world-class faculty, distinguished fellows, and top government and business practitioners on a wide range of issues facing national and international leaders. Over the past several years, speakers have included scholars and practitioners such as Paul Kennedy, John Lewis Gaddis, Charles Hill, Walter Russell Mead, John Negroponte, Paul Solman, Robert Dahl, Harold Koh, Jonathan Schell, Robert Schiller and others.

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

STUDENT PROFILE

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

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 - Focus on analytical writing skills, group facilitation and deliberation skills, and study of major global challenges
 - Designed for rising sophomore and junior high school students
- Studies in Grand Strategy for Rising High School Seniors 24 July 7 August 2011
 - Focus on strategic and executive writing skills, advocacy and persuasion skills, and the study of Grand Strategy
 - Designed for rising seniors and top alumni of the Global Leaders Development Program

Admission is competitive and applicants are encouraged to apply as early as possible. Need-based financial aid is available. All-inclusive tuition (on-campus housing, meal plan, and instruction) is \$3,988.00 for each program.

PLEASE VISIT OUR WEBSITE FOR COMPLETE PROGRAM INFORMATION AND APPLICATION FORMS WWW.YALE.EDU/IVYSCHOLARS/

Expanding Controversy Beyond the Classroom: **Supporting Competitive Policy Debate**

by Stefan Bauschard and Cheryl Champ

raditionally, most learning occurs within the confines of the school building and the regular six hour school day. With the limitations this presents, educators need to look at alternate methods of achieving academic goals for all students. The Lakeland Central School District, a middleclass, suburban district in Westchester County, NY has successfully fostered enriched student learning opportunities outside the school day through the development of competitive Policy Debate, a form of controversy and argumentation.

The use of controversy and argumentation as an instructional approach offers students an opportunity to understand current and contemporary issues, think critically, and gain experience in problem solving and public speaking. Expanding learning through argument and controversy beyond the classroom affords students the opportunity to not only reinforce what they are learning in the classroom but also to dramatically expand their multi-disciplinary research and depth of understanding on particular subjects, to learn about important issues not covered by more standardized curricula, to engage in peer-to-peer cooperative learning and intentional learning endeavors. to receive immediate feedback from experienced judges, to advance in

skill over their high school careers, to develop strong and influential social networks, and to build a strong personal connection with a coach/ mentor.

What is Competitive Policy Debate?

Competitive policy pebate is an activity that involves preparation and competition outside of the traditional school day. Debaters and coaches meet regularly after school to prepare for competitions and travel to tournaments hosted by high schools and universities within their locality, state, region, and even throughout the nation.

Students who engage in competitive Policy Debate prepare to debate a general resolution. Within the confines of the resolution, affirmative two-person teams will advocate specific policy proposals such as health care for illegal immigrants, broadband services for poor communities, expansion of food stamp programs, and Title I reform. Negative two-person teams work to counter both the general question asked by the resolution and the specific proposal advanced by the affirmative. Common negative arguments include cost and workability problems, contesting the need for the proposal in the first place, suggesting alternative proposals, and philosophical

"The use of controversy and argumentation as an instructional approach offers students an opportunity to understand current and contemporary issues, think critically, and gain experience in problem solving and public speaking."

objections both to the proposal and the framing of the affirmative advocacy. Arguments for both sides are based on research that is drawn from popular news and magazine sources, freely available materials on the Internet, law reviews, scholarly journals, and books.

Debate squads are comprised of many two-person teams, each of whom will ordinarily engage in at least two debates on each side of the resolution at every tournament they attend. Each debate lasts an hour and half, with each member of the two-person team delivering an eight minute constructive speech and a five minute rebuttal speech. Each member also asks questions of the other side for three minutes and is responsible for answering questions asked by the other side for three minutes. At the conclusion of the debate, a decision is rendered by a judge and discussed with the debaters.

Moving Beyond the Classroom

Although some of the benefits of competitive Policy Debate, such as developing an understanding of current and contemporary issues, critical thinking, problem solving, and public speaking, can be captured in the classroom, developing debate as an after school and competitive weekend learning program affords opportunities for students to acquire significant additional skills. Students

have the opportunity to engage with contemporary issues for an extended period of time, learn to work together as part of a large group, benefit from intellectual gains that spring from debating both sides of the resolution, are afforded extensive opportunities for developing speaking and refutation skills, master in-depth and reflexive research, and have the chance to compete against students with similar skills who come from different backgrounds.

Since the structured academic debate outside the classroom is competitive, students are driven to excel vis-à-vis their peers. This often results in students doing extensive amounts of preparation for their competitions, including research and argument development. The research that debaters engage in is extensive, vearlong, reflexive, and diverse. Some have estimated that the amount of research a nationally competitive high school debater does is equivalent to the amount of research needed to complete a master's thesis (Parcher, 1998).

Since teams will debate many opponents multiple times throughout the year, the research and argument development needs to account for changes in their opponent's arguments and work toward developing new ideas to keep the debates fresh. The diversity and quantity of arguments that can come into play in any given

Policy Debate round also require debaters to organize, synthesize, and evaluate arguments that have been written by coaches and other members of the team for use in their debates. And since the debates often involve matters of public policy, scientific feasibility, and moral issues, the research is inherently interdisciplinary. As the season advances, debaters must continually adjust, adapt, develop, and often entirely revise their arguments if they wish to remain effective.

All of the topics that Policy debaters address, from limiting the use of weapons of mass destruction, to reducing aggressive detention practices, and providing social services to the poor, are pulled from the headlines dealing with the most controversial and timely issues of the day. In a world of standardized curriculums and testing, students may not otherwise have an opportunity to explore these relevant, contemporary issues in such depth.

Since many individual two-person teams make up a squad, where research and argument ideas are shared, debaters have self-interest in working together to develop ideas that will benefit the entire team. And since every squad is made up of many debaters who possess diverse levels of experience and skill, a debate squad is a great place for peer-to-peer modeling and cooperative learning.

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"Modern Policy **Debate** is a true practice in diversity. with students having the opportunity to debate in tournaments hosted in some of the most resourcechallenged areas of our inner-cities to the most resource rich public and private secondary schools."



Older debaters are commonly involved in the instruction of younger debaters and frequently judge younger students at the beginninglevel competitions.

The fact that competitive debate requires students to argue both sides of a topic enables students to arrive at conclusions after "reflexive assessments of multiple perspectives" and better appreciate the validity of the opposing side's argument (Muir, 1993). And since debaters are ultimately responsible for their own wins and losses, they are motivated to think critically, collaborate with their partners and coaches, to question the strength of their own arguments and arguments made by their opponents, and make connections among arguments in any given debate.

The structure of the tournaments provides many opportunities for students to develop their skills. In a single tournament hosted by the Lakeland Central School District last year, 400 students delivered more than 1,100 speeches in a two-day period! Since there are multiple tournaments over the course of a season and throughout one's career, students have the opportunity to continue to develop and constantly be evaluated by individuals with substantial experience in debate and argumentation.

Tournaments afford students the opportunity to compete against peers with similar abilities and experience in debate. Tournaments also give debaters the opportunity to compete against students with similar interests as well as expose them to debaters with different socioeconomic. religious, and cultural backgrounds.

Modern Policy Debate is a true practice in diversity, with students having the opportunity to debate in tournaments hosted in some of the most resource-challenged areas of our inner-cities to the most resource rich public and private secondary schools. This provides students substantial opportunities to engage the controversies of the day with other students who are outside their normal peer group.

The student-to-coach relationship often takes on a mentor-protégé quality over time, providing yet another supportive, personalized learning experience for all students involved. Debate coaches assist students with the research process, formulating arguments, feedback on argumentation and public speaking technique, and work with students over the entire four-year course of their debate careers.

Sustaining Competitive Policy Debate

Although competitive Policy Debate experienced a decline from the late 1970s until the late 1990s, it is enjoying resurgence in many cities throughout the United States. This resurgence has been driven largely by growth of urban debate leagues that have been built around teaching students in low-income areas Policy Debate skills and providing weekend tournament opportunities for all those involved.

According to the National Association of Urban Debate Leagues, since 1997, more than \$11 million has been invested in urban debate leagues by school districts such as Baltimore, Detroit, St. Louis,

Seattle, Newark, Kansas City, and Chicago. Recent newcomers include Boston, Dallas, Houston, Nashville, and the San Francisco Bay Area. Currently 311 urban high schools and 51 urban middle schools are part of the Urban Debate Network and more than 37,000 urban public school students have competed in America's urban debate league since 1997 (NAUDL, 2009).

Driven by their own personal experience, many wealthy and influential debate alums have leveraged millions of additional dollars to bring debate to some of the poorest schools in our nation. And research confirms what their experience has taught them, as studies demonstrate a strong correlation between participation in competitive Policy Debate and improved test scores (Collier, 2004). A recent study (Mezuk, 2009) analyzed data from 10 years of participation in Chicago's urban debate league and found that debate participants were 70% more likely to graduate and three-times less likely to drop out as those who did not participate, even after accounting for eighth grade test scores and GPA.

The growth of these urban debate leagues has sustained and begun to revitalize suburban Policy Debate. More schools with debate programs in urban areas means more local and regional tournaments in which suburban schools may compete—and more schools for them to compete against. In some areas, without these urban debate leagues, it would probably not have been possible to sustain regional Policy Debate.

