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Congratulations to all of the staff, students, and coaches attending the 2008 NFL National Tournament, and kudos to all of the award winners. Huge thanks to all of those involved with Desert Lights for hosting a phenomenal NFL National Tournament in Las Vegas.

CONGRATS UTNIF ALUMNI!

Becca Goldstein, NFL National Champion in US Extemp
Kevin Eaton, NFL National Champion in Senate
Alex Tolkin, NFL National Champion in Exemp Commentary

Harlan Downs-Tepper, NFL National Runner-up in House
Charlie Metzger, NFL National Runner-up in US Extemp

Bryan Campanello, 3rd place, House
Robert Kindman, 3rd place, Public Forum
(with partner Josh Zoffer)

Ian Panchevre, Semi-Finalist in Foreign Extemp (11th place)
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September 2008

Dear National Forensic League Coach:

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

As you prepare your team for the 2009 NFL National Tournament in Birmingham, know that Lincoln Financial Group proudly supports the National Forensic League and recognizes the efforts of its coaches to continue the tradition of speech and debate. Lincoln Financial’s involvement is a highlight of our company’s long-time commitment to quality education. I commend you for the countless hours you spend and the dedication you put forth to teach students.

Best of luck to you and your students this year.

Sincerely,

Dennis Glass
President and CEO
Lincoln Financial Group
Dear NFL:

In the wake of such an outstanding National Tournament, it does not take much to get excited about the upcoming school year and forensics season. We owe a huge debt of gratitude to our friends in Nevada for their superb effort in hosting the 2008 National Speech Tournament. The NFL National Office plans to take this momentum and make the 2008-2009 school year one of its best in history. Students and teachers should pay close attention to the NFL website at www.nflonline.org where several new programs will be unveiled. For example:

♦ The NFL has formed great partnerships with new organizations to bring thousands of dollars in additional scholarships and other unique opportunities to our student members.

♦ The NFL’s coach professional development program will begin this year and will offer several opportunities for educators to earn continuing education units and graduate hours in the discipline of forensics.

♦ The NFL’s “Give Them A Voice” grants campaign will provide much needed support to regional leaders, enabling them to promote and enhance forensics throughout the country.

♦ The NFL will add several more titles and DVDs to its publications clearinghouse which will provide excellent resources to students and coaches at a reduced cost.

♦ The NFL will continue to build and grow the Colleges and Universities of Excellence program to offer even more scholarship opportunities to all NFL member students.

♦ The NFL will promote several service projects that allow NFL students to utilize their skills in forensics to better our world.

These are just a few of the exciting new things the NFL National Office has planned for this upcoming year. I encourage all members to watch the NFL flash page of the website every day for new opportunities to learn and develop as a member of the League. The greatest asset to the National Forensic League is its members. Through constant promotion and support, the NFL will continue to be the nation’s top resource for the educational advancement of forensics activities.

Sincerely,

J. Scott Wunn
NFL Executive Director

J. Scott Wunn, Editor and Publisher
Jennifer Billman, Assistant Editor

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Official Publication of the National Forensic League
P.O. Box 38
Ripon, Wisconsin 54971-0038
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Sandy Krueger, Publications Director
Andrea Netzel, Publications

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2008-2009 NFL Lincoln Douglas Debate Resolutions

Ballot must be received by Friday, September 12, 2008

NFL Chapter - Voting Instructions

Ballot found on page 12. ALL blanks must be filled in for the ballot to be valid. Indicate your preferences for the headings listed. From the list of 10 topics, indicate your first, second, and third choices for each time slot. A first choice will receive 3 points, second choice 2 points, and the third choice 1 point. After tabulation, the topic with the highest point total for a given time slot will be selected. Repeating topics within a given time slot is not acceptable. However, a topic may be reselected for another time slot. A minimum of five different topics must be listed on the entire ballot.

Ballot available on www.nflonline.org

Your Vote is Important!

Submit Articles for Publication

The NFL Office is always looking for well-written articles by both NFL coaches and students. Please consider contributing feature articles, editorials, pictorials, and special interest stories to the NFL. All articles should be sent to:

Sandy Krueger, NFL Publications Director
Email address is: nflrostrum@nflonline.org

Topic Release Information

L/D Debate Topics available by calling NFL Topic Hotline (920) 748-LD4U
OR
Check the NFL Website under “Resources” tab, Current Topics at www.nflonline.org

L/D Topic Release Dates:

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

Public Forum Topic Release Dates:

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

Policy Debate Topic for New Year

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

THE PEOPLE SPEAK

2008 Fall Global Debates

Resolved: The world should adopt our plan to significantly combat climate change.

Go to www.thepeoplespeak.org/globaldebates for details on how to enter and earn scholarships, school monetary awards and additional NFL points.
Cover Story
National Tournament
Pgs. 41-58

In Every Issue
Letter from the Editor
pg. 3

NDCA Coaches Corner
Introducing Debate
by Chuck Ballingall
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Billman Book Club
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In This Issue
Spring Executive Council Minutes
by J. Scott Wunn
pgs. 8-9

Resolved: LD Resolution Writing Process
by Lowell Sharp
pgs. 13-14

Global Issues Makes Youth Into
Global Citizens
by Molly Hamm
pgs. 16-18

National Public Policy Forum
by Melissa Maxcy Wade and
Ravi Shah
pgs. 21-24

Nationals Pictorial
pgs. 103-109

Honors/Awards
National Tournament
Special Recognition
pgs. 28-40, 59-60

National Tournament
Complete Results
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Featured Topic
Review of 2008-09 Policy Topic
by Stefan Bauschard
pgs. 72-97

In Memoriam
Remembering:
Dr. Francine Blake Berger
pg 168
West Coast Publishing

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- Kritik Handbook (Over 170 pages, Renewable Energy specific kritiks and answers to those kritiks)
- September Supplement (Over 150 pages, updates, answers and new Renewable Energy cases, DAs, CPs)
- October-June Updates (Six updates with 255 total pages on Renewable Energy, The 10th of Oct-Mar, and June)
- PolicyFiles (web page with above evidence plus key backfile evidence and all our theory blocks)

LD Evidence Set
- NFL LDFiles (50 to 60 pages with topic analysis, aff. and neg. evidence provided for each announced NFL LD topic)
- UIL LDFiles (50 to 60 pages with topic analysis, aff. and neg. evidence on each UIL LD topic)
- PhilosopherFiles (All of our West Coast Philosopher-Value Handbooks on a web page)
- LDFiles (includes over 100 previous West Coast LD Supplements on a web page)

Extemp-Parli-Congress-PublicForum Set
- NewsViews featuring articles with the pros and cons on current issues. You receive 20 page updates every two weeks (Sept, Oct, Nov, Jan, Feb, Mar, and one in June). Learn and cite key arguments on current events to do well in Extemp.
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The NFL Executive Council held its spring meeting in Ripon, WI on May 17-18, 2008. Present were: President Billy Tate, Vice President Don Crabtree, Brother Rene Sterner, Harold Keller, Glenda Ferguson, Kandi King, Pam Cady Wycoff, Tommie Lindsey, Jr., and Pam McComas. Alternate, Timothy Sheaff, was also present. President Billy Tate called the meeting to order at 8am.

State of the League Overview
Staff of the National Office made several presentations to the Executive Council providing them with a thorough overview of League advancement in programs and services, membership, awards programming, alumni outreach and service, public relations and marketing, and financial development. The Executive Director reviewed the long and short term goals established by the board at its fall meeting in 2007 and provided an assessment of the progress that has been made toward those specific goals.

The Executive Council commended the National Office staff on its thorough preparation and excellent presentation of the state of the League. In addition, the Executive Council thanked all National Office staff personnel for their wonderful hospitality in hosting the Council for its spring meeting.

Education and Outreach
Moved by Sterner, seconded by Wycoff “Authorize the Executive Director to pursue the development of the “Give Them a Voice” grants program.”

Passed: 9-0

The Executive Council has authorized a nationwide grant giving program in which the NFL will enhance its outreach and recruitment through assistance from localized efforts.

Moved by Keller, seconded by McComas “Discontinue the regional office housed in Bowling Green, KY.”

Passed: 8-0-1
Aye: Tate, Sterner, Keller, Wycoff, McComas, Ferguson, King, Crabtree
Abstain: Lindsey

The NFL Executive Council would like to thank Judy Woodring and the administration at Western Kentucky University for their generosity in allowing the NFL to house its regional office at WKU for the past two years. An assessment of the cost effectiveness and membership outreach benefits indicated that funding could better be served in an alternative approach.

Committees and Conferences
Moved by McComas, Seconded by Wycoff “Hold a 2009 District Leadership Conference during the first week of August 2009 in Ripon, WI.”

Passed: 9-0

Moved by Wycoff, seconded by Ferguson “That a Public Forum Debate committee be reconstituted to evaluate the event protocols such as the coin toss, prep time, ballot, etc for any potential recommendations.”

Passed: 9-0

Since Public Forum has now been an official event for five years, the Council would like the Public Forum Committee to do a review of all aspects of the event to make appropriate recommendations that can be discussed at the 2009 District Leadership Conference.
Moved by Wycoff, seconded by King
“Establish a Student Congress committee to review and make recommendations concerning the National Tournament rules and all appropriate procedures to be presented at the 2009 Leadership Conference.”

**Passed: 9-0**

**Partnerships**
Moved by Keller, Seconded by Ferguson
“Accept the top two finalist teams at the NAUDL National Urban Debate Championships to compete in main event policy debate at the 2009 NFL National Speech Tournament provided that the school they represent is an NFL member school and each student is an NFL member.”

**Passed: 9-0**

**Rules and Procedures**
Moved by Ferguson, seconded by Lindsey
“Increase prep time in Policy Debate at the National Tournament to 8 minutes. At the District Tournament, the District has the option of using 5 or 8 minutes.”

**Failed: 4-4-1**
Ayes: Wycoff, Lindsey, Ferguson, King
Nay: Sterner, McComas, Crabtree, Tate
Abstain: Keller

Move by Keller, seconded by Lindsey
“Accept the National Tournament Director’s recommendation for extemp topic area release protocols at the 2008 National Tournament.”

**Passed: 9-0**

To ensure that all competitors are informed of the extemporaneous speaking topic areas in a timely and equal manner, the schedule of topics by round will appear in the National Tournament Program and on the cover of the individual events schedules.

The Executive Council charged the Executive Director and his staff to fully develop and test the alternative methods for running the District Speech Tournament that were presented. The Executive Council is continuing to consider appropriate additional alternative options to the “California Plan” and “Up/Down System” in running District Speech Tournaments.

The Executive Council adjourned at 4:25pm.
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Make Checks Payable to: THE BAYLOR BRIEFS P.O. Box 6386 ■ Waco, Texas 76706
2008-2009 NFL Lincoln Douglas Debate Ballot for Topic Selection

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

ALL BALLOTS MUST BE RECEIVED IN THE NATIONAL OFFICE BY FRIDAY, SEPTEMBER 12, 2008.

List of topics:
A. Resolved: Military conscription is unjust.
B. Resolved: On reservations, sovereignty claims by indigenous peoples ought to be prioritized above the plenary power of the United States federal government.
C. Resolved: In a democratic society, felons ought to retain the right to vote.
D. Resolved: A parliamentary form of government is preferable to the United States presidential system.
E. Resolved: United States law ought not recognize marriage.
F. Resolved: United States immigration policy ought to prioritize admitting skilled workers over reuniting families.
G. Resolved: The United States ought to submit to the jurisdiction of an international court designed to prosecute crimes against humanity.
H. Resolved: Public high school students in the United States ought not be required to pass standardized exit exams to graduate.
I. Resolved: The United States ought not issue torture warrants.
J. Resolved: Vigilantism is justified when the government has failed to enforce the law.

Please legibly indicate your votes by entering the letter associated with each resolution in the space provided.

('08 -'09) November/December topic:
1. __________________________________________
2. __________________________________________
3. __________________________________________

('08-'09) January/February topic:
1. __________________________________________
2. __________________________________________
3. __________________________________________

('08-'09) March/April topic:
1. __________________________________________
2. __________________________________________
3. __________________________________________

(2009) NFL Nationals topic:
1. __________________________________________
2. __________________________________________
3. __________________________________________

('09-'10) September/October topic:
1. __________________________________________
2. __________________________________________
3. __________________________________________

Chapter Advisor Name: ______________________________ Chapter Advisor Signature: ___________________________
School:_____________________________________________ District:________________________________________

ALL BALLOTS MUST BE FAXED (920-748-9478) OR POSTMARKED BY FRIDAY, SEPTEMBER 12, 2008.

Only chapter advisors are permitted to vote.
From time to time folks ask, “How are Lincoln Douglas Debate resolutions developed and chosen?” The process has evolved over many years from having one person write and publish them to the current process. In support of transparency, the following is a description of the process used in wording and choosing resolutions for November, 2008 through October, 2009.

Nine NFL LD Wording Committee members and one additional co-chair were appointed by the NFL President. Appointments of the nine Committee members are for three year terms. Each year, three coaches are appointed to the Committee. Anyone may apply to the President for appointment. As one of the Co-chairs, I act more as a facilitator than as a chair. My co-chair is there to facilitate meetings when I cannot be present and also functions as a regular Committee member.

101 resolutions were proposed via email to the national office. Those topics were forwarded to me. I copied them and placed them, along with any submitted comments in a document with each proposal numbered. I then assigned them in a random fashion to Committee members for study prior to the 2008 National tournament. On Sunday of the 2008 National Tournament, the Committee met and adopted the following goals, goals the Committee had unofficially used for many years.

1. All proposed resolutions on the final list encourage value debate.
2. All proposed resolutions on the final list center debate on a definable value conflict.
3. All proposed resolutions on the final list have a conflict in the resolution which is immediately accessible.
4. All proposed resolutions on the final list balance burdens in the debate and encourage debaters to defend a holistic position.
5. Proposed resolutions on the final list cover a diversity of issues.

At that same Sunday meeting the Committee agreed, by consensus, to procedures to be followed during the week.

Meetings of the Wording Committee then proceeded to take place in the building where Lincoln Douglas Debate was happening. On Monday morning, the Committee broke down into small groups of three coaches each to consider those proposed resolutions and topics assigned to each of the three members and propose resolutions or topics to be considered by the whole Committee. Monday afternoon the whole Committee began hearing and discussing the reports of each small group. Using consensus building, the whole group considered rewording and advancing each of the topics proposed by the small groups. Following the small group reports, all Committee members were allowed to bring up any topic on the original list that they felt strongly about and that wasn’t forwarded by the small groups.

Throughout Tuesday and Wednesday, the Committee as a whole then worked to create a list of 20 or less well worded topics. Committee members were encouraged to get feedback from other coaches present at the National tournament each evening. This year the Committee took frequent breaks during the days in order to gain feedback concerning
the wording of resolutions from coaches with students entered in the tournament. Committee members also used laptop computers to do research online to double check wording options and make sure ample evidence would be available.

After a list of 18 resolutions was created by consensus, each Committee member completed a preferential ballot on that list. Committee members ranked each resolution 1 through 8, 1 being their most favorite. Using the resulting totals for each resolution, those scoring more than one standard deviation below the mean were maintained for the final ten, those scoring more than one standard deviation above the mean were eliminated and the remaining ones were considered to fill out the list of ten. After consensus on filling out the list of ten was not reached, the Committee ranked those remaining resolutions from 1 through 8, 1 being their most favorite. Those resolutions receiving the lowest totals were added to the list to create the final list of ten topics on which coaches would vote to determine topics for use from November, 2008 through October of 2009. Online ballots were made available for folks attending the National tournament during Friday’s session of the Tournament and are available for all coaches through September 12, 2008.

Topics are:

**Resolved:** Military conscription is unjust.

**Resolved:** On reservations, sovereignty claims by indigenous peoples ought to be prioritized above the plenary power of the United States federal government.

**Resolved:** In a democratic society, felons ought to retain the right to vote.

**Resolved:** A parliamentary form of government is preferable to the United States presidential system.

**Resolved:** United States law ought not recognize marriage.

**Resolved:** United States immigration policy ought to prioritize admitting skilled workers over reuniting families.

**Resolved:** The United States ought to submit to the jurisdiction of an international court designed to prosecute crimes against humanity.

**Resolved:** Public high school students in the United States ought not be required to pass standardized exit exams to graduate.

**Resolved:** The United States ought not issue torture warrants.

**Resolved:** Vigilantism is justified when the government has failed to enforce the law.

**Lowell Sharp** has retired from full time teaching, yet remains active as the assistant debate coach at Golden High School in Colorado. He has been a member of the NFL LD Wording Committee since its inception. Lowell is a five diamond coach.
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For more information, please contact Dr. Jake Thompson at jacob.thompson@unlv.edu or check out our new team web page

Rebel Debate on the web: www.unlv.edu/orgs/debate
Climate change is a global concern without borders—temperature changes and air quality are not confined within the limits of one single state or country. Stories of flooding in Iowa and South Africa and hurricanes in Mississippi are just a few examples of how extreme weather patterns have been affecting people’s lives and proving that citizens on the planet are inextricably linked together through the environment.

On July 17-19th in New York City, 170 youth representing 9 countries found a common thread in sharing these stories about their communities. The first ever UN Foundation Youth Leadership Summit (YLS) brought together high school students—from cities as diverse as Ulaanbaatar and Santiago to Los Angeles and Brooklyn—to New York and the United Nations to discuss the effects of climate change and to create an action plan for addressing this global concern.


The Global Debate Series challenged high school students from around the world to think critically
found a common thread in sharing 170 youth representing 9 countries on July 17-19th through the environment. The planet are inextricably linked together lives and proving that citizens on the patterns have been affecting people’s extreme weather hurricanes in Mississippi are just a flooding in Iowa and South Africa and single state or country. Stories of confined within the limits of one changes and air quality are not without borders—temperature. Climate change is a global concern global issue makes youth into global citizens in New York City, at Youth Leadership Summit Forensic League, International in partnership with the National of the United Nations Foundation, The People Speak, an initiative concern. action plan for addressing this global of climate change and to create an United Nations to discuss the effects Brooklyn—to New York and the cities as diverse as Ulaanbaatar to New and Santiago to Los Angeles and andado.  The first ever UN Foundation Youth Leadership Summit (YLS) brought these stories about their communities. Molly Hamm by around the world to think critically challenged high school students from The Global Debate Series Think Globally, Report Locally, to Global Debates and a media contest, competed in The People Speak students in attendance. Students represented the culmination of over a year of hard work for many of the Leadership Summit did not stop at the weekend. Participants are already continuing discussions on the YLS Facebook group. Future plans include continued action on the Youth Climate Pledge, a collaborative pledge created by students at the summit which focuses on environmental action steps for homes, schools, communities, and countries around the world. The summit concluded with a rousing call to action. As Matthew Reading-Smith, intern with the UN Environment Programme said, “we’ve come together from around the world for this one weekend and, even though we are from different places, we can agree on one common about current global topics; carbon emissions and water rights. Of the more than 800 schools in more than 88 countries debating these topics in October and March, six international schools and ten domestic schools were designated as winners. In addition to hosting debates, the competition awarded points for activities including letters to the editor, inviting elected officials to the debate, blog posts, press coverage, and the creation of public service announcements. The Think Globally, Report Locally media contest provided four global issue topics focusing on water rights, carbon emissions, World Heritage sites, and adolescent girls in developing countries. Competing schools chose a topic, uncovered a local angle, and created a one to two minute video news story on the issue.

During the summit, students had opportunities to learn more from experts in the field and also from each other about how to continue to stay active on climate change issues. The first day introduced participants to UN experts and everyone took a tour of the UN building. During the second day, students participated in a half-day training session organized by Campus Camp Wellstone on how they can leverage technology, led afternoon workshops on the use of social media to create effective messages.

“The Youth Leadership Summit has done a phenomenal job of putting together a workshop that included environmental education, leadership training, exposure to different technologies, and all the tools that students will need to truly be leaders not tomorrow, but today,” said Brett Mayfield, teacher at Madison Central High School in Mississippi.

Environmental service projects goal: to fight for and share our environment.”

But the impact of the Youth Leadership Summit did not stop at the close of the conference. The Global Debates begin again this fall, once again challenging students from around the world to find out if they have what it takes to attend the next summit. Find out more and learn how to be a part of the youth movement on global issues at www.thepeoplespeak.org.
Winning Schools

The Global Debate Series

U.S. Schools
Brother Rice High School - Bloomfield, Michigan
Madison Central High School - Madison, Mississippi
Kearney High School - Kearney, Nebraska
Monsignor Kelly Catholic High School - Beaumont, Texas
Princeton High School - Princeton, Texas
Santee High School - Los Angeles, California
Albuquerque Academy - Albuquerque, New Mexico
Anthony Wayne High School - Whitehouse, Ohio
Brainerd High School - Brainerd, Minnesota
Ottumwa High School - Ottumwa, Iowa

International Schools
Mircea Eliade Lyceum - Chisinau, Moldova, Republic Of
Gimnaziul Pro Succes - Chisinau, Moldova, Republic Of
Evanjelicke Gymnazzium - Tisovec, Slovakia
Villa Maria Academy - Santiago, Chile
Nancho Popovich High School - Shumen, Bulgaria
Solvista Secondary School - Durban, South Africa

Think Globally, Report Locally
Century High School - Hillsboro, Oregon
Roane County High School – Spencer, West Virginia
Texas High School – Texarkana, Texas

Additional countries represented: Peru, Australia, Mongolia

(Molly Hamm is a student advocate and organizer for climate change. In 2007, Molly was a grant recipient of the UN Foundation’s Climate Crews competition which helped her launch her Greeks Going Green campaign to coordinate environmental efforts among over 3,000 Greek members at Kansas State University. She is an upcoming senior pursuing a B.S. in Secondary Education and a minor in Nonprofit Leadership.)
The People Speak Global Debates

Do you have something to say about global issues? Join high school students around the world this October in the UN Foundation’s Global Debates. Last year, more than 100 NFL chapters and 88 countries participated by holding public debates in their schools. These debates are the cornerstone, but just the appetizer in a full menu of service speaking opportunities that can lead to winning a trip to New York City and the United Nations for the second annual Youth Leadership Summit in 2009. Raise your voice, speak up and get involved today: participation is also rewarded through several NFL chapter and individual student merit point incentives as well as scholarship opportunities and monetary rewards to leading schools.

October 2008 Topic: The world should adopt our plan* to significantly combat climate change.

* Each team develops, submits (to the UN Foundation), and defends their own specific plan.

The UN Foundation will keep score to determine which schools earn the opportunity to attend the Youth Leadership Summit.

New this year: Schools must submit documentation to the UN Foundation, proving that they actually held a global debate, and what plan they proposed implementing.

NFL Chapter Incentives — schools can earn NFL credit vouchers to apply toward purchasing merchandise, individual memberships, etc.

- Each of the top 5 scoring schools: $500 NFL credit voucher
- Each school, placing 6th-20th: $100 NFL credit voucher
- Each school holding a global debate*: $50 NFL online store voucher (requires $100 purchase)
  *fulfilling obligations of the UN Foundation

NFL Point Incentives — participants can earn National Service merit points as follows:

- Each school can hold up to 10 global debates, with up to 8 participating students per debate.
- A student may participate in up to two debates, earning 10 pts. per debate (20 pts. maximum).
- Each student participating in a UN Foundation approved Service Learning Project (UNFSLP) will receive 10 pts., with a limit of one UNFSLP per student.
- Altogether, a student may earn up to 30 NFL points, which are above and beyond recording limits for local service speaking.

Coach Incentives

- Coaches receive one-tenth of the National Service merit points their students earn.
- Each NFL coach who organizes an event will receive 5 NFL service citations for the first event, and 2 citations for each additional event.

Visit www.thepeoplespeak.org today to sign up!
You have debated the best in the nation. Now it’s time to take on the world.

The Bickel & Brewer / New York University National Public Policy Forum (NPPF) recently announced that the competition is expanding to include many leading debate teams from across the world. Due to its unique format of focusing on written debate in the early rounds, the NPPF can invite the participation of students – via e-mail – across the globe.

Now in its eighth year, the NPPF has attracted more than 2,000 debaters representing 35 states since its inception. The NPPF is the only contest that gives debaters the opportunity to participate in written and oral debates on issues of public policy.

The contest is open to public and private high schools for free. Teams compete for a $10,000 grand prize, and more than $30,000 in total awards. The NPPF champion is presented with the “Bickel & Brewer Cup.”

“This is the competition for those who want to prove they are the best,” says NPPF Advisory Board member Tuna Snider, director of forensics, The University of Vermont. “Inviting international teams to compete is just another way that this contest is establishing itself as one of the most challenging – and rewarding – contests of its kind.”

The NPPF welcomes debaters from across the forensics spectrum. The competition is judged on factors including, but not limited to, well-founded arguments, effective communication, and good writing, including grammar. The competition also awards points that can be applied toward the National Forensic League (NFL) Nationals – and an all-expense-paid to the NPPF finals in New York City. The competition begins in October. Students must submit by October 29, 2008, a 2,800 word affirmative or
negative qualifying essay on the topic, “Resolved: The United States federal government should substantially increase alternative energy incentives in the United States.” Cases will be judged by the NYU Speech & Debate team. The top 16 schools advance to the Elimination Rounds and engage in a single-elimination, written debate tournament. The cases are volleyed back and forth electronically among schools, and judges review the papers in the order in which they are presented. Winning schools advance to the next round.

This process continues for several rounds. The written debates conclude in March, when the final four teams are announced. These teams will pack their bags for an all-expense-paid trip to the finals at New York University. On April 18, 2009, the teams will go head-to-head in oral advocacy before a panel of esteemed judges, representing experts in fields such as law, politics, business and academia.