More suburban and private schools need to make the commitment to competitive Policy Debate that their urban counterparts have made. Although starting a competitive Policy Debate team is not an easy task, it is an achievable and worthwhile goal. All of this obviously involves a commitment of new resources in difficult financial times, but prioritizing this investment is worth it. The Los Angeles City schools, facing millions in deficits and the fallout from the California state budget, have decided to invest thousands of dollars in competitive Policy Debate. Resources exist for priorities and students will participate if the opportunity is provided. Build it and they will come.

Conclusion

Providing competitive Policy Debate opportunities for students is not an easy endeavor and does require substantial leadership by principals and other administrators, the time commitment of a teacher, and the financial resources of the community. But rising test scores, the experience of many alums, and the commitment to our most financially strapped urban schools demonstrates the investment is well worth it. As New York University President Roger Sexton has noted, "Those four years in debate were the educational foundation of everything I did. And I don't mean that in some simple form...I'm saying the finest education I got from any of the institutions I attended, the foundation of my mind that I got during those four years of competitive Policy Debate; that is, 90% of the intellectual capacity that I operate with today—Fordham for college, Fordham for the PhD, Harvard for law school—all of that is the other 10%."

It's worth the investment

Stefan Bauschard is the Director of Debate for the Lakeland School District. Cheryl Champ is the principal of Lakeland High School.

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aunched in fall 2002 at the Fairchild Tropical Botanic Garden in Coral Gables, Florida, the FAIRCHILD CHALLENGE aims to put environmentalism into action. The Challenge consists of an interdisciplinary nine-month program that is offered free every academic year to high school students. Thousands participate annually through programs run by educators trained by FAIRCHILD Challenge personnel at museums, zoos, and institutions throughout the United States and abroad.

THANKSGIVING POINT in Lehi, Utah, began hosting a FAIRCHILD CHALLENGE event in 2008. Its 55-acre garden offers a unique setting for engaging on environmental issues. The Congress portion of the FAIRCHILD CHALLENGE invites debaters to discuss the world's most pressing environmental issues for an

audience. Research topics at www.thanksgivingpoint.org challenge and prepare legislation for a Congressional debate.

The competition will take place Saturday, January 15, 2011, at Thanksgiving Point in Lehi, Utah, or a regional location based on participating schools. Refreshments will be provided for participants.

GUIDELINES:

- Students will be judged on an individual basis.
- Observers are encouraged to attend the event.
- Debate topics are posted at www.thanksgivingpoint.org/ challenge
- Each school may send up to FIVE students and Two alternates to participate.
- Participants are eligible for NATIONAL FORENSIC LEAGUE (NFL) points.



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POLICY DEBATE

Focus on the Policy Debate Topic Selection Process

ransparency is the key to any deliberative body that makes decisions for the benefit of larger parent organizations. Explaining procedures for decisionmaking enables the deliberative body to demystify the process and encourage engagement. Meanwhile, members of the larger organizations can provide input and seek positive change.

Selecting the Policy Debate topic begins with an annual meeting of the National Federation of State High School Associations (NFHS). The contingent at the meeting includes one voting delegate per state as well as voting delegates from the NFL, the NCFL, and the NDCA. Members of the Wording Committee, chosen by the NFHS to construct resolutions for the topics presented, also attend the meeting, as well as authors of topic papers. The location of this meeting varies from year to year—past years have included Deerfield, Illinois; Grand Island, New York; Austin, Texas; and San Diego, California.

The event begins with an opening meeting, at which each topic paper is briefly introduced. At this point, the author of each topic paper provides a brief synopsis of the problem area and argues for its desirability as a

Policy topic. Around 10-12 topic papers, based on ideas generated from the past topic meeting, comprise this initial discussion. After the papers are introduced, attendees are given a chance to ask introductory questions about the papers. Voting delegates receive these topic papers about a month prior to the meeting to cultivate their familiarity with each topic.

After the initial meeting, attendees are sectioned off into Marshall Committees composed of 10-12 attendees each. The Marshall Committee is assigned two papers to discuss for sixty minutes. Two Wording Committee members facilitate the discussion, which generates and evaluates potential resolutions. The suggestions of each Marshall Committee are presented to the entire delegation at the close of the first day.

Day Two consists primarily of in-depth discussions by the Wording Committee to create one resolution for each topic area. During this time, the topic author will sit with the members of the Wording Committee and discuss potential language. Delegates and attendees who are not on the Wording Committee sit at tables surrounding the Wording Committee and can offer comments or suggestions.

"The Wording Committee works hard to balance the interests and concerns of different regions and styles of debate."



A number of factors may influence the wording of each resolution from each topic paper. Many Wording Committee members place a high priority on whether the constructed resolutions remain true to the intent of the author who wrote the topic paper. The ability of the topic to provide new and robust research opportunities for high school students also remains an important point of consideration. Grammar, timeliness, and an equitable division of ground are equally significant considerations. Finally, the Wording Committee works hard to balance the interests and concerns of different regions and styles of debate, from questions of inherency to questions of affirmative ground against critical arguments.

On the final day of the NFHS Policy Debate Topic Selection meeting, attendees begin the voting process to limit the topics to five resolutions. Each state and voting organization submits five choices for the ballot. Delegates have the opportunity to caucus with members of their delegation as each vote is taken. These final five resolutions will appear on the first Policy Debate topic ballot. After the five resolutions are chosen. the meeting concludes with a straw vote to determine potential topic paper areas for the next year's meeting.

After the meeting has ended, the NFL publicizes the five selected resolutions and a synopsis of each problem area on NFLonline.org and in Rostrum. Members then have an opportunity to discuss these topic areas and generate feedback on their preferences. Within a few weeks, NFL schools will submit a ballot indicating their choices to the NFL. State Leagues, NCFL, and NDCA may also handle balloting, so an NFL program may submit a ballot to more than one organization for the Policy topic. Based on member feedback, the NFL will submit its vote to the NFHS. Finally, the NFHS will announce the topic after the first of the year. Each year's new Policy topic can be found on NFLonline.org shortly after its announcement, and will be published in *Rostrum* shortly thereafter. ■



Did you know?

At its fall 2010 meeting, the NFL Board of Directors approved computer use in ALL debate events using the existing computer use guidelines for Policy Debate, which are published in the district and national tournament manuals and reiterated in this issue of Rostrum. Permission to use laptop computers at NFL district competitions will be the autonomous decision of each individual district committee. See pages 7-11 for more details!

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Funding Forensics: Finding Success with Give Youth A Voice.org

Cover Story

ust like magic. Created for us by

The above quotation, from David Yastremski of Ridge High School (NJ), demonstrates how easy it is to set up and use the NFL's newly-launched fundraising portal, Give Youth A Voice.org (GYAV).

Last spring, in GYAV's debut, more than 100 NFL schools used the portal to raise more than \$10,000 for national tournament expenses.

"It was great," says Lexy Green of College Prep High School (CA). "In terms of the amount of labor you have to put in, this is basically free money."

All NFL schools now have the ability to create their own fundraising campaigns, which can be used for travel expenses, educational resources, stipends for additional coaches, or for any forensic-related activity.

"I am thrilled this exists. It's the best member benefit created by NFL in years," says Tim Sheaff of Dowling Catholic High School (IA). "The NFL does a great job of helping people develop resources for the coaching of speech and debate. This is a direct financial opportunity for member schools."

GiveYouthAVoice.org is a signature NFL program in this, the "Year of the Member."

"GYAV is an active process that requires programs to reach out to friends, family, alumni, and community members. Although it is not a mechanism to fund entire budgets, it is an opportunity to publicize and raise funds for specific, unmet needs," says Cherian Koshy, NFL's director of development.

"As a public school, this is a terrific opportunity. In New Jersey, we are begging and pleading for funding to keep our programs running," says Yastremski.

Getting Started

Coaches report that getting started is easy. Following approval, head coaches create a Web site within Give Youth A Voice.org that describes team needs. Head coaches can upload photos, videos, and track progress through a custom dashboard that allows coaches to e-mail and post announcements to Facebook and other social media sites.

"I saw it on the NFLonline flash page, filled out the form, and it went live within 24 to 36 hours of submitting the request," says Sheaff.

Most contributions are taxdeductible. When funds are used for certain NFL expenses, such as national tournament fees, school or student dues, 100% of the dollars go directly in return to the school. All other campaigns receive 90% of the proceeds.

"I found out about it from an e-mail from the NFL. I also saw the promotion on the NFL Web site," says Green.

Campaigns last 30 days. Programs are urged to develop as many

"What administrator would not support this function? It's just a tremendous benefit."

~ David Yastremski. Ridge High School (NJ)



separate month-long campaigns as desired. There is no cost to launch campaigns on GYAV.

"The process is active. We don't want people to be passive and hope that people end up on the site and give money for their regular budget. Donors will appreciate that there are deadlines and a specific focus for giving," says Koshy.

Administrators need to be involved from the very beginning.

"We talked to the administration, kept them informed at each stage. and showed them donation letters. At times, there is the tendency to do what you want and ask for forgiveness later, but not in this case," says Sheaff.

Transparency is critical to the success of raising funds through GYAV.

"Be sure to talk to your administration. Sit down with your CFO (Chief Financial Officer) and come up with a clear plan," says Green.

"What administrator would not support this function? It's just a tremendous benefit," says Yastremski.

One critical piece of the beginning process is to remain in consistent communication with the NFL.

"Make sure you are diligent about reading e-mails from the NFL. When questions arise regarding fundraising, it is critical to be able to respond in a timely fashion," says Koshy.

Communicating with the NFL also helps resolve issues that may come about related to donor needs and expectations.

Fundraising Strategies

The approaches to fundraising

are as varied as the head coaches developing the campaigns.

"It is important to have a plan to publicize the site. In order for people to want to donate, they need to see others donate first," says Sheaff.

Sheaff focused considerable attention on developing a base of donors and layering approach strategies on the basis of that initial success.

"During this initial 'quiet phase' I contacted specific, recent alums to give us a baseline of donations. I also asked them to leave a comment so that their names appear on the site. Other donors see their peers on there. We let everyone know who was being contacted. We made it clear that they were all on the first wave and that the clock was ticking," says Sheaff.

The 30-day campaigns result in very focused efforts toward meeting fundraising goals in a timely fashion.

"They all knew each other. They knew they were part of a special group instead of being a mass thing," says Sheaff. "After securing these baseline donations, we went to a group of former teammates who competed with me and said, 'Hey, we've got this site where a bunch of young guns just donated; could we get some more names on there from the history of Dowling Debate?""

Sheaff's second wave of appeals netted very high rates of return from alumni and with higher dollar amounts. In 30 days, Sheaff raised more than \$3,000.

"You can't ask people to go to the site if no one has gone there. E-mails, texts, Facebook—just lots of messages. We targeted alums, but you could also focus on parents," says Sheaff.

Ridge High School did just that.

"We really focused on parents. As parents are often asked to donate to lots of things for school, we specifically asked them if they wanted to make a contribution now or after their student graduates," says Yastremski.

Ridge has focused on the corporate donations that are linked to parents' places of employment.

"Parents are focused on the corporate match. Many businesses will provide matching dollars for 501(c)3 organizations. Corporate matching grants come directly to the schools," says Yastremski.

Others tested the waters with a few quick Facebook messages and netted several hundred dollars for their students' nationals experience.

"I spammed my Facebook page. I saw it as an opportunity to get a little extra money. I didn't suggest amounts. There are times when I've done that, but a general 'help us' message is what I sent," says Green.

The key is building excitement for the campaign.

"People feel better about giving when they sense others are excited about the project as well," says Sheaff.

Donors can be assured that their information will not be sold or shared with other organizations.

"Information about donors is private. The NFL does not share this information with any other organization. Ultimately, the NFL is doing this to provide a member service so that alumni and supportive parents can help out their local programs," says Koshy.

There is also an opportunity for donors to help invest in site

improvements and give back to the NFL if they choose to do so.

"We certainly hope that these donors are supportive of other efforts to expand the reach of speech and debate on a wider scale," says Koshy.

Next Steps

Although it would appear that this is a "set it and forget it" fundraiser, successful campaigns know that it's critically important to develop site promotions.

"You can't just leave the site alone. The Web site doesn't drive people to it. You still need to promote it. Many people were glad to be contacted, liked to be brought up-to-date, and there was lots of friend-making and reconnecting. You need to take the time to get the right people to the site," says Sheaff.

Users of the site look forward to improving upon their initial results. Yastremski raised a few hundred dollars last spring for nationals, but a fall campaign has already netted more than \$1,100.

"I will definitely use it again. I will push harder during the next campaign. I just sent an unobtrusive message [last time], but I will recommend specific dollar amounts—such as 'x dollars covers a van rental,' that type of thing—and reach out to more people," says Green.

Social networking tools are built directly into the site to make promotions accessible.

"Twitter, e-mail, and Facebook are all there. Plus, you can recommend feature improvements as well. We want to hear your ideas to improve the tools we make available," says Koshy.

"It's great to see alumni and parents contributing. Discuss corporate matches with your donors," says Yastremski. "They won't know if corporate matches are available if they don't ask."

Successful campaigns also recognize the importance of strong stewardship with donors.

"It's super easy. I e-mailed people thanking them. There were some who chose to remain anonymous, but I Facebook thanked everyone," says Green

"The database makes it easy to communicate with donors, informing them of what's going on," says Yastremski.

"We send them weekly updates with tournament results, keep them in the loop, so they don't think we are just asking for money," says Sheaff.

The NFL also provides support for stewardship.

"As part of GYAV, donors need to know that they are contributing to the wider world of forensics. We thank your donors and keep them informed of the impact of their donation on a larger as well as local scale. However, all local initiatives should do everything they can to thank their individual donors," says Koshy.

Give Youth A Voice.org is a key element of the NFL's Year of the Member initiative. The NFL reminds its local schools that it is here to help ensure sustainable programs.

"In this tough economic climate, your NFL membership matters. This is a huge member benefit, and we encourage everyone to take advantage of it," says Koshy. ■

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3.0	32	1400 - 1440	\$14,500	Full Tuition
3.0	31	1360 - 1390	\$10,000	\$ 4,000
3.0	30	1320 - 1350	\$ 8,000	\$ 2,000
3.0	29	1280 - 1310	\$ 7,500	\$ 1,500
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Raising More Money by **Building Better Relationships**

by Jeffrey Cain, Ph.D.



ith school back in session and a full schedule of debates in the queue, it is time to turn to the seemingly grim task of fundraising. School budgets cut perilously thin and the lingering effects of the Great Recession make this least-favorite of all tasks weigh even heavier. Don't despair.

Even in these difficult times, Americans are an extraordinarily generous people, donating over \$308 billion to charity in the recessionary year of 2008. Most of this giving did not come from behemoth foundations like the Gates and Ford Foundations. and most of it did not come from big corporations or the very rich.

Most gifts come from rather ordinary individuals like you and me. Gifts under \$1,000 constitute a surprisingly large percentage of all giving, and nearly every household in America gives to charity. You should begin this year's fundraising campaign secure in the knowledge that your audience is receptive, generous, and accustomed to supporting good works—even in down times.

Why Americans Give

Why do Americans give? Most say that the primary reason they give is because they were asked. This seemingly pedestrian insight is important. It underscores one of the truisms of fundraising, which states that people give to people, not to causes. The most successful fundraisers are those who absorb this insight and build relationships with their donors, treating them as human beings rather than as cash machines.

When donors give, they are investing in you and the cause that you represent: the student debaters, their ideas, their accomplishments, their dreams. A donor's gift represents much more than a simple economic transaction; it is an investment in the future, speculation that through your mission their charitable purpose will be fulfilled.

Donors who feel connected to the organizations they support give more—and give more frequently. This is true not only of big-time philanthropists; it is true of donors on every rung of the giving ladder. If you build relationships with those who are likely to support your cause, the money will follow.

The primary challenge for you, then, is not to focus on raising money. No, your challenge is to present your debate team to your school, to your students' parents, and to the broader community in a way that will engage them and draw them into your group's activities, making them an integral part of the life of your organization. How can your supporters share the triumphs and setbacks of competitive debate? That is the overarching question that should animate your thoughts about fundraising.

Begin with a Fundraising Plan

To say that relationship-building is your central fundraising task does not mean that fundraising is some kind of

"You should begin this year's fundraising campaign secure in the knowledge that your audience is receptive, generous, and accustomed to supporting good works—even in down times."

squishy business that does not require planning, persistence, and patience qualities necessary for doing anything well. Understanding fundraising in humane rather than transactional terms has practical implications for raising money, regardless of whether you are raising hundreds, thousands, or millions of dollars.

One of the best ways to build better relationships with your donors, to earn their confidence, and to raise more money this school year, is to show that your group is a responsible financial steward. Many small groups and organizations overlook basic financial planning. That is a mistake. Supporters like to know how and where their funds will be used. Sound financial management is central to building good donor relationships, and it can be invaluable in planning your program for the year.

Many experienced fundraisers and nonprofit CEOs begin each year by creating a fundraising plan that is built around basic financial planning. They don't do this work in isolation. They involve their stakeholders donors, institutional supporters, board members, senior staff, and others—in the budgeting and planning process. In doing so, they not only create a roadmap that will guide them throughout the year. They foster goodwill among their most important supporters by involving them in the planning process.

Who are your debate team's most important supporters and allies at your school and in your community? Involve them, along with your student leaders, in the planning process. Share with them your enthusiasm for debate and your ideas for the upcoming year. Reach out to others who are not currently involved in your program but who are likely prospects. Invite them in by drawing them out, asking for their advice and input as you plan your activities and finances for the year.

As you begin to draft your fundraising plan, here are two practical things to keep in mind that will make the process more manageable.

Create an Expense Budget

Start by creating an expense budget, a simple statement of what your organization's expenses will be for the coming year. This will force you to think about the nuts and bolts of your debate program: the debates that you will attend, the research materials your students will need, travel and lodging expenses, and registration fees, among other things.