The winning team is announced at a banquet and awards ceremony following the finals. The NPPF champion takes home the “Bickel & Brewer Cup,” a traveling trophy that resides annually with the winning team, and the $10,000 grand prize.

Russell Rach is the coach of the 2007-08 NPPF champion, Bellaire High School, Bellaire, Texas. He says the NPPF offers a unique debate experience, focused on academics, written scholarship and oral advocacy.

“The NPPF has all the rigor of policy debate, but none of the anti-educational tendencies that sometimes manifest in verbal-only debate,” says Rach. “Teachers will love the competition because they can get into the details of their students’ arguments and see their evolution over an extended period of time. It is a wonderful supplement to regular policy debate in that sense. Students love it because they take satisfaction in producing a well-written document that serves as a transcript of their debate and their ideas.”

The NPPF continues to grow every year, with more than 500 students from 26 states taking part in the 2007-2008 competition. The finals competition is broadcast live via the Internet. The oral arguments are streamed and accessed by debaters across the world, sharing in real time a debate experience like no other.

“The exposure, student recognition and scholastic experience of the NPPF make it a competition unlike any other,” says Bill Brewer, partner at Bickel & Brewer and founder of the NPPF. “The NPPF delivers on its promise to benefit debaters of all skill levels from all forms of forensics.”

Don’t miss this opportunity to shine. This could be your year to take home the grand prize and the honor of being declared a National Public Policy Forum Champion. This is your chance to take on the world.

(Melissa Maxcy Wade, executive director of forensics and faculty, Division of Educational Studies at Emory University, is a member of the NPPF Advisory Board.)
The fourth time was the charm for the Bellaire High School debate team. After reaching the NPPF finals for four consecutive years, the team won first place in the 2007-2008 competition, defeating Colleyville Heritage High School in the final round. The students were awarded $10,000 ($5000 for the school and $5000 for student scholarships) and the “Bickel & Brewer Cup.”

Bellaire Debate Coach Russell Rach says the NPPF format is what keeps his students coming back, year after year.

“My students have learned to Sheppardize sources, scrutinize evidence under a microscope, and think critically,” Rach says. “They have learned to better express themselves in a written fashion. Most importantly, they have learned to apply their policy debate skills in a framework that more closely approximates application in a real-world setting.”

For more information about the National Public Policy Forum, visit www.nppf.net or the organization’s group page on Facebook.
Anyone who has participated in a speech and debate competition understands the profound impact it has on his or her daily life. Whether discussing politics, learning to interact with others in the workplace, or opening up thoughtful lines of self-inquiry, a debater usually understands the importance of discourse and examining an argument from different perspectives.

Different perspectives apply to forensic competition as well. In fact, we all know, that debate is much more than just speaking, but different events tend to emphasize one or two aspects of speech and debate. But the National Public Policy Forum, a national, written speech and debate tournament is an interesting new format of debate. My experience with the NPPF has broadened my perspective on forensic competition and helped propel me towards my professional goals.

The NPPF format is fairly straightforward. Students still formulate constructive arguments and rebuttals, but the “back-and-forth” argumentation is done on paper. The NPPF allows for any group of high school debate students to enter the competition by submitting a written constructive either affirming or negating the chosen annual resolution, which is usually very close to the NFL policy debate resolution.

The medium of debate in the NPPF, a written format, differs greatly from standard debate exchanges. A written format requires that students learn to write succinctly but forcefully. Word limits for the competition are strict—usually not a word more than what’s necessary to make a coherent argument.

Students, therefore, are forced to constrain their arguments. Unlike in a standard debate round, where a “spur-of-the-moment” ad-lib may go unnoticed, every written word will be scrutinized in the NPPF. Students learn to write deliberately. Deliberate arguments have been a great help for me in term papers, business-style memos, and other class writing assignments. As an undergraduate in a business college, professors expect us to be serious about word economy in our business writings. The NPPF has shown me that with the right effort you can constrain your writing to be as deliberate as possible.

After NPPF teams submit an initial qualifying paper, judges choose sixteen teams to compete in the “back-and-forth” written exchange. Teams are randomly paired and qualifying students earn the chance to take part in a series of written debate exchanges, where schools are paired for each round and exchange constructive arguments and rebuttals with one another.

Students have only a limited amount of time to prepare papers for each round. Learning to write in a group was the most difficult skill set to master when I helped prepare the papers. Each person has a different writing style and different views on how the paper should be organized. With each paper our team wrote, we learned how best to delegate responsibility, revise as a group, and make the best argument possible.

After each round, judges choose winners, and teams advance. The final four teams fly to New York City, all expenses paid, and continue the competition in a verbal forum. In 2006, my team was selected to compete in the final four in New York City. The NPPF, co-sponsored by New York University and the
Bickel and Brewer law firm in Dallas, Texas, hosts its final rounds in the NYU Law School.

Preparation for the final rounds was the most intense experience from my debate years. The judges for each round are a panel of experts. Experts like NYU President John Sexton, top litigators from the country and highly respected journalists and political experts, not to mention some of the top NFL debate coaches in the country. This array of experts makes the NPPF semifinal and final rounds particularly difficult. Besides an opening statement and rebuttal, panel judges are given the opportunity to ask whatever questions they would like to both teams.

As I always tell the participants at the NPPF every year, “if you can answer questions before that panel of judges, you can answer questions from anyone.” Whether in an open discussion, my classes or during a business presentation, I am thankful for the ability to think on my feet. And since that ability only comes from preparation, research is a huge emphasis in competition. All of the frustrations of other events—students who fabricate evidence in Student Congress for example—disappear in the NPPF. You must know your topic from all angles.

When I finished the competition, I was holding on to a vast amount of knowledge about that year’s topic, U.S. detainment policy. Our team had argued both sides of the case, stood up to questioning, and had developed extensive knowledge about the topic—after all, we had defended our positions to people who deal with detainment policy on a daily basis. When I began my undergraduate degree at NYU (which, incidentally, I chose to attend after attending the tournament) I learned of an opportunity to write for the UCLA Undergraduate Law Journal.

Recognizing an opportunity to put some of the work we had done for the NPPF to good use, I proposed writing about detainment policy, from a legal perspective. My article on detainment policy (which, to this day, remains one of my favorite public policy issues) was published in fall of 2007. This year, as a sophomore, with one article already under my belt, I proposed to write an article about U.S Securities Law for the UCLA Undergraduate Law Journal. That article will be published in fall of 2008.

Proposing to write an article is one thing, but actually writing these articles was anything but easy. Both articles required extensive research. Research, which did not just hit the surface of the topic, but drove down into the fundamentals of public policy and law. Research was the first step in the NPPF. Before we outlined a paper, we researched. After you receiving a rebuttal, we researched. To prepare for the final rounds, we researched.

Developing researching skills was particularly important for me, because they are necessary in every area of my life, in every role I play—a student, an intern, a citizen. Only by augmenting my research skills have I been able to improve my writing quality.

What is most extraordinary is that when I look back on my writing skills, I can see their development from year to year. But the process of learning how to write, how to frame a coherent written argument, all of those skills seem to stem from the initial experience of the NPPF. In some way, the NPPF allowed me to take what I knew how to do in debate, argue public policy, and transition to something related to my professional goals.

(Ravi Shah is currently an undergraduate business student at the NYU Stern School of Business. He participated in Student Congress, Extemporaneous Speaking, Public Forum Debate, while at the Dreyfoos School of the Arts, the national championship winning school for the NPPF in 2006.)
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Coach Recognition

Special Recognition at Nationals

Congratulations!

Chair of the Year
Karen Vaughan
Nevada

Humanitarian Award
Dr. Alfred “Tuna” Snider
Vermont

Ralph E. Carey Award
Karen Miyakado
Hawaii

Coach of the Year Award
Eric DiMichele
New York
NFL Alums and former students of Mr. Ted W. Belch, Mr. Bobby Burchfield and Mr. Jeff Allred presented Mr. Belch with a newly established Champion Coach award in his honor. This award along with a $250 monetary gift is to be awarded to future champion coaches in Policy Debate.

In addition, a permanent replica trophy will be housed in the NFL National Headquarters, and a large base will display the names of each year’s recipient.
Special Awards

Special Recognition at Nationals

Alumni Lifetime Service Award
Bro. Rene Sterner, FSC
Pennsylvania

Bro. Rene Sterner is the first recipient of this annual alumni recognition award. This award is presented to an NFL alum who has dedicated his/or life to service of youth within the forensics community and specifically the National Forensic League.

This year’s recipient earned his NFL membership in 1961. He just celebrated his 50th year of service to the Congregation of Christian Brothers and has been a member of the NFL Executive Council since 1978. He has served the NFL community in a number of important and challenging ways, including hosting the 2005 National Speech Tournament. He is a six diamond coach, an NFL Hall of Fame member, and a true friend of forensics.

Communicator of the Year
Anthony E. Zuiker
California

Mr. Zuiker is the creator of the hit television series, CSI: Crime Scene Investigation. Mr. Zuiker’s creation has received widespread critical acclaim including Emmy nominations for Best Drama Series in 2002, 2003, and 2004, in addition to three Golden Globe nominations for Best Television Series (Drama). His brainchild has led to the creation of CSI Miami and CSI New York.

Mr. Zuiker spoke eloquently at Friday evening’s awards ceremony of the impact that his high school and college forensics experience has had on his life and career.
Alumni Lifetime Achievement Award
Dr. Michael Edmonds
Colorado

The Alumni Lifetime Achievement Award is one of the newest awards recognizing alumni of the NFL. Dr. Edmonds has exemplified the tenets of the NFL Code of Honor of integrity, respect, humility, leadership, and service.

Dr. Michael Edmonds has been a NFL member for 30 years. He began his NFL career in 1978. After high school he earned a BA in theater arts and a Masters and Ph.D in Higher Education Administration from Ole, Miss. He also completed a post-graduate institute at Harvard University.

In high school, Michael was an NFL national qualifier and after high school was a forensic coach at the University of Mississippi. He is best known for his incredible level of civic engagement. He is a member of the Lott Institute Trustees at the University of Mississippi and treasurer of Delta Sigma Rho-Tau Kappa Alpha forensic honorary. He currently serves on the board of directors for the Great West American Cancer Society and the Cheyenne Mountain Zoo. He is the Vice Chair of the Pikes Peak United Way and the Chair of the Memorial Health Systems Board of Trustees.

Dr. Edmonds has worked at Colorado College for the past 16 years and now serves as the Vice President for Student Life and Dean of Students.

The NFL would like to thank Dr. Edmonds for his instrumental role in creating Colorado College’s sponsorship of both Policy and Public Forum Debate.
Resolved: The United States federal government should substantially increase alternative energy incentives in the United States.

The Most Complete and Comprehensive Debate Handbook in Two Volumes: Rapidly becoming the most important resource for high school debaters. Includes 4000 pieces of recent evidence, an outstanding index, fully explained strategies, and evidence which meets all recommended NFL citation standards. No evidence prior to 2006. Evidence focuses on hard-to-find books not included in electronic databases.

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• An excellent teaching tool: Students can use the text and the essay as the basis for class discussions, reports, etc., in preparation for the actual debates.
• Winning debates: The text applies the philosophy to the Lincoln-Douglas debate format in an easy-to-use way. Better debating is inevitable!
Pictured (Front row, left to right): Nicole Hong, Jessica Hilbrich, Michael Pudlow, (lady centered behind Michael is Michael’s aide), Carly Gibbs, Alicia Nieves & Mrs. Tammy Daugherty. (Back row, left to right): Sarah Chowdhury, Ruth Christopher, Mr. Glen Percifield, Mr. Donald Fortner, Mr. Steven Kennedy, Mr. Jordan Mayer & Arefin Chowdhury. (Team member Eleanor Kennedy and Coach Helen Engstrom not available for photo).

The National Trophy donated by Pi Kappa Delta and named in memory of Bruno E. Jacob, founder of the National Forensic League, is presented to the school which accumulates the largest number of rounds of national participation: one point for each round of individual events; two points for Policy Debate, Public Forum Debate, and Duo Interpretation. Munster High School, IN added 52 rounds to a previous total of 1246 for a championship total of 1298.