Again, involve others in your budgeting and planning deliberations. Including students, teachers, administrators, and supporters in the process invests them in the needs and responsibilities of your group. Students learn about budgeting and planning, and administrators and supporters gain a better understanding of your group's priorities and needs. Through this process all parties will become invested in the life of your organization, becoming

active participants and stakeholders rather than passive beneficiaries and benefactors.

As you plan, think about breaking down your expenses in ways that will be rhetorically useful for donors. For example, you might divide the total expenses for the year by the number of students on the team, showing the cost of funding one student for the entire school year. Donors might be interested in sponsoring one or more students. Likewise, you can show what it costs per day to sponsor a debate student, illustrating how a small daily donation can make a big difference in the life of a young scholar

Aside from the obvious benefits of having a budget, supporters appreciate knowing precisely how their gift will make a difference in your overall budget. Being able to show your benefactors a wellthought-out expense budget is an important, but frequently overlooked, first step in building a relationship with your supporters.

Create a Revenue Budget

Once you have an expense budget, which is simply an inventory of your expenses for the year, the next step in creating a fundraising road map is to identify where the revenue is likely to come from to meet your expenditures. Creating a revenue budget will break down the large, daunting, and abstract problem of fundraising and make it into a concrete, knowable, and manageable set of tasks.

"The best way to identify new sources of support is to think about your current donors. Where did they come from? Why are they supporting your team? Reach out to prospective donors who have a similar profile as your current donors."

Begin by creating categories that identify each potential source of revenue, whether it is from fundraising events at school; money from parents and boosters; earned revenue from fees; or contributions from your school. For each revenue category, identify the discrete tasks that need to be completed to obtain the revenue. Attach action items to each goal, with completion dates and a responsible party.

Identifying possible sources of revenue for your fundraising plan can be a challenge. It is important to begin by thinking methodically and historically, remembering that those who have given a gift in the past are the most likely source of future revenue. Review lists of all previous donors and sponsors, even if they have not given recently to your program. Many people give on an irregular basis: don't give up on them if their giving has lapsed.

Creating a revenue budget should force you to address this question: What are we doing this year to renew and cultivate those who have previously given a gift to our program? In some cases, the answer will be individual meetings, personal letters of request, or proposals. In other cases, you may reach prior year's donors through your fundraising events at school or in your community. Whatever the case may be, knowing how and when you are going to reach out to those who have given in the past is an important aspect of your planning.

Now is also the time to think of new sources of revenue and prospective donors. These donor prospects should be put into a category separate from past donors, as the job of acquiring new donors is different than the job of cultivating past supporters.

The best way to identify new sources of support is to think about your current donors. Where did they come from? Why are they supporting your team? Reach out to prospective donors who have a similar profile as your current donors.

Many organizations ask their current donors to suggest colleagues, friends, or family members who might also support their cause. Often current donors belong to clubs, associations, or businesses that can be a valuable source of new donors. Involving your current donors in this aspect of planning often uncovers new donor prospects.

Conclusion

As communicators, you know that making a connection with your audience is central to the art of persuasion. In fundraising, the ability to connect with your donors on a personal level, to tell your story in a way that engages supporters' interests and imaginations, is central to earning their help and building a long-term relationship.

Your challenge is to tell the story of your debate team in a way that will engage the interests and earn the trust of your community. Working with your students and supporters to outline your needs, and identifying revenue sources at the start of the year, is a good first step in building stronger donor relationships and raising more money.

Jeffrey Cain is president of the Arthur N. Rupe Foundation in Santa Barbara, California. He is the co-founder of American Philanthropic, LLC, a nonprofit and philanthropic consulting firm, and Philanthropy Daily, a news and views Web site for the charitable sector (www.philanthropydaily.com).

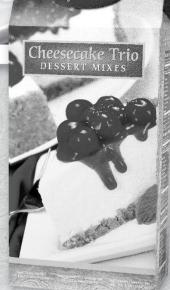
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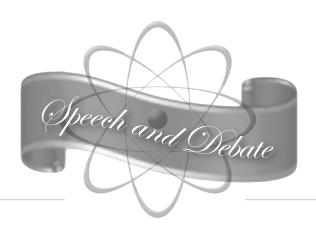
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Celebrating **Speech and Debate** at Bronx Science

by Jon Cruz





n conversations with colleagues from across the country, I am often struck by one of the great ironies of

speech and debate: in a field dedicated to developing the persuasive skills of our students, coaches are all too often reluctant to employ their own persuasive skills in championing our activity's benefits.

I received a good deal of enthusiastic feedback for a piece I wrote as part of the NDCA Coaches Focus column here in Rostrum back in September ("Sell, Sell, Sell: Garnering Support for Your Forensic Program") where I addressed this irony directly. In that four-page piece, I provided a number of "field-tested" strategies for making one's speech and debate team a vital and visible part of the school community. Quite a number of you—my colleagues from across the country—reached out to me to trade ideas and ask for more details about specific points I made in my article.

One of the most common requests I had was to expand on my description of an event I held in May entitled "Celebrating Speech & Debate at Bronx Science." I believe that this event provides an excellent template of a successful "visibility event" for forensic programs of any size and scope.

Each year, in a tradition reaching back to the team's earliest years under the leadership of the unmatchable Richard B. Sodikow, the Bronx

Science forensic program has held an end-of-year "Awards Convocation." I have expanded this event into a dinner and awards ceremony. We recognize student achievement across the year, from winning major national titles to earning the Degree of Merit from the National Forensic League. This event is a logical and enjoyable conclusion to a season of hard work. It involves everyone from students to coaches to parents to administrators. And the key, I feel, is that everyone is recognized.

I have a reputation—deservedly so—for loving pomp and circumstance, awards and honors, and more than a fair share of razzmatazz. But I don't enjoy these things simply for their own sake; I enjoy them because they greatly increase enthusiasm in an activity in which I strongly believe. A gavel for "Novice of the Year," a trophy to express thanks to our principal, a plaque for outstanding work by a parent can all go a long way to generating interest in the activity, not simply by those who received the awards, but by those attending the ceremony.

Some of these awards are named for folks who embody the idea behind the award. (Some of these awards were named after being endowed with a gift.) Having found that students felt "Most Improved"—an award I consider perhaps the most meaningful of skills-based prizes-didn't quite sound like an honor, I decided to name said award in each event for people in our team's past who did, indeed, demonstrate dramatic improvement

"I have a reputation—deservedly so—for loving nomp and circumstance, awards and honors, and more than a fair share of razzmatazz... I enjoy them because they greatly increase enthusiasm in an activity in which I strongly believe."

over the course of their careers. (I owe a good deal of thanks to Richard Sodikow for putting up with my many questions about team history!) The alumni for whom these awards were named were very flattered by the honor.

Recognizing alumni is a key part of the ceremony. In addition to giving service awards to alumni who donated time and effort as judges and coaches during the season, we now recognize an Alumnus/a of the Year for outstanding contributions to forensics after graduating from high school. In May, for example, we recognized Harry Feder, a member of the class of 1984 who is now the director of debate at the Beacon School in Manhattan. As part of our opening ceremony at the annual New York City Invitational in October, we recognized Adrienne Brovero of the class of 1991, who is the director of debate at the University of Mary Washington. We accelerated the presentation to October since we knew she would be there. Building an ethic of giving back is made all the easier when alumni know that giving back will be recognized. We recognize students who have recently graduated college as well as those who have been giving back for decades.

One final element of the annual Awards Convocation that is quite vital is the conferring of Honorary Memberships in our National Forensic League chapter. I haven't asked the NFL office for the numbers, but I suspect that far too few programs take advantage of this excellent, free

service from the league. Chapters may bestow honorary memberships upon two people per school year. Said memberships come with handsome certificates (in the style of, but distinct from, the membership certificates) as well as charming small gold keys with the NFL logo (customized for honorary members). Honorees have been uniformly moved during our Awards Convocations; they are excited to be given affiliation with a national honor society for speech and debate.

This Awards Convocation, held annually in the late afternoon and



early evening of a late day in May, served as the basis for a far more ambitious event that we held at the end of the 2009-2010 season. Our team has accomplished a great deal over these past few years, and over the past season in particular. While we knew our school was aware of the successes—my article from September discusses the many ways in which a coach can make one's larger school community aware of the forensics program—and while we knew our

alumni were enthusiastic, we wanted to focus on these accomplishments in a specific and unique manner. We wanted to include and recognize the alumni whose support made it possible.

I noted in my previous article the importance of keeping internal records on the team. While I feel that the experiences garnered from debate are more important than the specific accomplishments, I also feel that keeping track of win counts, trophies accumulated, points earned, and tournaments won over the years is a very important way of giving one's present students a sense that they are part of something larger than themselves. (Displaying older trophies alongside newer ones is also important.) I was very fortunate that my program's founder also shared this mentality.

When I came to Bronx Science, I was very impressed by—and perhaps more than a little intimidated bythese incredible records. The record which impressed me most was the number 389: the total number of rounds won by Steve Gold, a member of the class of 1977. Steve competed in Policy Debate over the course of four years at Bronx Science, debating mostly with fellow classmate (and fellow superstar) Stephen Weiner. NFL point caps change; different events offer different numbers of trophies. (You can't get a speaker award in addition to your main award in the individual events, after all.) But a win count is a win count; if you keep

"There is nothing shameful about asking a receptive audience to support through money (donations) or through time (free judging, free coaching for an afternoon session, and so on). I cannot imagine a more receptive audience than alumni of one's speech and debate program."

winning, you'll keep advancing to later rounds and qualifying to larger tournaments and being invited to elite round robins. How could we ever break such a record?

In March, one of my then-seniors, Andrew Markoff, showed us how. By working consistently hard over four years, Andrew was able to win his 390th debate while en route to capturing the championship at a local tournament here in New York City. Alongside partners Zack Elias (a fellow member of the Class of 2010) and Regan Bozman (who is one year older), Andrew captured many of the most prestigious titles in Policy Debate. But he was as proud of breaking this team record as he was winning Harvard, Blake, or the NDCA: it represented something larger than himself, about our program's continued strength after all these years. We threw an internal celebration for Andrew—involving cupcakes with "390" written in frosting—and our principal came to speak at it.

But as we talked about the team's long history and what this accomplishment represented, the idea came to us: why not make this the focal point of an even larger celebration, and involve those people who *made* that long history?

The idea behind the event was charmingly simple. Some "outsiders" to forensics look at fast-talking

debaters or relatively boxed-in interpers and ask what skills these activities impart for life. It was this question, along with my overarching question of how to involve alumni with a *day-long* event that wasn't a tournament, which inspired the model for our day-long celebration. I decided that we would invite a cross-section

of alumni who were successful competitors who went on to a variety of careers, some predictable, some not. Each of them would be invited to guest instruct classes during the day, and each of them would make a point to explain how what they learned from speech and debate helped them in their careers.

The key, I believe, was to think outside the box. A doctor addressed a psychology class. An actress worked with a drama class. Lawyers, economists, and bankers spoke to different social studies classes. A writer was on hand for an English class. We made plans for a restaurateur to speak to a nutritional science class. A former debater-turned-gynecologist was unsure how he could help. He addressed a health class. Every teacher I spoke to afterwards gave these guest instructors rave reviews.

Three of these alumni were also invited to speak to an assembly of nearly 1,000 students. (These were mostly seniors—the same year as Andrew—and the membership of the speech and debate team.) We invited two past TOC finalists, one of whom is an environmental activist and the other of whom is a neuropsychologist and we also invited Steve Gold himself, who is now a professor. Not only were we able to give him the official designation of "Principal for the Day," but we also invited him to make a presentation to Andrew acknowledging him as the new "winningest debater" in our school's history. All three sung the praises of speech and debate—and of our school, much to the delight of all assembledand all three were willing to talk about how forensics has shaped their diverse career choices.

Still more of the alumni came to talk to a special assembly *exclusively* for the speech and debate team—this quickly became a chance to share "war stories," which both the current and former competitors loved—and we left the English classroom that serves as our team base open all day for alumni to congregate with team members who had free time. Meals and snacks were served and folks went home happy. More than a few asked on that very day how they could help the team going forward.

My program relies on alumni support and donation drives extensively to fund our activities. (Students pay money towards trips, but our goal always is to subsidize the costs for all.) I like it that way: it keeps more people involved and keeps a sense of history and legacy uniquely alive on my team.

It is plainly obvious how an event like the one we hosted would generate increased attention by alumni. Fundraising and soliciting donations is an uncomfortable activity for many speech and debate coaches; to some, the entire act of asking for money feels unseemly. I do not think there is anything shameful about asking a receptive audience to support through money (donations) or through time (free judging, free coaching for an afternoon session, and so on). I cannot imagine a more receptive audience than alumni of one's speech and debate program.

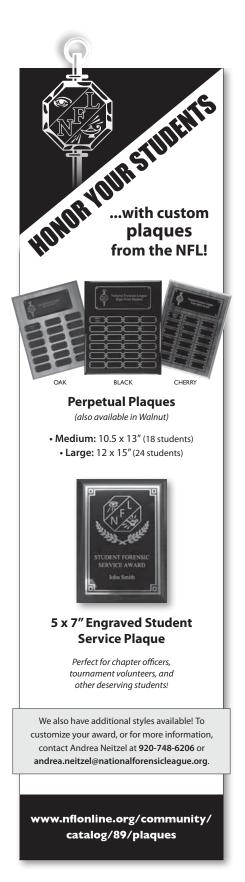
But I also believe strongly that such an event should exist to genuinely bolster enthusiasm for the program, and not simply act as a front for immediate fundraising. Some alumni, I am sure, would come to a program like the one I hosted expecting to be asked to donate their time or money. (We are a public school, but have a strong

alumni network and an excellent fundraising apparatus; officers from both the Alumni Association and Endowment Fund volunteered time to be on hand to welcome alumni and to answer any questions about the school they might have so the speech and debate team could focus on talking about, well, speech and debate!) But while having these people there was important, I feel the most powerful means of asking for support is to reignite enthusiasm in an alumnus or alumna first, and begin discussions of how he or she can help later.

This type of event could be adapted to a program of any size or age. I could have, and probably should have, had the more recent alumni who attended speak to current students about the college admissions process and how forensics helped them with that. Younger teams could build the alumni part of a similar event around this theme.

Regardless of the size of one's team, the importance of staying in touch with former members is vital. This might not seem obvious immediately, but long-term planning is a great way to generate consistent volunteer efforts and, down the road, a great means of securing financial support for your team. If alumni always remember what forensics did for them, they are all the more likely to do something for forensics.

Jon Cruz is the director of the speech and debate team at the Bronx High School of Science. A diamond coach in the NFL, Cruz was an NDCA Educator of the Year for 2010. He is the youngest coach ever to be inducted into Gold Key Society of the Barkley Forum for High Schools at Emory University. The Bronx Science NFL Chapter was ranked first in the nation several times during the 2009-2010 season.



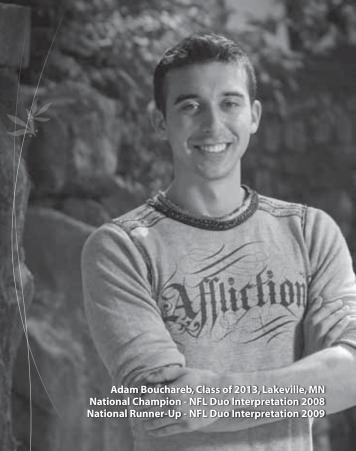
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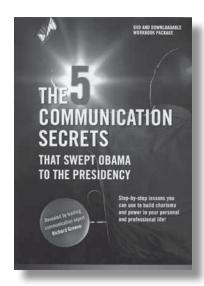
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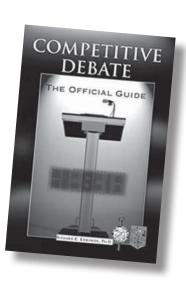


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Ever since I can remember, I have always looked at the world from a different perspective. After all, when you are always the shortest person and the joke that follows you from place to place is "Stand up, Kandi... Oh, you are!", your perspective on the world is different.

When I taught, one of my favorite exercises to do when my students and I were reaching to truly understand the concept of perspective and its impact on how our experiences shape our communications was to choose the tallest person in the classroom and have them stand next to me. We saw very different things when we

looked straight ahead, around us. They could always see the top of my head and I could never see theirs! And they never failed to say, "I never realized how short you are, Ms. King!" Ah, perspective!

Initial forays into researching the notion of perspective led to definitions that included synonyms such as "view,""vista,""attitude," "mindset," and "frame of reference." What I also discovered were some wonderful literary heroes such as T.S. Eliot and Henry Miller, who captured even more the essence of perspective and its effects on how and what we communicate verbally and nonverbally. Noted motivational speaker Barry Maher underscores the essential nature of perspective: "It's never about how big it is. It's about how big it seems." He emphasizes that "perspective is everything." And it is!

The TSCA family has many perspectives—university, community college, high school, middle school, interest groups. And within those smaller communities is an even greater diversity, more paradigms. We need to discuss these. We need to understand our own perspectives for only then can we understand each other better. We need to discuss the vistas we see in our own worlds and, through that sharing, enhance our ability to teach the wealth of landscapes that exist in the world of our students.

My heart has been captured by the book and musical, Wicked. Many of you know that... Oh, what a different view I have of the wonderful land of Oz by seeing Elphaba through writer Gregory Maguire's imagination. What a different frame of reference! In reflecting on perspective, playwright Richard Sheridan posed this question, "Won't you come into the garden? I would like my roses to see you." I invite you to join Elphaba and me next year in Dallas to meet my roses.

~ Kandi King (kking@neisd.net)

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Now in her thirtythird year of teaching speech and debate. three diamond coach **Susan Anderson** opens up about teaching, fundraising, and learning to win or lose—with grace.



COACH PROFILE

SUSAN ANDERSON

- Describe your first NFL *experience.* My first NFL experience occurred in Indianapolis in 1993. It was North Dakota's first year as a new district and I was fortunate enough to have two students qualify in Congressional Debate. Unfortunately, as a new district we thought we would be smart and stay somewhere "cheap." Well, we ended up in a motel that was miles from competition, and the best thing you could say was there was a 24-hour Denny's close by where the students could go to work on Congress in the late hours of the night—or should I say, wee hours of the morning.
- When did you decide to teach and/or coach? I decided to teach after meeting an incredible speech professor at Dickinson State University. Her name is Dr. Winifred Stump, and she became my mentor and friend. I try to emulate her style and sense of class to this day.
- What motivates you to continue coaching? My students motivate me each day. They continue to be open-minded and willing to work, to experience, and to enjoy.