<table>
<thead>
<tr>
<th>Total Rounds</th>
<th>Winner</th>
</tr>
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<tbody>
<tr>
<td>1298</td>
<td>Munster HS, IN</td>
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</table>

**Top Ten Contenders for 2009**

<table>
<thead>
<tr>
<th>School</th>
<th>Rounds</th>
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<tbody>
<tr>
<td>Neosho HS, MO</td>
<td>1291</td>
</tr>
<tr>
<td>Albuquerque Academy, NM</td>
<td>1260</td>
</tr>
<tr>
<td>Lincoln East HS, NE</td>
<td>1250</td>
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<tr>
<td>Chesterton HS, IN</td>
<td>1247</td>
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<tr>
<td>Parkview HS, MO</td>
<td>1225</td>
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<tr>
<td>Appleton East HS, WI</td>
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<tr>
<td>Plano Sr. HS, TX</td>
<td>1215</td>
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<tr>
<td>Holy Ghost Prep, PA</td>
<td>1186</td>
</tr>
<tr>
<td>Regis HS, NY</td>
<td>1111</td>
</tr>
<tr>
<td>Brookings HS, SD</td>
<td>1110</td>
</tr>
</tbody>
</table>
National Tournament Coach Commendations

COACH EARNs TWO COMMENDATIONS

2008 Bruno E. Jacob Commendation

Executive Director, J. Scott Wunn, was proud to award the 2008 Bruno E. Jacob Coach Commendation to Helen Engstrom from Munster High School, IN.

The Bruno E. Jacob Commendation is presented to the coach of the school winning the Bruno E. Jacob/Pi Kappa Delta Trophy if that coach has coached 50% of the total rounds.

2008 Albert S. Odom, Jr. Commendation

The Albert S. Odom, Jr. Commendation is presented to the current director of the school winning the Bruno E. Jacob/Pi Kappa Delta Trophy. The award is named in honor of Mr. Odom, one of NFL's most outstanding supporters and former long-time assistant to League Founder, Bruno E. Jacob.
NFL 2008 Hall of Fame Inductees

Chuck Ballingall
California

Kandi King
Texas

Elly Kantorowicz
Wisconsin

Ron Krikac
Wyoming

Robert Kelly
Indiana
The National Student of the Year is considered one of the most honorable and renowned of individual student awards presented by the National Forensic League. The National Student of the Year is awarded to a graduating senior member of the National Forensic League who has best represented the tenets of the NFL Code of Honor: integrity, respect, humility, leadership, and service. The National Student of the Year wins a $1000 scholarship and will represent the League in various public capacities throughout the 2008-2009 school year.

Six finalists participated in an interview process with the national panel of judges who selected the NFL’s first National Student of the Year. Congratulations Kyle Akerman!
CONGRATULATIONS!

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SCHOOL OF EXCELLENCE AWARDS

DEBATE
Accepting Coach: Kim Jones
Accepting Coach: Chuck Ballingall
Accepting Coach: Harry Strong
Accepting Coach: Amy Walker
Accepting Coach: James Cavallo
Accepting Coach: Anjan Choudhury
Accepting Coach: David Watkins
Accepting Coach: David Yastremski
Accepting Coach: Andrew West
Accepting Coach: Elizabeth Carter
Accepting Coach: Peter Park

SPEECH
Accepting Coach: Erik Dominguez
Accepting Coach: Gay Brasher
Accepting Coach: Tommie Lindsey, Jr.
Accepting Coach: Derek Yuill
Accepting Coach: Joseph Wycoff & Pam Cady Wycoff
Accepting Coach: Joni Anker

ALL EVENTS
Accepting Coach: Kim Jones

Point totals necessary to win the School of Excellence Awards:

**Debate:** 40 rounds (includes L/D, Public Forum, Policy & Congress)

**Speech:** 50 rounds (includes DI, HI, Duo, Original Oratory, US Exttemp, & Int'l Exttemp)

**All Events:** At least 30 rounds in Debate AND 40 rounds in Speech

(Must also fully qualify in either Debate or Speech)

Formula for School of Excellence Awards:

1 point for every round of competition in individual events and L/D (count only students who broke to round 7 and higher)

2 points for every round of Policy, Public Forum Debate, and Duo (count only students who broke to round 7 and higher)

8 points for Congress semis; 10 for Super Session; 13 for being nominated as a finalist

Desert Vista High School, AZ
Leland High School, CA
James Logan High School, CA
Gabrielino High School, CA
Apple Valley High School, MN
Eagan High School, MN

Bellarmine College Prep, CA
Damien High School, CA
Des Moines Roosevelt High School, IA
Hillcrest High School, ID
Chesterton High School, IN
Walt Whitman High School, MD
Neosho High School, MO
Ridge High School, NJ
Myers Park High School, NC
Pinecrest High School, NC
University High School, OH

Bellarmine College Prep, CA
George Mason University is the proud sponsor of the National Tournament Circle of Champion Coaches. Each champion coach received a commemorative Champion Coach Plaque in the shape of the state of Nevada and a $100 coach award as congratulations.

To commemorate the life and work of Hall of Fame Coach, Wayne E. Brown, the Brown Family, Dale Publishing, and Wayne’s colleagues in Missouri established the Wayne E. Brown Show Me Excellence Award. $100 scholarships were awarded to students who qualified for and attended four national tournaments.

Robert Brown
Bellarmine College Prep, CA
Coach: Kim Jones

Sebastian Bauge
East Bakersfield HS, CA
Coach: Leo Holland

Colin Caprara
LaCosta Canyon HS, CA
Coach: Krista DeBoer

Varun Rajan
Leland HS, CA
Coach: Gay Brasher

Clark L. Xue
Mark Keppel HS, CA
Coach: Patrick Reis

Daniel Barrera
Belen Jesuit Prep School, FL
Coach: Luis Dulzaides

Matthew Jordan
Belen Jesuit Prep School, FL
Coach: Luis Dulzaides

Abigail Rose Minor
Lincoln County HS, GA
Coach: Lenalee Robinson

Laura Manning
Glenbrook South HS, IL
Coach: Scott McDermott

Meriah Forbes
Buhler HS, KS
Coach: Megan Hagaman

Bret A. Higgins
Salina South HS, KS
Coach: Jody Eves

Sarah Weiner
Shawnee Mission West HS, KS
Coach: Ken King

David Kozminki
Savannah R3 HS, MO
Coach: Michael Pittman

Nathan Rarick
Manzano HS, NM
Coach: Marian Daigle

Reid Bagwell
Scarsdale HS, NY
Coach: Joseph Vaughan

Phil Kaplan
Scarsdale HS, NY
Coach: Joseph Vaughan

Alex Wozencraft
Mansford HS, OK
Coach: Carol Duffee-Lunsford

Kasidy D. Benjamin
Towanda Area HS, PA
Coach: Julie Larnard-Newbury

David Baloche
Lindale HS, TX
Coach: Janice Caldwell

Callie Petterborg
Tascosa HS, TX
Coach: Ann Shofner

Travis Glynn
New London HS, WI
Coach: Mariah Hootman

Hoang Nguyen
Plano Senior HS, TX
Coach: Karen Wilbanks
The Harland B. Mitchell Debate Trophy, named for NFL’s famous debate coach, is presented to the NFL Policy Debate Champions.

**Colorado College Policy Debate**

Speaker Awards are based upon points awarded by judges during prelim rounds, dropping high and low. A trophy and a $250 scholarship are awarded in memory of Champion Coach Phyllis Barton.

1. **Georgi Dimitrov**  
   Bellarmine College Prep, CA  
   Coach: Christopher Wolf  
   (07X210)

2. **Taylor Nichols**  
   Blue Valley HS, KS  
   Coach: Chris Riffer  
   (07X210)

3. **Josh Dean**  
   Blue Valley HS, KS  
   Coach: Chris Riffer  
   (37X255)

4. **Reid Ehrlich-Quinn**  
   Damien HS, CA  
   Coach: Chuck Ballingall  
   (37X217)

5. **Carl Rice**  
   Bellarmine College Prep, CA  
   Coach: Christopher Wolf  
   (02X140)

6. **Michael Carlotti**  
   Cathedral Prep School, PA  
   Coach: Brian Manuel  
   (40X253)

**Phyllis Flory Barton Top Debate Speaker Award**
National Winners

COLORADO COLLEGE
TED TURNER
PUBLIC FORUM DEBATE

CALEB FRYE & MEREDITH POTTER
PINECREST HIGH SCHOOL, NC

03N214
1. Caleb Frye & Meredith Potter
Pinecrest High School, NC
Coach: Robert Sheard

45N220
2. William J. Beshears & Evan T. Lee
Monsignor Kelly Catholic High School, TX
Coach: Marita Duesler

03N266
3. Robert Kindman & Josh Zoffer
Durham Academy, NC
Coach: Jeff Welty

37N252
4. Parijat Chakrabarti & Vijay Sridharan
Bellarmine College Prep, CA
Coach: Marty Mckenzie

24N191
5. Tom Delehanty & Michael Schultz
Century High School, ID
Coaches: Benjamin Nelson & Taylor Powell

35N144
6. Kori Furcolowe & Kathleen Thayer Beach
Rossview High School, TN
Coach: Lee Beach
National Winners

Lincoln Financial Group
Lincoln/Douglas Debate

45L293
1. Todd Liipfert
Houston Jesuit HS, TX
Coach: Jerry Crist & Gary Johnson

45L110
2. Joan Gass
Hockaday School, TX
Coach: Stacy Thomas

35L119
3. Corey Metzman
Montgomery Bell Academy, TN
Coach: William W. Tate, Jr.

03L207
4. Arjun Chandran
Cary Academy, NC
Coach: Richard Pellicciotta

28L137
5. Ellen Noble
Walt Whitman HS, MD
Coach: Anjan Choudhury

01L118
6. Tess McNulty
Millburn HS, NJ
Coach: Brian Raymond

Patrick Henry Memorial
Original Oratory

45Y135
1. Hoang Nguyen
Plano Sr. HS, TX
Coach: Karen Wilbanks

18Y233
2. Jamaka Young
Apple Valley HS, MN
Coach: Joseph Wycoff & Pam Cady Wycoff

04Y228
3. Zach Beattie
Savannah R3 HS, MO
Coach: Michael Pittman

37Y165
4. Alexandria Tippings
Schurr HS, CA
Coach: Joseph Ugalde

37Y238
5. Tina Nguyen
Gabrielino HS, CA
Coach: Derek Yuill & Keri Seeger

04Y275
6. Katherine Smith
Pembroke Hill School, MO
Coach: Douglas Miller
National Winners

A. C. Eley Memorial
United States Extemp

1. **Rebecca Goldstein**
   Newton South HS, MA
   Coaches: Felisa (Lisa) Honeyman & Chris Palmer

2. **Charlie Metzger**
   Suncoast Community HS, FL
   Coach: Traci Lowe

3. **Evan Larson**
   Bellarmine College Prep, CA
   Coach: Bill Healy

4. **Rajiv Narayan**
   James Logan HS, CA
   Coaches: Tommie Lindsey, Jr. & Randall McCutcheon

5. **James Hao**
   Lincoln East HS, NE
   Coach: Matt Davis

6. **Alex Draime**
   Howland HS, OH
   Coaches: Thomas Williams & Matthew Vansuch

Schwan
International Extemp

1. **Akshar Rambachan**
   Eastview HS, MN
   Coach: Todd Hering

2. **Omar Qureshi**
   Monett HS, MO
   Coach: Gary Cook

3. **Aaron Mattis**
   Scarsdale HS, NY
   Coach: Joseph Vaughan

4. **Hunter Kendrick**
   Danville HS, KY
   Coach: Steve Meadows

5. **Nima Ahmadi**
   Westview HS, OR
   Coach: Trudi Gessford Harte

6. **Maddie Gardner**
   Eagan HS, MN
   Coach: Christopher McDonald
Lanny Naegelin Memorial
Dramatic Interpretation

1. Stephen Elrod
Bellarmine College Prep, CA
Coach: Kim Jones

2. Tania Odesho
Leland HS, CA
Coaches: David Kraft & Gay Brasher

3. Amber Justmann
Desert Vista HS, AZ
Coach: Erik Dominguez

4. John Hofmeister
Apple Valley HS, MN
Coaches: Pam Cady Wycoff & Joseph Wycoff

5. Matt M. Porter
Apple Valley HS, MN
Coaches: Pam Cady Wycoff & Joseph Wycoff

6. Lindsay Rico
Brea Olinda HS, CA
Coaches: Christopher Schaadt & Frank Ramirez

Western Kentucky University
Humorous Interpretation

1. Alex Wozencraft
Mannford HS, OK
Coach: Carol Duffee-Lunsford

2. Gabe Gonzalez
Trinity Preparatory School, FL
Coach: David Kraft

3. Varun Rajan
Leland HS, CA
Coaches: Gay Brasher & David Kraft

4. Emily Kaufenberg
Roseville Area HS, MN
Coach: Jessica Fedje

5. Grigoriy I. Berman
Eastview HS, MN
Coach: James Fedje

6. Andrew Langdon
Plymouth HS, IN
Coach: David McKenzie

Alex Wozencraft
Mannford High School, OK
National Winners

THE SCHWAN FOOD COMPANY PRESENTS
SANDRA SILVERS MEMORIAL
DUO INTERPRETATION

Gretha Besser & Adam Bouchareb from Lakeville North High School, MN

18D186
1. Gretha Besser & Adam Bouchareb
Lakeville North HS, MN
Coach: James Doyle

37D297
2. Raymond Truong & Steven Truong
San Marino HS, CA
Coach: Oliver Valcorza

02D263
3. Kevin Frawley & Michael Dahlgren
Holy Ghost Prep, PA
Coach: Tony Figliola

39D119
4. Blake Flugence & Danielle Cottonham
Teurlings Catholic HS, LA
Coach: Josette Surratt

45D268
5. Forrest Weber & Sarah Lavere
Winston Churchill HS, TX
Coach: Brian Eanes'

41D238
6. Brett Ponton & Bryan Ponton
Desert Vista HS, AZ
Coach: Erik Dominguez
Senators
1. Sen. Kevin Eaton, Duncanville HS, TX
   Coaches: Bruce & Barbara Garner
2. Sen. Ari Kasper, Adlai Stevenson HS, IL
   Coach: Doug Koski
   Coaches: Tony Figliola & John Buettler
4. Sen. Emily Cardin, Sequoyah HS, GA
   Coach: Matthew Bartula
5. Sen. Sara Shier, Salina High Central HS, KS
   Coach: Nicholas Owen
   Coach: Carol Green

Outstanding Presiding Officer
Sen. Ben Berkman, Nova HS, FL
Coach: Lisa Miller

Representatives
1. Rep. Nathan Blevins, Gilmour Academy, OH
   Coaches: Gay Janis & Brittany Morgan Janis
2. Rep. Harlan Downs-Tepper, Stuyvesant HS, NY
   Coach: Julie Sheinman
   Coach: Diane Forbes
4. Rep. Ben Reid, Park Hill HS, MO
   Coach: Tyler Unsell
5. Rep. Christian Chauvet, St. Thomas Aquinas HS, FL
   Coach: Jennifer Kwasmann
6. Rep. Raza Rasheed, Claremont HS, CA
   Coach: David Chamberlain

Outstanding Presiding Officer
Rep. Zachary Cobb, Asheville HS, NC
Coach: Keith Pittman

Most Outstanding Senator

Senator Kevin Eaton
Duncanville High School, TX

Most Outstanding Representative

Rep. Nathan Blevins
Gilmour Academy, OH
National Winners

WESTERN KENTUCKY UNIVERSITY
PROSE

1. Rachel Kenney
Gilmour Academy, OH
Coach: Gay Janis

2. Andrew Stevens
Eagan HS, MN
Coach: Joni Anker

3. Chevala Conner
Apple Valley HS, MN
Coaches: Pam Cady Wycoff & Joseph Wycoff

4. Mathew Jenkins
Fullerton Joint Union HS, CA
Coach: Sal Tinajero

5. Jenna Huebner
Appleton East HS, WI
Coaches: Michael Traas & Debra Weifer-Traas

6. Christopher Simmons
Belleville West HS, IL
Coach: Adam Jenkins

SUPPLEMENTARY EVENTS

1. Rachel Kenney
Gilmour Academy, OH
Coach: Gay Janis

2. Andrew Stevens
Eagan HS, MN
Coach: Joni Anker

3. Chevala Conner
Apple Valley HS, MN
Coaches: Pam Cady Wycoff & Joseph Wycoff

4. Mathew Jenkins
Fullerton Joint Union HS, CA
Coach: Sal Tinajero

5. Jenna Huebner
Appleton East HS, WI
Coaches: Michael Traas & Debra Weifer-Traas

6. Christopher Simmons
Belleville West HS, IL
Coach: Adam Jenkins

WESTERN KENTUCKY UNIVERSITY
POETRY

1. Meghan Kreidler
Eagan HS, MN
Coach: Joni Anker

2. Rachel Branker
Lincoln East HS, NE
Coach: Dutch Fichthorn

3. Vernon Thomas
Creighton Preparatory School, NE
Coach: Patrick Lee

4. Teonna T. Wesley
Raytown South HS, MO
Coach: Kelli Morrill

5. Andy Kozminski
Savannah R3 HS, MO
Coach: Michael Pittman

6. Ena Scott
Madison County HS, VA
Coach: Donald Hitt

MEGHAN KREIDLER
EAGAN HIGH SCHOOL, MN
**Western Kentucky University**

**Impromptu**

1. Antonia Lassar  
   Newton South HS, MA  
   Coach: Felisa (Lisa) Honeyman

2. Kjellrun Owens  
   Eagan HS, MN  
   Coach: Seth Hammond

3. Chris Moncrief  
   Bronx Preparatory Charter School, NY  
   Coach: Sarah Rosenberg

4. Emma Wilczynski  
   Boone County HS, KY  
   Coach: Krista Kohl

5. Ariel Kizer  
   Independence Truman HS, MO  
   Coach: Kim Lenger

6. Daniel Batres  
   Princeton HS, TX  
   Coach: Jimmy Smith

**Western Kentucky University**

**Storytelling**

1. Taman Narayan  
   Leland HS, CA  
   Coaches: Gay Brasher & Brian Danner

2. Sesenu Woldenmariam  
   Lamar HS, TX  
   Coach: Eloise Blair

3. Roy Liu  
   Leland HS, CA  
   Coaches: Gay Brasher & Brian Danner

4. Adam Blood  
   Joplin HS, MO  
   Coach: Phil Travis

5. Carly Gibbs  
   Munster HS, IN  
   Coach: Donald Fortner

6. Veronica Lowe  
   Ben Davis HS, IN  
   Coach: Samantha McCandless

**Supplementary Events**

371624
1. Taman Narayan  
   Leland HS, CA  
   Coaches: Gay Brasher & Brian Danner

451504
2. Sesenu Woldenmariam  
   Lamar HS, TX  
   Coach: Eloise Blair

371622
3. Roy Liu  
   Leland HS, CA  
   Coaches: Gay Brasher & Brian Danner

041469
4. Adam Blood  
   Joplin HS, MO  
   Coach: Phil Travis

171784
5. Carly Gibbs  
   Munster HS, IN  
   Coach: Donald Fortner

171563
6. Veronica Lowe  
   Ben Davis HS, IN  
   Coach: Samantha McCandless

**Antonia Lassar**  
**Newton South High School, MA**
1. Allison Stuewe
Salina High Central, KS
Coach: Nicholas Owen

2. Breanna Roach
Sterling HS, KS
Coach: Betsy Dutton

3. Sarah Capodice
University HS, IL
Coach: Steven Michaels

4. Shayla Owodunni
Lakeville North HS, MN
Coach: Jennifer Baese

5. Jessica Petrie
Belleville West HS, IL
Coach: Russ Reidelberger

6. Bonnie Lyons
Kickapoo HS, MO
Coach: Teresa Sparkman

SUPPLEMENTARY EVENTS

1. Alex E. Tolkin
Newton South HS, MA
Coaches: Felisa (Lisa) Honeyman & Chris Palmer

2. Elliot A. Olson
Miramonte HS, CA
Coach: Sandra Maguire

3. Jessica Petrie
Belleville West HS, IL
Coach: Russ Reidelberger

4. Ashley Artmann
Green Valley HS, NV
Coach: Scott Ginger

5. Gabriela Barahona
Spring HS, TX
Coach: Randy Ellis

6. Sam Tabory
Liberty Sr. HS, MO
Coach: Sean Nicewander

WESTERN KENTUCKY UNIVERSITY
EXPOSITIONARY

Alex E. Tolkin
Newton South High School, MA
2008 MEHTA INTERNATIONAL BOWL

The Mehta Bowl is sponsored by the family of Jason Mehta, an NFL alum and the creator of one of the nation’s top forensic websites, www.forensicsonline.net. Jason is a recent magna cum laude graduate from Harvard Law School, and helped draft policy for Senator Hillary Clinton's presidential campaign. In high school, Jason was the state of Florida champion in domestic extemporaneous speaking.

The Mehta International Bowl, a silver engraved, footed bowl is presented to the student who, in the opinion of all final round judges, won the final round of International Extemp.

This year’s winner is Akshar Rambachan from Eastview High School (MO) coached by Todd Hering.

THE CARMENDEALE FERNANDES PRESIDENT'S BOWL

The winning student of the final round of United States Extemporaneous speaking, as reflected by counting every one of the eleven final round judges, was presented by NFL Hall of Famer Carmendale Fernandes. Carmendale held the position of NFL Council President from 1977-1984 and is a continued strong supporter of the NFL. This year’s 2008 final round winner is Rebecca Goldstein from Newton South High School (MA) coached by Felisa (Lisa) Honeyman and Chris Palmer.

PROFESSOR'S BOWL

Professor Paul Lorentzen, a longtime board member of the Public Employees Roundtable and strong supporter of the NFL, is proud sponsor of the Professor's Bowl.

The Professor's Bowl is engraved with a likeness of Patrick Henry and the NFL Seal. This year’s winner of the 2008 final round of Patrick Henry Memorial Foundation Auxiliary Original Oratory was presented to Zach Beattie from Savannah R3 High School (MO), coached by Michael Pittman.
DUO INTERPRETATION

Duo Interpretation awards honor the memory of legendary coach Sandra Silvers of Calhoun High School, GA. Ms. Silvers represented true excellence in the coaching of interpretive events.

Each winner received the Bama Bowl and a $250 scholarship.

THE UNIVERSITY OF ALABAMA
The Bama Bowl

The University of Alabama is proud sponsor of the final round winners of Duo, Dramatic and Humorous Interpretations.

Final Round Winners

Greta Besser & Adam Bouchareb
Lakeville North High School, MN
Coach: James Doyle

Duo Interpretation

Tania Odesho
Leland High School, CA
Coach: David Kraft
Dramatic Interpretation

Alex Wozencraft
Mannford High School, OK
Coach: Carol Duffee-Lunsford
Humorous Interpretation
This past school year the National Forensic League partnered with the Words that Shook the World High School Public Speaking competition to provide an opportunity for students across the nation to earn scholarship dollars and to showcase their incredible talents in forensics. Its innovative video upload format provided an inexpensive way for students to express their “Message for America.”

On behalf of the Words that Shook the World competition, the NFL is proud to recognize Phillip Annand of Lawrence High School in New Jersey.

Congratulating this year’s winner were the founder of the Words that Shook the World competition, Richard Greene, and five time winner of Soap Opera Digest’s, “Best Actress Award, Ms. Deidra Hall.

Phillip received a $10,000 scholarship check from Richard Greene and the Words that Shook the World National Public Speaking Competition.

Continue checking the NFL website at www.nflonline.org as more major scholarship opportunities become available.
CONGRATULATIONS!

COACHES AND CHAMPIONS

GEORGI DIMITROV
BELLARMINE COLLEGE PREP, CA
COACH: CHRISTOPHER WOLF

JAMES HAMRAIE & EVAN DE Filippis
COLLEYVILLE HERITAGE HS, TX
COACH: DAVID HUSTON

TODD LIIPFERT
HOUSTON JESUIT HS, TX
COACHES: GARY JOHNSON & JERRY CRIST

CALEB FRyE & MEREDITH PoTTER
PINECREST HS, NC
COACHES: ROBERT SHEARD & ELIZABETH CARTER

PHYLLIS FLORY BARTON
TOP DEBATE SPEAKER AWARD

COLORADO COLLEGE
POLICY DEBATE

COLORADO COLLEGE
TED TURNER PUBLIC FORUM DEBATE

LINCOLN FINANCIAL GROUP
LINCOLN DOUGLAS DEBATE
COACHES AND CHAMPIONS

CONGRATULATIONS!

LANNY NAEGELIN MEMORIAL DRAMATIC INTERP

STEPHEN ELROD
BELLARMINE COLLEGE, CA
COACH: KIM JONES

ALEX WOZENCRAFT
MANNFORD HS, OK
COACH: CAROL DUFFEE-LUNSFORD

SCHWAN DUO INTERP

GRETA BESSER & ADAM BOUCHAREB
LAKEVILLE NORTH HS, MN
COACH: JAMES DOYLE

WESTERN KENTUCKY UNIVERSITY HUMOROUS INTERP

PATRICK HENRY MEMORIAL ORIGINAL ORATORY

HOANG NGUYEN
PLANO SR. HS, TX
COACH: KAREN WILBANKS
COACHES AND CHAMPIONS

CONGRATULATIONS!

A. C. ELEY MEMORIAL
UNITED STATES EXTEMP

REBECCA GOLDSMITH
NEWTON SOUTH HS, MA
COACHES: FELISA (LISA) HONEYMAN & CHRIS PALMER

WESTERN KENTUCKY UNIVERSITY
EXPOSITORY

ALLISON STUEWE
SALINA HIGH CENTRAL, KS
COACH: NICHOLAS OWEN

AKSHAR RAMBACHAN
EASTVIEW HS, MN
COACH: TODD HERING

SCHWAN INTERNATIONAL EXTEMP

WESTERN KENTUCKY UNIVERSITY
EXTEMP COMMENTARY

ALEX E. TOLKIN
NEWTON SOUTH HS, MA
COACHES: FELISA (LISA) HONEYMAN & CHRIS PALMER
COACHES AND CHAMPIONS

CONGRATULATIONS!