- This issue of Rostrum highlights fundraising. How does your team fundraise? What helpful hints can you give other coaches? Living in a small community, we have the kinds of businesses and organizations that promote and financially support our endeavors. Each spring we write a letter asking these groups for help. The response is always incredibly generous. Additionally, the parents of the students run concessions at our speech tournaments.
- Besides fundraising (possibly), what challenges do you face as a coach? How do you address them? The biggest challenge we face at Richardton-Taylor High School is declining enrollment. As this occurs it becomes necessary for all the activity coaches to work together to maintain their individual programs. In doing this we have to develop a system of sharing that enables students to be in all the activities in which they want to participate.
- What does a coach need to succeed in the NFL? The only factor to success as an NFL coach is having eager students.

- What does a student need to succeed in the NFL? The best part of the NFL to me is that students succeed by participating. They do not have to garnish a trophy at each tournament; they do not have to be in the top five or ten percent. Each student accumulates his or her own points and eventually earns the next degree. The most exciting moments for me are those when students who have NEVER received a trophy are presented their NFL certificate. It is a goal they have reached and an accomplishment they cherish.
- How has coaching speech and debate affected your life beyond the classroom? I love teaching and the fulfillment it has brought to my life. Coaching speech and Congress has been the icing on the cake of my career. It has brought me new adventures, hopeful students, lifetime friends, and the gift of genuine colleagues.
- What do you want your former students to say about you when vou retire? When I retire, I want students to say that I taught them grace whether winning or losing.

American Legion Oratorical Contest "A Constitutional Speech Contest"



The NFL has partnered with the American Legion to offer students an opportunity to supplement their experiences in speech and debate competition.



Orators and extemporaneous speakers, take note!

- Put your skills and talents to great use;
- Showcase your understanding of the Constitution;
- Acquire competition and service NFL points;
- Add to your résumé with impressive outreach; and
- Earn generous scholarships for college.

The contest starts at the local post level, then moves onto regional, district, and state levels. All state champions are flown to Indianapolis for the National Finals. After post level, winners receive incremental scholarships, with the top three national finalists earning \$18,000, \$16,000, and \$14,000 respectively and earning a berth in Original Oratory at the NFL National Tournament in Dallas, Texas!

Follow these simple steps:

- Visit www.legion.org/oratorical to learn more.
- Click "Request Information" or contact your state's American Legion Department to learn when the first contest will be.
- Also click on "Assigned Topics" to learn the extemporaneous topic areas.
- Prepare your original oration on some aspect of the Constitution with emphasis on the duties and obligations of a citizen to our government.



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The Crestian is the all events tournament that has it all. We offer Tournament of Champions bids in quarterfinal rounds in Lincoln Douglas Debate and Public Forum Debate and in Finals for Congressional Debate. We offer 70 degree temperatures after the hurricane season on the weekend of Friday, January 14 through Sunday, January 16, 2011, along with the best competition in the country in LD, PFD, Policy, Congress, Interpretation, Oratory, Extemporaneous Speech, and more. We offer Monday free to enjoy South Florida or South Beach. Please view our documents and registration on www.JoyofTournaments.com.

Program and Coaching Resources

The NFL offers a number of resources and partnerships to bring exceptional services and projects to the classroom.

- Faculty In-School Seminars
- Free Event-Specific Resources
- Teaching and Squad Management
- Video and Audio Resources
- © Coach Education/Accreditation
- Coaching Career Opportunities
- State Organizations
- NFL Forms and Manuals
- Coaching Guides
- Frequently Asked Questions
- o FAQs for Point Recording
- Advocate Forensics



www.nflonline.org/CoachingResources



www.mnsu.edu/nfl





Regionalizing the Tournament of Champions

by Brian Manuel

COACHES FOCUS

hile at the Greenhill Invitational in Dallas, Texas, I spent quite a bit of time brainstorming topics to write about for this article, and one topic kept popping up throughout my deliberations over the weekend. How can we, as a community, host high quality tournaments such as the Greenhill Invitational in our own backyards?

This is not an article on how to provide superior hospitality (which in Dallas is simply the best, only compared to Mr. Tate's Montgomery Bell Academy Southern Bell Forum). However, the aim of this article is to open a discussion about regionalizing the TOC bid process and, more specifically, how to create a system that allows our best students to debate in their own backyards more throughout the year.

Each and every May in Lexington, Kentucky, high school debaters from across the United States face-off in the Tournament of Champions. Besides high-level competition, there are also TOC Advisory Board meetings conducted, whose aim is to create a list of TOC Qualifying Tournaments for the following season. One discussion that I am repeatedly a part of, for better or worse, is the one that follows the meeting: which tournaments received bids and, more importantly, which tournaments lost bids to Tournament of Champions. It's the discussion involving tournaments that lost their bids and why, that gave me the inspiration to write this article.

Regional debate is the backbone of our activity. In light of budget constraints and the current economic crisis, many teams have been told by their respective school that they can't travel the exorbitant schedules they are used to doing. However, even though teams are traveling nationally much less, the organizations we value continue to keep their focus on nationalizing debate rather than regionalizing it. There are some schools that, because of their drive for TOC success, will never compete in regional tournaments. To overcome this competitive mentality and refocus discussions by our governing organizations, I propose the following system that aims to promote and reward regional debate. This system is a beginning, not an end, and is focused on generating discussion over regional debate practices. The following steps should be included in this new proposal:

- 1. Eliminate the current system of TOC bid designation/allocation.
 - The current bid allocation systems exists without a concrete process for determining which tournaments receive bids and why certain tournaments receive them over others. Due to this lack of transparency, I advocate eliminating it.
- 2. Create distinct competitive districts used to allocate new bids. These districts would be drawn based on state lines, and should follow a district example

Thoughts on this article—or others? Comment on the NDCA Web site www.debatecoaches.org. If you would like to submit an article to the NDCA Coaches Focus, please contact Nicole Serrano at nicole.serrano@gmail.com.

"The aim of this article is to open a discussion about regionalizing the TOC bid process and—more specifically—how to create a system that allows our best students to debate in their own backyards more throughout the year."

Figure 1	D 1	D2	D3	D4	D5	D6	D7
, ,	ME	PA	NC	OH	TX	ND	ID
An example of districts	NH	DC	SC	IN	LA	SD	UT
drawn based	VT	MD	TN	IL	AK	NE	ΑZ
on state lines, mirrored by the	MA	DE	KY	IA	OK	KS	NV
National Debate	CT	WV	GA	MI	NM	MO	CA
Tournament at	RI	VA	AL	WI		CO	OR
the college level.	NY		MS	MN		WY	WA
	NJ		FL			MT	

mirrored by the National Debate Tournament at the college level. An example of the districts can be seen above (Figure 1).

- 3. Elect regional bid directors. Right now the Advisory Board is made up of members of the community who are appointed by the University of Kentucky. The new system would allow for individual regions to appoint directors on a two- to three-year term. These bid directors would be responsible for evaluating tournaments in their region and advising the TOC committee as to which tournaments they'd like to approve for TOC bid allocation. This would allow for a more local approach to bid allocation and allow for each tournament to have a proper review prior to the May committee meeting.
- 4. Redistribute bids according to the new advisory committee recommendations. The system

we utilize now has very strong concentrations of bids in the South and Midwest, while having weak spots in the Pacific Midwest and Northeast. The new system would allocate equal bid distribution among the seven districts above. This allocation would resemble the model below. Each district would host the following tournaments:

- 2 Octafinal Tournaments
- 2 Quarterfinal Tournaments
- 2 Semifinal Tournaments
- 1 Final Tournament

5. Redefine qualification

procedures. Currently, guaranteed TOC attendance requires, at a minimum, two bids received from designated tournaments. The new system would change this bid allocation from two bids necessary to attend the Tournament of Champions and change it to three bids necessary to attend the TOC.

The increased bids necessary to

compete are based on the number of available bids in each region. Last year's data shows that 48 teams who competed at the TOC accumulated three bids during the year. In a field of 72 teams, that allows for 24 more teams to be accepted under the new formula.

I believe the above process is a step in the right direction for making the high school debate community more sustainable in the future. The current decline in competitive debate is a trend we must stop immediately. We must remove our national circuit focus for our debate programs and turn it inward to help inject energy and competition back into our regional debate community.

Steps need to be taken in the coming years for our activity to survive at a national scope. If we refuse to work to build up our regional debate practices, the backbone that our activity relies on will become extinct; and debate, as we know it, will slowly disappear.

Brian Manuel is the assistant debate coach for the Lakeland District Debate Team in Shrub Oak, NY and the College Prep School in Oakland, CA. Brian coaches college debate for Harvard University in Cambridge, MA and does research and marketing for their debate company, Planet Debate, Aside from coaching, Brian also directs the James M. Langan Speech & Debate Invitational at Scranton High School and will host the 2011 National Debate Coaches Association National Championship in Scranton, PA from April 15-18.