MEGHAN KREIDLER
EAGAN HS, MN
COACH: JONI ANKER

RACHEL KENNEY
GILMOUR ACADEMY, OH
COACH: GAY JANIS

ANTONIA LASSAR
NEWTON SOUTH HS, MA
COACH: FELISA (LISA) HONEYMAN
COACHES AND CHAMPIONS

CONGRATULATIONS!

KEVIN EATON
DUNCANVILLE HS, TX
COACH: BARBARA GARNER

NATHAN BLEVINS
GILMOUR ACADEMY, OH
COACHES: GAY JANIS & BRITTANY MORGAN JANIS

BEN BERKMAN
NOVA HS, FL
COACH: LISA MILLER

ZACHARY CORB
ASHEVILLE HS, NC
COACH: KEITH PITTMAN
MONTE VISTA HIGH SCHOOL - DANVILLE, CA

(Left to right) Sebastian DeLuca, Brian Louie, Marielle Bolano, Coach David Matley, Riva Litman, Caila Litman & Michael Caporusso.

SCHOOLS ACCUMULATING HIGHEST NUMBER OF CONGRESS POINTS

The Congress Sweepstakes is awarded to the school accumulating the highest number of Congress points since the first National Congress in 1938. One point for each legislative day served by each Congressperson, five points to the Most Outstanding Member, four points to the Outstanding Member, two points to the four Superior Members and two points for each Presiding Officer.

Monte Vista High School - Danville, CA, began the 2008 National Student Congress with the accumulated total of 143 points and added 21 Congress points for a total of 164 National Student Congress Points.

Contenders for 2009

Ridge HS, NJ 163
Chaminade HS, NY 145
Niles McKinley HS, OH 137
LaPorte HS, IN 135
Apple Valley HS, MN 126
Plano East S.r HS, TX 125
Topeka HS, KS 120
Field Kindley Memorial HS, KS 118
Parkview HS, MO 118
The Harold C. Keller Public Service Leadership Award was established to honor Harold C. Keller, who for nearly 30 years has been the driving force behind the John C. Stennis National Student Congress. The award is presented to a former Student Congress competitor for the purpose of recognizing an individual who has applied lessons learned through participation in Student Congress in becoming an effective leader in his or her community, state, or nation through public service.

This year’s Leadership Award was presented to Tamara Serwer Caldas, who received the second Harold C. Keller Award for Public Service Leadership at the 2008 National Forensic League Tournament.

In 1988, Caldas received her diploma from Clark High School in San Antonio and enrolled in Princeton University. Four years later, she earned a bachelor’s degree in English with honors. She worked with the New York Lawyers for the Public Interest for a year before beginning a dual degree program at the University of Texas leading to a master of public affairs and doctor of jurisprudence.

During law school, Caldas interned at the Texas Education Agency, Texas Third Court of Appeals for Hon. Bea Ann Smith, O’Melveny & Myers, L.L.P., and Akin, Gump, Strauss, Hauer & Feld, L.L. P. Upon finishing her degree, she spent a summer at the Southern Poverty Law Center in Montgomery, Alabama, assisting with civil rights lawsuits on behalf of immigrants, prisoners, and death row inmates.

Caldas went on to spend a year working for Hon. Martha Daughtrey on the U.S. Court of Appeals for the Sixth Circuit in Nashville. She then began a six-year trek at the Southern Center for Human Rights in Atlanta. At the Center, Caldas served as lead or co-counsel for civil actions in federal and state trial and appellate courts challenging unconstitutional conditions of confinement, such as physical abuse of prisoners, denial of medical and mental health care, and overcrowded/unsanitary conditions in Alabama and Georgia. During this time, she also taught continuing legal education courses on civil rights litigation and guest-lectured at Emory University and Georgia State University on public health and law. In addition, Caldas served as a contributor to public health and corrections policy conferences conducted by the Centers for Disease Control and Prevention (CDC) and other federal entities.

For the next year and a half, Caldas worked for Claiborne, Outman & Surmay, P.C., representing adoptive parents and birth parents in all aspects of adoptions, guardianships, and legitimacy proceedings. Caldas currently serves as managing attorney for the Atlanta Volunteer Lawyers Foundation. She is responsible for facilitating volunteer representation of low-income residents of Atlanta in cases involving consumer, housing, family law, and other legal matters for which individuals would otherwise not be able to afford legal assistance. Caldas engages in legislative advocacy for policies that affect low-income consumers and represents clients in local courts and administrative hearings regarding the full range of issues affecting low-income individuals.

Founder of the Housing Advocacy and Resource Center, Caldas worked to ensure that this court-based program provided consultation and representation in eviction proceedings for tenants. She coordinates the Center’s task force to consider how the court can be more involved in enforcing the Atlanta Housing Code to preserve habitable housing for low-income people in the community.

Outside of her work at the Atlanta Volunteer Lawyers Foundation, Caldas serves as the public service chair of the Princeton Club of Georgia and on the public service committee of the Atlanta Council of Younger Lawyers.

Congratulations to Tamara Serwer Caldas, the recipient of the 2008 Harold C. Keller Award for Public Service Leadership.
Don’t call us a brief company. We work for a living.

Not a Drop & Run company. It’s a June to June relationship, with your feedback affecting future releases. We’re the dyslexic Field of Dreams. “If you come, we will build it.”

Say no to sweatshops. We don’t outsource. Camp attendees don’t do our work for us. The same staff finds, cuts, and tags the evidence before writing the positions and producing topic analysis.

When will you be able to demand more from a forensics resource? How’s now? Is now good for you?

It’s about now. And it’s about time.

www.apollodebate.com

Apollo Debate LLC P.O. Box 260648 Plano, TX 75026 Email: admin@apollodebate.com
### Senate Semifinals

<table>
<thead>
<tr>
<th>Student Name</th>
<th>School</th>
<th>State</th>
<th>Dist</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sen. Victor Cervantes</td>
<td>Brophy College Prep</td>
<td>AZ</td>
<td>Arizona</td>
<td>25</td>
</tr>
<tr>
<td>Sen. Jeffrey Dunne</td>
<td>Sandra Day O'Connor HS</td>
<td>AZ</td>
<td>Arizona</td>
<td>27</td>
</tr>
<tr>
<td>Sen. Anthony Paranzino</td>
<td>Bellarmine College Prep</td>
<td>CA</td>
<td>California Coast</td>
<td>35</td>
</tr>
<tr>
<td>Sen. Jonathan W. Ma</td>
<td>Mark Keppel HS</td>
<td>CA</td>
<td>East Los Angeles</td>
<td>34</td>
</tr>
<tr>
<td>Sen. Lucas A Duplaniec</td>
<td>Miramonte HS</td>
<td>CA</td>
<td>San Fran Bay</td>
<td>30</td>
</tr>
<tr>
<td>Sen. Marielle Bolano</td>
<td>Monte Vista HS - Danville</td>
<td>CA</td>
<td>San Fran Bay</td>
<td>40</td>
</tr>
<tr>
<td>Sen. Jonathan Haderlein</td>
<td>North Hollywood HS</td>
<td>CA</td>
<td>West Los Angeles</td>
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Karl E. Mundt Medal

2008 John C. Stennis National Student Congress
Senate Semi-final Report

Sen. Reid Spitzer
Sen. Noreen Kassam
Sen. Christiana Cognetto
Sen. Robert Burgy
Sen. Kevin J Price
Sen. Joseph Hinds
Sen. Emily Graham
Sen. Cyrus Kornfeld
Sen. Keith Brittan
Sen. Nicholas Iacono
Sen. Alexi Anteuez
Sen. Andrew Pike
Sen. Dominic Pody
Sen. Shaina R. Sklar
Sen. Neel Mehta
Sen. Mary Glenn Mellor
Sen. Forrest Curtiss Wilkinson
Sen. Alejandro Martinez
Sen. Kevin Eaton
Sen. Brian Hutchison
Sen. Erin Franks
Sen. Matthew Corley
Sen. Greg Rucker
Sen. Sumner MacDaniel
Sen. Adam Albro
Sen. Michael Scott
Sen. Derrick Vaughn Skaug
Sen. Gabriella Friedman

Ridge HS
Albuquerque Academy
Rio Grande HS
Bishop Gorman HS
Bishop Manogue Catholic HS
Spring Valley HS
Berkeley Carroll School
Iona Preparatory
Iona Preparatory
Monsignor Farrell HS
Gilmour Academy
Gilmour Academy
Holy Ghost Prep
Unionville HS
Mauldin HS
Independence HS
Carroll HS
Creekview HS
Duncanville HS
Jersey Village HS
Midland HS
North Lamar HS
Tascosa HS
Winston Churchill HS
Juan Diego Catholic HS
Dominion HS
Mead HS
Nicolet HS
NJ New Jersey 31
NM New Mexico 47
NM New Mexico 24
NV Golden Desert 24
NV Sagebrush 26
NV Golden Desert 20
NY New York City 36
NY New York State 28
NY New York State 22
NY New York City 35
OH North Coast Ohio 31
OH North Coast Ohio 22
PA Valley Forge 30
PA Valley Forge 33
SC South Carolina 33
TN Tennessee 34
TX Heart of Texas 28
TX North Texas Longhorn 32
TX Lone Star 39
TX East Texas 28
TX Tall Cotton 27
TX UIL 30
TX Tall Cotton 27
TX Central Texas 30
UT Sundance 29
VA Virginia 31
WA Inland Empire 23
WI Southern Wisconsin 32

Karl E. Mundt Foundation formed in 1963
During registration, the LBJ District put students to the test with 100 brain busters. Questions covered everything from Math, Science, Literature, Current Events, Geography and much, much more!

**Scholarship Winners**

$100 - 1st place: Nick Kwolek, Northrop HS, IN
$50 - 2nd place: Landon Klein, Blacksburg HS, VA
$25 - 3rd place: Luke Miller, Hillcrest HS, ID

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**Brain Buster Contest**
Rostrum

2008 John C. Stennis National Student Congress
House Semifinal Report

James Hamraie of Colleyville Heritage High School, Colleyville, Texas, was the recipient of the 2008 Julia Burke Award for Character and Excellence in National High School Policy Debate. He was coached by David Huston and his sister, Aimi Hamraie. James was chosen from a list of outstanding finalists including Juan Andres Gannon of Damien High School and Dorothy Hector of Carrollton School of the Sacred Heart. He has chosen The Urban Debate League of Dallas to receive his $1000 charity donation and will be attending Emory University.

The award was presented by Jonathan Cowperthwait, who was a close friend of Julia and is a Julia Burke Foundation Board Member. The presentation was made at the Tournament of Champions Breakfast in May.

The Julia Burke Award was established to recognize the policy debater who best typifies the combination of qualities that Julia embodied, including excellence in and passion for debate, love and respect for the policy debate community, and a commitment to helping others and maintaining friendships despite the pressures of competition at the highest level. Julia debated for The College Preparatory School in Oakland, California, and was lost in October 1998 as a result of a car accident.

Nominations for next year’s award may be submitted by any policy debater, coach or judge September 2008 until after the Berkeley Tournament next February. Please go to The Julia Burke website to submit a nomination. More information about the award criteria and The Julia Burke Foundation is available at: www.JuliaBurkeFoundation.com.
COLORADO COLLEGE POLICY DEBATE RESULTS

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COLORADO COLLEGE TED TURNER PUBLIC FORUM DEBATE RESULTS

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A. C. ELEY MEMORIAL UNITED STATES EXTEMPORANEOUS RESULTS

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SCHWAN INTERNATIONAL Extemp

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**RESULTS**

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**LANNY NAEGELIN MEMORIAL**

**DRAMATIC INTERP**

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**WESTERN KENTUCKY UNIVERSITY**

**HUMOROUS INTERP**

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**LINCOLN FINANCIAL GROUP**

**AWARDS EAGLES JERSEY**

*Lucky Winner*

**Benjamin Lewis**

*Walt Whitman HS, MD*

(L-R) Awards Emcee Tim Sheaff and Lincoln Financial Group Assistant Vice President David Wozniak draw the winning name.

NFL Executive Director J. Scott Wunn and Lincoln Financial Group Assistant Vice President David Wozniak display the Eagles Jersey.

Mr. Wozniak awards Eagles Jersey to Benjamin.
# Semi-Final Speech Events

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**ALL IN THE FAMILY**

The Frawley family just graduated their last son from Holy Ghost Prep in Pennsylvania and what a legacy they leave.

All three sons were NFL finalists: Jim in 1996 in Duo; Michael in 2005 in DI; and Kevin in 2008 in Duo. Each of the three sons placed third.

*(Pictured left to right: Michael, Forensic Coach Tony Figliola, Kevin, and Jim)*
## Lincoln Douglas Debate Octa-Finalists

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## Policy Debate Octa-Finalists

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## Ted Turner Public Forum Debate Octa-Finalists

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Review of Policy Topic Arguments to Date

by

Stefan Bauschard

Introduction

The focus of this essay is a review of arguments produced during the summer for the upcoming debate season. It covers all available arguments through July 28. For the most recent update, visit Stefan’s blog at planetdebate.com.

The article is designed more for information purposes than for strategic assessment. Consequently, the arguments are grouped by advantages, affirmative plans (which overlap with types of alternative energy (AE)), disadvantages, counterplans, and kritiks. Since many of the plan mechanisms such as tradable permits function as counterplans against other mechanisms (carbon taxes), debaters and coaches should read the article with an open mind toward how the arguments could be used in different ways by both the affirmative and the negative.

Advantages

The most popular advantage stems from reducing oil consumption. This advantage is articulated in four different ways (potentially four different scenarios).

High oil prices bad. Oil prices have increased dramatically over the last year. Although prices have recently slipped to approximately $130/barrel from $140/barrel, analysts expect high demand, increased costs of locating new supplies, geopolitical tensions, investments in energy due to the weakening of other investment sectors, and energy price speculation to continue to increase, or at least sustain, high oil prices.

High oil prices cause a number of problems. First, high oil prices undermine the economy by diverting investments from other economic sectors, diverting consumer spending, raising business costs that result in unemployment, reducing stock market investment, increasing the trade deficit, crippling the airline industry, and generally increasing inflation. Second, high oil prices threatening the environment by encouraging the diversion of food crops to energy production, which results in increased land clearing both in the U.S. and abroad, particularly in the Amazon rain forest. High oil prices also encourage the development of oil and coal shale. Developing shale resources has negative localized environmental impacts and increases the problem of climate change. Third, high oil prices increase starvation by diverting food (primarily corn) into energy production and contributing to high food costs across the board because of increased food transportation costs. Fourth, high oil prices undermine free trade because high transportation costs discourage free trade and globalization. Fifth, high oil prices undermine global democratization because high oil prices enable concentrations of power in oil producing states. Sixth, high oil prices contribute to the global spread of nuclear weapons by encouraging the spread of nuclear power and by rendering sanctions on potential nuclear proliferators economically useless – the sanctions no longer inflict economic pain because revenues from oil sales are so high. Seventh, high oil prices undermine U.S. global leadership by transferring considerable economic power abroad and by boosting the geopolitical influence of oil producing states. Eighth, high oil prices threaten to undermine military readiness because the military has to reduce training and divert funds from other programs in order to sustain combat operations. Ninth, high oil producers threaten the Chinese economy because it is too costly for China to develop economically. There is a similar argument about India’s economy. Tenth, high oil prices threaten the economies of oil producing states due to the fact that their economies become dependent on natural resource extraction rather than on a diversified set of industries. This phenomenon is referred to as Dutch disease.

Oil shocks. The term “oil shocks” refers to two different things. First, it refers to the economic impacts of escalating prices (discussed above) or oil shortages (discussed below). Second, it refers to the economic impacts of a sudden loss of oil due to an unanticipated disruption – such as a cut-off of supplies in the Straits of Hormuz as a result of a war with Iran.

Peak oil/oil shortages. “Peak oil” refers to the idea that we have already
passed the peak of maximum global oil production. The U.S. passed the peak of its production in 1970, and some petroleum (oil) economists argue that we have passed the peak of oil production globally. Declining oil production, combined with increases in demand, sets the stage for continued economic turmoil and wars over declining oil supplies. Since military operations depend on access to significant supply oil operations, depletion of global oil also threatens military readiness.

**Oil spills.** Oil is transported in tankers and sometimes there are tanker accidents that trigger oil spills. These spills threaten marine ecosystems.

**Oil dependence.** Oil dependence refers to the fact that the U.S. imports nearly 80% of its oil. Imports make us vulnerable to high prices, shortages, and shocks. Oil dependence also forces the U.S. to project military power into the areas such as the Middle East to protect oil supplies. This drains economy and our military also makes it the target of terrorists.

Related to the problems of oil consumption are the problems of coal consumption.

**Pollution from coal.** Both the mining and production of coal have negative environmental externalities. Coal mining operations destroy landscapes and result in the release of toxic materials. Coal burning produces air pollution, resulting in the release of SO2, NOX, and small particulates. Estimates indicate that as many as 30,000 people die per year due to pollution resulting from coal mining and coal burning.

Coal shortages. Some recent publications indicate that there is an impending coal shortage. While most analysts think that more than 400 years of coal remain, others say that higher extraction costs are making coal more difficult to come by, and, probably more importantly, many states and communities are beginning to limit both coal extraction and coal to electricity conversion in order to avoid environmental harms. Coal shortages threaten the economy because coal is used to produce electricity and electricity shortages risk blackouts.

**Chinese coal.** There is a lot of evidence that speaks to the environmental harms of massive increases in Chinese coal consumption. Affirmatives will argue that U.S. environmental leadership will encourage China to adopt these technologies and avoid the harms of continued Chinese coal use.

**Environmental justice.** The environmental justice advantage stems from the fact that coal plants have usually been built near and within inner cities where a majority of minorities live. Therefore, the health harms of these plants are disproportionately experienced by these communities.

Natural gas is another fossil fuel that is commonly used to produce energy. Using natural gas for energy raises concerns that are similar to those for both oil and coal production.

**Natural gas prices.** Like the price of oil, the price of natural gas has also been increasing. High natural gas prices increase electricity prices and pose threats to industries such as the chemical industry that are reliant on inexpensive and stable gas supplies.

**Natural gas drilling.** Natural gas drilling produces environmental harms, particularly in the western United States where most of the drilling occurs.

In addition to the fuel-specific harms of continued reliance on oil, coal, and natural gas, there are many general advantages that stem from a reliance on one more of the fossil fuels and/or a general failure to develop alternative energy resources.

**Russian energy dominance.** Many countries in Western Europe are dependent on Russia for supplies of oil and gas, particularly gas. In the past, Russia has cut off supplies of these resources to some countries that are dependent on it. This Russian energy dominance threatens the economic survival of these countries.

**Climate change.** The conversion of coal, oil, and natural gas into usable energy resources emits a substantial amount of CO2, a leading greenhouse gas. CO2 is a heat-trapping gas that leads to the retention of heat in the atmosphere, warming the earth. The Intergovernmental Panel on Climate Change (IPCC), the world’s leading international authority on climate science, wrote in a report last spring that there is a 90% chance that
Humans are responsible for beyond-natural increases in global warming, resulting in sustained climate change. There are many impacts to climate change, including reduced crop production in areas such as Africa and South Asia, a drying-up of critical water supplies, melting of the polar ice caps, sea level rises, bleaching of the coral reefs, species extinction, and violent storms.

**Environmental destruction/species extinction.** Reducing general environmental destruction and species extinction is articulated more as a terminal (final) impact to the environmental harms of oil, coal, and natural gas use of energy resources. The argument is that humans depend on the environment and that if the environment collapses human survival will go with it. The species extinction part of the argument says that there are certain keystone species that the earth relies on and that if those species go extinct others will follow, resulting in ecosystem collapse.

**Energy grid.** The energy grid is a short reference to the entire system of transmission that supports the distribution of electricity in the United States. Electricity demand in the U.S. continues to increase, and continued opposition to building of coal plants may make it difficult for the grid to meet continued demand. High demand also threatens the capacity of the grid, increasing the risk of break-downs in the grid. Finally, the grid is vulnerable to terrorist attacks. Since the grid is centralized, disruptions in any part of the grid could lead to widespread blackouts that threaten the economy. The affirmative will claim that providing new energy grid solves the shortages problem and providing the energy in more distributed (thousands wind farms and solar collectors) rather than in a more centralized (100 nuclear power plants) manner will reduce the risks of disruption.

**Competitiveness.** High oil prices increase business costs and threaten economic competitiveness. More importantly, a failure to invest in new energy technologies means that the U.S. could lose out to other countries that are developing these technologies. A loss of economic competitiveness threatens the U.S. economy and its overall global leadership. Lowering oil prices and developing new technologies will go a long way toward correcting this problem.

**Military readiness.** As discussed, high oil prices undermine military readiness by causing training cut-backs and diversion of resources from other military programs. Also, relying on oil to fuel the military forces the military to develop long supply lines in combat situations. These supply lines are vulnerable to attack. A loss of military readiness undermines the ability of the U.S. to project power globally and deter conflict. Developing new energy sources means the military will become less reliant on oil.

**U.S. hegemony.** High oil prices cede U.S. geopolitical global power to competitors such as Russia and Iran. A loss of competitiveness threatens the economic foundations of the U.S. global empire. A loss of military power means the U.S. cannot project itself globally. Failure to act to prevent climate change and other environmental threats U.S. soft power. Economic power, military power, and soft power are the foundations of overall U.S. global leadership – Harvard scholar Joseph Nye refers to the combination of the three as smart power. A loss of U.S. global leadership arguably increases the risk of global conflict. Developing new sources of energy could improve our economic, military and soft power.

**U.S. environmental leadership.** As just discussed, U.S. leadership on environmental issues can increase its overall power, but it can also more specifically increase leadership on environmental issues. Teams that read this advantage are likely to focus their impacts on why global solutions to specific environmental problems are needed.

**U.S.-EU relations.** The EU has been encouraging the U.S. to act on global environmental and energy issues, particularly climate change. As a result, U.S. action on these issues could improve relations with the EU. Improving relations with the EU facilitates cooperation on a variety of other issues, including terrorism, disease, and nuclear proliferation.

**Nuclear proliferation.** Nuclear proliferation refers to the acquisition of nuclear weapons by nations that currently do not have them. Nuclear proliferation increases the risks of nuclear accidents, accidental war, nuclear terrorism, and military coups. Affirmatives will focus on what they will they will describe as otherwise “inevitable” proliferation and claim to restrain it either by boosting U.S. leadership on nuclear power or by discouraging nuclear development through the introduction of new energy sources.

**Development.** Hundreds of millions of people in the developing world lack access to an adequate supply of electricity. A lack of electricity leads to poor health and significantly limits socioeconomic development. The argument behind this advantage is that if more AE, particularly renewable energy, is developed, more will spread to the developing world, saving lives and promoting global economic development.
There are a number of different types of affirmative plans. The first type are those that place requirements on industries as a means of incentivizing them to adopt AE (it’s a negative incentive – they’ll have to pay a fine for failure to comply). Within this requirement set, there are those that directly require the adoption of AE and there are those that incentivize the development of AE by placing limits on fossil fuel use.

Renewable Portfolio Standard (RPS). RPS is a mandate that is placed on utilities that require that said utilities produce a certain percentage of their energy from renewables by a given date. Percentages of energy that must be produced with renewable energy, as well as the definitions of renewable energy, will vary. The most common affirmative advantages are reductions in climate change and increased economic competitiveness as a result of renewable energy development.

Low Carbon Fuel Standard (LCFS). LCFS require that fuels only emit a certain amount of carbon. This affirmative claims these requirements will reduce oil dependence as well as to stop the development of certain biofuels such as corn ethanol that have high carbon content. The specific limits on the amount of carbon that can be emitted will vary.

Corporate Average Fuel Economy (CAFÉ). CAFÉ standards require that automobile fleets meet certain fuel economy standards – that vehicles get so many miles to the gallon (MPG). This affirmative raises the CAFÉ standard. Different plans will raise the standard to different levels. The main advantage to this affirmative stems from reducing oil consumption.

Flex Fuel Vehicle Mandates. Flex fuel vehicles are vehicles that are designed to run on either 100% gasoline or E85 ethanol – a gas/ethanol mixture that allows 85% of the fuel to be ethanol. The main advantage to this affirmative also stems from reducing oil consumption.

This second set of requirements affirmatives place limits on the amount of fossil fuels that can be consumed, encouraging industries to produce AE so they can meet the limit.

Permits. The basic idea behind the permits system is that after the government sets a cap on the total allowable CO2 emissions, each company is given a set amount of CO2 allowances (permits). If a company exceeds that allowance, they have to pay a fine or buy an allowance (trade) from another company that is under its cap. This encourages companies to develop AE in order to find a means of producing energy within the cap. Climate is the most common advantage. There is one advantage that is unique to this affirmative – banking. The argument is that permits will stimulate massive investment and strengthen the banking system.

Carbon tax. A carbon tax is simply a tax on the emissions of carbon from all fossil fuels, though coal and oil are the primary targets. The idea is that the tax would increase energy prices and that raising the costs of fossil fuels would encourage the development of AE. Climate is the most common advantage to this affirmative, but reducing oil consumption is also a strong advantage because the carbon tax would be applied to gasoline.

Gas coupons/vouchers. This affirmative sets a cap on the total amount of allowable gasoline consumption and issues vouchers that can be used to purchase gasoline. Without a voucher, purchases cannot be made. Vouchers can, however, be sold/traded. This affirmative claims advantages that stem from oil consumption, primarily from giving us time to adapt to running out of oil.

The second broad category of affirmatives is a set of cases that provide positive financial incentives such as subsidies, tax credits, and loan guarantees to companies to develop AE.