STANFORD NATIONAL FORENSIC INSTITUTE

Camp Offerings for 2011 July 18 - August 13

Policy Camps

New for 2011 - SNFI 4 Week Lab, led by Brian Manuel of Lakeland HS and Harvard Debate July 18 - August 13

Sophomore Scholars Lab and Varsity Labs July 18 - August 6

Beginner's Lab **July 18 - July 31** *optional July 31 - August 6

Advanced and Intermediate Extended Week August 6 - August 13

Public Forum Camps

Novice and Intermediate Program July 24 - July 30

Core Program July 31 - August 6

Intensive Practice Round Program August 6 - August 13

For more information including staffing and prices, please visit our Web site at http://www.snfi.org

You can also e-mail us at info@snfi.org

LD Camps

Core LD Program July 24 - August 6

Extended Week August 6 - August 13

Individual Events Camp

Extemp and Interp July 24 - August 6

Parliamentary Camps

Two Week Program July 31 - August 13

One Week Program July 31 - August 6

Coaches Institute

Core Program July 24 - July 30



You're invited to join us in sunny PALO ALTO, CALIFORNIA FOR THE

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Policy | Lincoln Douglas | Public Forum | Parliamentary | Congress | Individual Events

Why join us?

- **Varsity LD & Varsity Policy**: 7 rounds with all 5-2 teams breaking to outrounds!
- **Public Forum & Parliamentary**: 5 preliminary rounds breaking to octofinals!
- Quarterfinals in Varsity Individual Events: All Varsity IEs with at least 60 entries break to quarterfinals!
- JV IE events: Open to all students who did not compete in any high school events prior to August 2010 (subject to viable registration numbers).
- **Domestic and International Extemp in separate patterns:** Serious Extemp students can speak in 8 rounds!
- No rounds on Friday: For the second consecutive year, rounds will begin Saturday morning, with mandatory registration on Friday night.
- All Varsity event winners receive premium prizes: 25 iPods distributed in 2010!

Questions?

Please visit <u>www.joyoftournaments.com/ca/stanford</u> or email <u>stanfordinvitational@yahoo.com</u>.



Heademic All Americans

(August 19, 2010 through October 4, 2010)

CALIFORNIA

Gabrielino High School Jacky Kwong Granite Bay High School Blake Delaplane Leland High School Ashwath Chennapan Mountain View High School Ryland Schaeffer

ILLINOIS

Homewood-Flossmoor High School Laura River

KANSAS

Fort Scott High School Jeffrey Durbin Chase Rooks Independence High School Dalton Mott

MISSISSIPPI

Hattiesburg High School Paul Green Bretton Klinedinst Ridgeland High School Maria Vasser

оню

Wooster High School Kyla Hemphill

OKLAHOMA

Bixby High School Rod Abhari

SOUTH CAROLINA

Bob Jones Academy Benjamin Nicholas Andrew Petersen

TEXAS

Monsignor Kelly Catholic High School Salimah K. Jasani Plano East Senior High School Nikki Sachdeva

UTAH

Intermountain Christian School Patrick Schwarz

WYOMING

Hot Springs County High School David Leonhardt

THE WAR ON DRUGS



Students for Sensible Drug Policy is a nationwide network of over 150 high school, college, and university chapters dedicated to ending the war on drugs. We're gratified to see a drug-policy related LD proposition in November and December and we're here to help you prepare at ssdp.org/LD.

As you get a chance to see both sides of this issue, if you decide you agree with us that the war on drugs is actually a war on people, you can use this opportunity to start an SSDP chapter at your school. Thanks to generous support from our sponsors at the Open Society Foundations, the first 20 chapters to sign up at ssdp.org/LD and gain official recognition from their schools will receive free start-up materials like a banner, stickers, and sign-up forms. Visit us today at ssdp.org/LD.



Nationwide Public Debate Initiative

Resolved: An Islamic cultural center should be built near Ground Zero.

An individual school will:

- Hold two community events of at least 45 minutes each, during the months of November or December, in which students debate at least 30 minutes before a public audience. The remaining time may be used for question-and-answer sessions or audience discussion.
- The specific format for debate is up to the individual school. The school may use the suggested **topic** (see sidebar) or propose an alternative, related topic.
- **Register** the dates and details of the events before **December 1**, 2010, by visiting www.debatepark51.org/register. The events may **not** be held during a tournament.
- **Document** participation and audience involvement through a survey and/or video recording the events.



- **Engage** the community
- Foster tolerance
- **Enhance** understandings
- Raise awareness of debate
- Earn \$500 for your school

In return:

- Participating schools who meet the requirements above will receive a \$500 grant after the events.
- The events will be **publicized** to local media outlets.

REGISTER BY DECEMBER 1



www.debatepark51.org/register



Nationwide Public Debate Initiative: Organized Debates on the Park51 Center

by Noel Selegzi

here has unfortunately been very little informed public debate over the proposal to build a community center, including a Muslim prayer space, in lower Manhattan not far from the site of the September 11 attacks. When The New York Times first published a front page story about the project in December 2009, it did not inspire much discussion at all. It was not until May of this year, when the local community board passed a resolution in support of the project, that a controversy inspired by misleading tabloid headlines and inflammatory blog posts erupted.

While people should have taken sides on the "Park51" project based on the results of an open, fair, and informed public debate, reasonable discussion of

the project has largely been drowned out. The mass media and blogosphere have been filled with misinformation and inflammatory rhetoric that have inspired passions on all sides of the issue. This has acted to polarize and divide people and made it even harder to find space for meaningful public debate to take place. Though New York City Mayor Bloomberg argued clearly and widely in support of the building of the center, the proposed building site now stands under twentyfour hour police protection.

Polls show that a majority in the United States recognize the right of the developers to build the center in its proposed location. The polls also show that a majority oppose the developers exercising that right. The majority's recognition of the right to build the center suggests that tolerance remains a hallmark of democracy in the United States, but the majority's opposition to the center's construction and a minority's expression of virulently anti-Muslim sentiment points to a need for further informed debate on this and other issues testing the limits of tolerance in a post 9/11 United States.

For this reason, the Open Society Youth Initiative was very pleased earlier this month when the National Forensic League (NFL), the oldest and largest interscholastic forensic organization and a grantee, announced that its November 2010 topic for Public Forum Debate would be "Resolved: an Islamic cultural center should be built near Ground Zero." However, too many educators who serve as debate coaches in the United States were opposed to have having their students debate this topic. They feared exposing their students to anti-Muslim rhetoric and the vitriolic response the controversy inspired. The coaches expressed concern that debaters arguing against the

proposition might run insensitive arguments that would insult Muslims, and that the debates' judges—members of the local community—would not bring the required objectivity to their task of judging.

Though these educators' fears may be legitimate, there should still be space for young people in the United States to debate openly and in a fair and sensitive way a question that has so publicly divided the country. Encouraging students to research current events, even the most divisive issues, and to test in the crucible of public debate the arguments on both sides of even the most sensitive and controversial issues is critical to the preservation of a vibrant and tolerant democracy.

For this reason, the Open Society Youth Initiative is encouraging the NFL and the National Association of Urban Debate League by supporting high schools wishing to hold public debates on this and related topics. It is also providing support to the International Debate Education Association to launch a Web site providing resources and a platform for organized online debates on the Park51 center. It is vitally important that fear of intolerance not silence public debate anywhere in the United States, but particularly not in its schools.

Noel Selegzi directs the Open Society Institute Debate Program, which encourages discussion and dialogue among youth in more than 40 countries. He is also president of the Board of the International Debate Education Association (IDEA), a membership organization that supports debaters and educators around the world. Selegzi earned a double BA from Amherst College in American Studies and Political Science before going on to receive a Master's degree in Political Science from Columbia University. Before coming to OSI in 1997, he worked in technology and financial services. Selegzi has coached debate at Hunter College Campus Schools since 1989.

CHAPTER HONOR SOCIETIES

The following 200 Club schools were omitted in the October Rostrum. It is our pleasure to recognize them here.

■ THE 200 CLUB

(This elite honor recognizes NFL chapters holding 200 or more members and degrees.)