Regulatory negotiations for RPS. This plan has the US government engage in negotiations with industry over the implementation of the RPS standard. This affirmative simply uses a different mechanism for achieving RPS. Regulatory negotiation (Reg-Neg) is a popular counterplan mechanism and all affirmatives need to be prepared to debate it.

Feed-in tariff. The feed in tariff (FIT) is an obligation on the part of the utilities to purchase specified forms of renewable energy at a price determined by an outside board and guaranteed for a long time. The plan written at the UNT debate camp uses the Federal Energy Regulatory Commission (FERC) to set the price. It guaranteed 15 years, with a re-evaluation every five years in case the market competitiveness of the energy source had improved, then the price could be scaled down. The FIT doesn’t say anything about how much renewable energy can be purchased, so more gets integrated into the grid than under the RPS. It also encourages producers to bring their energy online fast, because the 15 year time frame starts when the law is passed, not when the energy is sold, so it is the fastest way to bring renewables online. The advantage to the affirmative is reducing climate change.
Net metering. Net metering gives individuals credit for any AE, usually renewable energy, they produce through measures such as solar panels on their homes. These credits could be sold to a utility or to a larger market if a more generalized permits/cap & trade system exists. The case that was written this summer allows net metering for wind and solar. Climate & energy grid sustainability are popular advantages. One version of the affirmative extends net meeting to Native Americans and argues that it is way to reverse the impacts of colonialization.

Personal carbon allowances. An individual form of cap & trade, this system allows individual people to emit so much carbon. If they emit below their allowance, they can sell it to higher emitters. Again, climate change and energy grid sustainability are common advantages.

Positive incentives for renewables. This is a broad general affirmative that provides subsidies and tax credits to renewable energy producers to develop more renewable energy resources, such as solar, wind, and wave power. The affirmative claims to reduce climate change and boost U.S. renewable energy competitiveness.

Production tax credit for wind. This affirmative provides a production tax credit for businesses that produce electricity from wind power. It claims climate, competitiveness, and energy shortage advantages. The affirmative emphasizes that the production tax credit needs to be made permanent. A more general affirmative that makes the production tax credit permanent for all renewables was also written.

Natives production credit. This affirmative extends the federal production credit to natives, particularly federally recognized tribes, for the production of wind energy. It claims to provide non-nuclear energy resources to the tribes, to reduce poverty, to improvement the environment in Indian Country, and to promote indigenous self-determination.

Second generation biofuels. First generation biofuels – corn, soy, and sugarcane – provide a growing amount of the world’s fuel. One problem with these fuel sources is that since they can be used for food, usage of the crops for fuel contributes to the global increase in food prices. Some analysts hold the use of food for fuel directly responsible for starvation and food riots. This affirmative provides financial support to develop second generation biofuels, especially those grown from non-food, *cellulosic* planet material. The affirmative claims advantages from reducing oil consumption as well as from reducing the use of first generation biofuels.

Algae fuel. Algae has the potential to be used as a second generation biofuel. It has particular application for the production of biodiesel for airlines. This affirmative claims to save the airline industry from high fuel costs and to reduce oil dependence.

Camelina. Camelina is a specific type of biofuel that can be used in jets. The affirmative claims to reduce oil consumption and boost military readiness.

Anaerobic digesters. Anaerobic digesters are used to recover methane (biogas) from animal manure to produce heat, electricity, and hot water. This affirmative offers financial incentives to expand the development and use of these digesters.

Nuclear. The more general nuclear power affirmative provides loan guarantees for the electric utility industry to build new nuclear power plants. Advantages vary, but many cases have climate change and oil dependence advantages. Some claim competitiveness and non-proliferation advantages from strengthening U.S. leadership in nuclear energy technology. Some affirmatives specify the type of reactor that is to be developed. One of the Dartmouth cases, for example, specifies the development of a Light Water Reactor.
Nuclear waste disposal. This affirmative claims that providing federal help for nuclear waste disposal incentivizes the industry to develop nuclear power. It claims the same advantages previously listed plus advantages that stem from addressing the harms of waste disposal.

Two different plans were written for this affirmative. The first changes the Energy Policy Act of 1982 to allow the private sector to manage used fuel and repeals the 70,000 ton limit on waste storage in Yucca Mountain. The second simply supports a dual disposal system that allows interim dry cask storage and supports the development of a permanent repository.

Breeders. Breeder reactors generate more fissionable isotopes than they consume by converting uranium-238 to plutonium-239, enabling them to continue to produce energy. The production of isotopes also significantly limits the quantity and radioactivity of the waste that is produced. This affirmative rescinds the 1970s ban on breeder reactors in the U.S. It claims climate, U.S. nuclear leadership, and non-proliferation advantages.

There are two technologies that directly facilitate the development and use of AE – nanotechnology and hydrogen.

Nanotechnology. Nanotechnology focuses on the development of nanotechnology at the nanotech level – molecular or atomic. Nanotechnology has the capacity to support the development of many AE, especially solar. This affirmative claims to support the development of nanotechnology in order to incentivize AE, particularly solar energy. The first advantage stems from reducing oil consumption. The second advantage stems from effectively regulating nanotechnology and “bringing it out into the open.” It claims to avoid the more deadly, unregulated development of nanotechnology that threatens human survival. Nanotechnology has a near-endless series of applications, so this affirmative has the potential to have many different advantages.

Hydrogen. Hydrogen is an inert gas that can be used as an energy carrier. Currently, hydrogen does not enjoy significant use as an energy carrier because of storage and transportation barriers. If, however, hydrogen could be developed so that it could be effectively used as an energy carrier, cars could fill-up with hydrogen and the energy in that hydrogen could come from any source, including renewables. This affirmative provides incentives to develop hydrogen so that transportation and storage issues can be overcome.

Hybrids & electric cars. A hybrid car is a car that uses two or more forms of power – usually oil and electricity. An electric car runs exclusively on electricity. Since electricity can be produced from many different resources, including coal, renewables, and nuclear power, these affirmatives claims to reduce oil consumption by displacing at least some of the oil consumed by the vehicle with electricity.

Solar power satellites. This affirmative provides incentives for the industries to develop space solar power, particularly solar powered satellites. The affirmative claims to solve terrestrial (earth)-based energy shortages and to provide energy that makes space exploration possible. Most of these affirmatives have a second advantage that focuses on the benefits of space exploration. One affirmative focuses on the importance of U.S. space leadership.

Military development of hydrogen fuel cells. This affirmative has the government provide unspecified incentives for the military to develop hydrogen fuel cells. It claims to protect readiness and to solve climate change by promoting the commercialization of fuel cells.

Military development of alternative aviation fuels. This affirmative has the government provide funding to the Air Force Research Laboratory for AE development. It claims to boost U.S. air power and readiness by reducing the dependence of the Air Force on oil.

Military development of algae biofuels. This affirmative has the military develop algae biofuels for jet. It claims to improve military readiness and to avoid having the military develop coal to oil fuels that damage the environment.

One specific type of incentive is government procurement – government purchasing, in this case, of AE. Government purchasing is an incentive is because it encourages businesses to develop technologies to sell to the government and because government mass purchasing lowers the price of the goods, making them more commercially viable. At least five different affirmatives were written this summer with government procurement as the plan mechanism.

Government procurement of renewable energy. This affirmative has the government procure renewable energy for government buildings in order to stimulate market development. It claims to prevent blackouts as well as to reduce air pollution.

Government procurement of hydrogen vehicles. This affirmative has the federal government procure hydrogen vehicles. The affirmative claims that it
will increase the number of hydrogen capable vehicles on the road, motivating gas stations to distribute hydrogen fuel. The idea is that once there are more gas stations providing hydrogen fuel auto manufacturers will build more hydrogen cars. The case claims advantages related to reducing oil consumption.

**Military procurement of renewables.** This affirmative has the government, particularly the Department of Defense (DOD), procure more renewable energy for the military. It claims that weaning the military off of oil will improve military readiness. One camp affirmative specifically focuses on solar energy procurement and development. This camp affirmative has an Iraq-specific advantage, claiming that solar energy is needed to avoid the impacts of supply-line disruptions.

**Military procurement of efficiency.** This affirmative does the same thing that the previous affirmative does except that it has the military adopt more energy efficiency technologies for the purpose of reducing its oil dependence.

**Military procurement of coal to liquids technology.** While the U.S. has a limited supply of domestic oil, it has an extensive supply of coal. Coal can be converted to oil; Germany used it as fuel during World War II and South Africa uses it as fuel today. This affirmative has the government enter into long-term contracts with producers to secure liquid fuels produced with coal shale for its military jets. It claims a readiness advantage that stems from finding an alternative source of fuel for the military.

Two affirmatives specifically target incentives for the purpose of establishing international cooperation in alternative energy.

**ITER.** Currently the U.S. supports fusion research through the ITER – to demonstrate the scientific and technical feasibility of fusion power. The partners in the project - the ITER Parties - are the European Union (represented by EURATOM), Japan, the People’s Republic of China, India, the Republic of Korea, the Russian Federation and the USA.” This affirmative provides additional incentives for companies to participate in ITER research in order to boost U.S. scientific leadership.

**China energy cooperation.** This affirmative argues that the U.S. government should incentivize U.S. companies to cooperate with Chinese companies to develop AE, particularly renewable energy. It claims that such cooperation will avoid a U.S. clash/war with China over energy and facilitate both countries moving toward solutions to climate change.

There are a few affirmatives that claim to provide incentives for AE development by removing barriers to such development.

**Browfields.** Brownfields are areas, largely in inner-cities, that have been abandoned. They are often former utility plants, informal waste dumps, and highly polluted areas. Many industries do not want to develop these areas because they fear liability for the contamination that exists at the sites. This affirmative removes liability for AE developers that want to develop these sites. This affirmative claims the environmental justice advantage. Two camp affirmatives have the government also provide incentives for brightfields – incentives to develop AE at the sites. There is a also a more critical version of this case that focuses on how we view the spaces of inner cities and how those representations inform how we interact with those spaces.

**Solar.** This plan has the federal government amend Title V of the Federal Land Policy Management Act and Bureau of Land Management right of way regulations to replace the “fair market value” standard for rental rates of public lands for concentrated solar power plants. It says that the rental rate for concentrated solar power plants should be set at the same rate as livestock grazing. The first advantage is an economy advantage that stems from providing more energy for the grid, jumpstarting investment in AE technology, boosting employment in new industries, reducing electricity prices, and strengthening economic competitiveness. It also claims to reduce air pollution.

**Patents.** This affirmative has the Supreme Court rule that TSM should be the standard for subject-matter patentability in the area of AE. It claims to boost U.S. competitiveness through the development of new energy resources.

**Remove the tariff on Brazilian ethanol.** The U.S. government has a substantial tariff on Brazilian ethanol. The U.S. has this tariff because Brazil makes its ethanol with sugarcane, which is much more efficient than the corn-based ethanol that is produced in the U.S., so the U.S. has the tariff in order to protect its own ethanol industry. This affirmative removes the tariff and claims that sugar cane ethanol will more substantially reduce oil dependence and that corn-based ethanol is bad because it increases food prices.

**Hemp.** This affirmative legalizes hemp for the purposes of biofuel production. It claims to massively...
reduce oil dependence, replace dangerous NOX, undermine the war on drugs, and collapse poppy cultivation in Afghanistan.

There are a few affirmatives that fit in the category of “kritik affirmatives.” The advantages to these affirmatives stem not simply from the plan but from the entire presentation of the 1AC.

Poop. The poop affirmative is a playful yet serious attempt to engage with the distinction between humans and waste. The term poop, jokes about it and the like, are initial moves to engage with the excluded substance of human life. The affirmative has evidence defending the normative dimension of sewage biomass energy, and a developed critique advantage predicated on abjection.

Thermal depolymerization. Thermal depolymerization is a theoretical process that converts “anything,” including human beings (dead or alive), into high-grade oil. This affirmative, written only at the Cal debate camp, argues that the estate tax should be lifted for anyone who commits their body to this process. Sound ridiculous? It is, and that’s the point. The point being to performatively criticize the idea that current energy solutions are trapped in a narrow economic framework that conceives of everything as a commodity to be traded or bought and sold. It argues that the only way to deal with the energy crisis is to resist the commodification of energy. It also celebrates a resistance to the commodification of the body.

Standpoint of the oppressed/Katrina. In order to hold the mega corporations, e.g. Haliburton, responsible for the rebuilding efforts in the aftermath of Hurricane Katrina, the federal government should subsidize the green housing for those peoples affected by the storm. The 1AC claims that the plan would solve for racism and biopolitical control.

Ecological cartography. One of the fundamental problems in environmental policies today is that they legislate policies that are meant to work equally well across a pre-given area, whether a certain state or the entire country. This attempt to make nature fit into political cartographies not only leads to failed policy implementation, but it also promotes violent discourses and practices whose goal is to try and tame nature for human needs, a mindset at the political and cultural center of today’s environmental crisis. This affirmative calls for a reorientation of political incentives for a national alternative energy architecture toward a