Ct. The second of the state of	M. I'C IZ	TT.	207
St. Thomas Aquinas High School	Ms. Jennifer Kwasman	FL	297
Syosset High School	Ms. Lydia Esslinger	NY	297
Southside High School	Mr. Erickson L. Bynum	SC	296
Blackfoot High School	Ms. Cherie H. Clawson	ID	295
Henry W. Grady High School	Ms. Mary E. (Lisa) Willoughby / Mr. Mario Herrera	GA	293
Raytown South High School	Mr. Matt Good / Ms. Maureen Woods	MO	289
Taravella High School	Mrs. Beth Goldman	FL	289
Myers Park High School	Mr. Andrew West	NC	288
Bingham High School	Ms. Carol Shackelford	UT	288
La Costa Canyon High School	Ms. Krista DeBoer / Ms. Andrea Cartwright	CA	288
Jackson High School	Mrs. Leslie M. Mann	OH	287
Lake Highland Preparatory	Mr. George Clemens	FL	285
Bozeman High School	Mr. James Maxwell	MT	282
Blue Springs South High School	Ms. Kelli Morrill	MO	280
Stow-Munroe Falls High School	Ms. Suzanne E. Theisen	ОН	279
Buffalo Grove High School	Ms. Tracey Repa	IL	279
Savannah R3 High School	Mr. Michael Pittman	MO	277
Eden Prairie High School	Ms. Nancy Schmitt	MN	276
Winston Churchill High School		TX	276
<u> </u>	Ms. Kandi King		
Canfield High School	Mr. Jeremy M. Hamilton	OH	275
Wheaton North High School	Mr. Stan Austin	IL	274
Wayzata High School	Ms. Gail Sarff	MN	274
The Pembroke Hill School	Mr. Douglas Miller	MO	272
Flathead High School	Ms. Kala French Lougheed	MT	272
La Porte High School	Ms. Mary A. Fridh	IN	271
Davis High School	Ms. LeeAnn Hyer	UT	271
Jenks High School	Mr. Gregg Hartney	OK	270
Glacier High School	Mr. Greg Adkins	MT	270
Lamar Consolidated High School	Mr. Jeremy Hill	TX	270
Kokomo High School	Mrs. Ann C. Stepp	IN	266
Saint Francis High School	Mr. Douglas Dennis	CA	266
Gig Harbor High School	Mr. Chris Coovert	WA	265
Fullerton Joint Union High School	Mr. Sal Tinajero	CA	265
Millard West High School	Ms. Jennifer Jerome	NE	264
Dowling Catholic High School	Mr. Timothy E. Sheaff	IA	263
Joplin High School	Mr. Bobby Stackhouse	MO	262
Goddard High School	Mr. David Abel / Mrs. Sherry Stroh	KS	262
Kent Denver School	Mr. Kurt MacDonald	CO	261
Western High School		FL	259
•	Ms. Nancy Dean		
West High School – Iowa City	Ms. Cynthia Woodhouse	IA	258
James Madison Memorial High School	Mr. Thomas Hardin	WI	257
Skyline High School	Ms. Judie Roberts	UT	256
Montville High School	Ms. Mary T. Gormley	NJ	256
Mira Loma High School	Mr. Neil Forester	CA	256
Indianola High School	Mr. Spencer Waugh	IA	255
Wooster High School	Mr. Ned W. Lauver	OH	255
Topeka High School	Mrs. Pamela K. McComas	KS	255

Which camp's students started the year winning or placing?



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Florida Forensic Institute

The Florida Forensic Institute is proud to congratulate our Yale competitors!!! More elim round participants than any other camp in Oratory, DI, HI, OI, and Extemp. In Congress, FFI maintains its record of advancing more than 50% of our students into semis and 50% of finals, as well as the top 5 and the Yale Champion.

Want to join them?? It's not too soon to be thinking about a championship summer.

July 22-August 5 • Extension August 5-8



Donald J. Sanda

In, Memorian

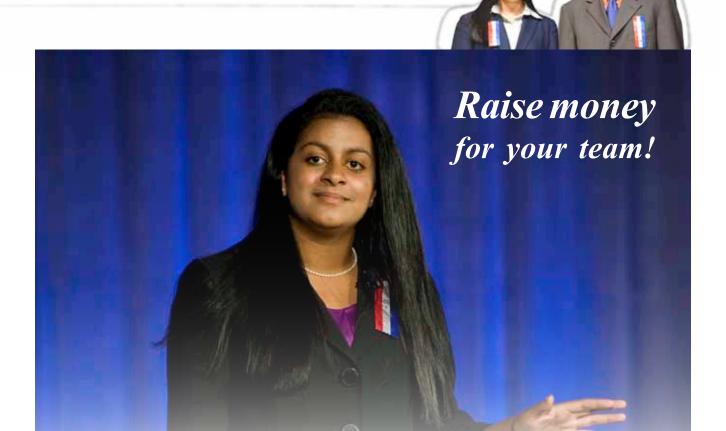
Coach Donald J. Sanda passed away on Sunday, August 29, in his home state of Minnesota. The former head NFL coach at Staples Motley High School, he coached six national qualifiers and 14 state champions in Minnesota during his decades-long career. He was a one diamond coach.

The NFL sends its deepest sympathies to the family, friends, colleagues, and alumni of Donald J. Sanda.

Welcome New Schools!

Chelsea High School	AL	Harding Charter Prep High School	OK
Decatur Heritage Christian	AL	Meeker Public Schools	OK
Hayden High School	AL	Woodmont High School	SC
Cactus High School	AZ	Cane Ridge High School	TN
Sequoia Star Academy	AZ	Glencliff High School	TN
Da Vinci Charter Academy	CA	Hillsboro High School	TN
Diamond Bar High School	CA	Hillwood High School	TN
St. Helena High School	CA	Hume-Fogg Academic High School	TN
Woodbridge High School	CA	Hunters Lane High School	TN
Ellicott High School	CO	John Overton High School	TN
Evangelical Christian Academy	CO	McGavock High School	TN
Caravel Academy	DE	Pearl-Cohn Entertainment High School	TN
Christian Home & Bible School	FL	Stratford High School	TN
Countryside High School	FL	Austin High School – Houston	TX
Lake Mary High School	FL	Brennan High School	TX
Palm Beach Gardens High School	FL	Central Catholic High School	TX
Pembroke Pines Charter High School	FL	Davis High School	TX
TERRA Environmental Research Institute	FL	East Early College High School	TX
Westminster Christian School	FL	Fairfield High School	TX
The Heritage School	GA	Groesbeck High School	TX
North Cobb High School	GA	Harmony School of Advancement	TX
Tift County High School	GA	Harrold High School	TX
Niles North High School	IL	Houston Academy for Int'l Studies	TX
Niles West High School	IL	High School for Law Enforcement & Criminal Justice	TX
Wendell Phillips Academy	IL	Kashmere Senior High School	TX
Hammond High School	IN	Leander High School	TX
Blue Valley Southwest High School	KS	Lindsay High School	TX
Great River School	MN	Lyndon B. Johnson High School	TX
Maple Grove Senior High	MN	Madison High School – Houston	TX
Beaumont High School	MO	Melissa High School	TX
Lafayette Co C-1 High School	MO	North Houston Early College High School	TX
Mary Institute & St. Louis Country Day School	MO	Prestonwood Christian Academy	TX
St. Stanislaus High School	MS	Rankin High School	TX
Albertus Magnus Academy	NC	Rider High School	TX
Cary High School	NC	Ursuline Academy of Dallas	TX
Hough High School	NC	Victoria West High School	TX
Northern Guilford High School	NC	Worthing High School	TX
Union Pines High School	NC	Yates High School	TX
Kindred Public School District	ND	American Leadership Academy	UT
NYC iSchool	NY	Cedar High School	UT
William Cullen Bryant High School	NY	Covenant Christian Academy	VA
A+ Arts Academy	OH	Loudoun Valley High School	VA
Deer Creek High School	OK	Milton High School	WI

Give Youth a VOICE



Create Your Own Personal Fundraiser in 3 Easy Steps...



Step 1: Pick your team name



Step 2: Create your team profile



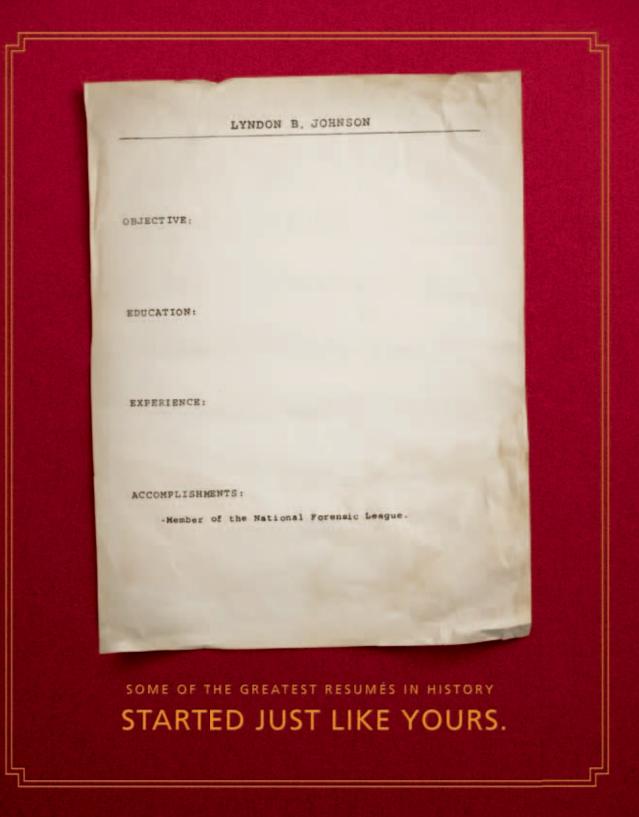
Step 3: Promote your fundraiser

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



Get started today using your NFL Points Application username and password!

GiveYouthAVoice.org



We applaud your persistence in preparing for your future. Especially so early in life. Lincoln Financial Group. Proud sponsor of the National Forensic League. Visit LincolnFinancial.com/nfl to learn more about our sponsorship.



Hello future: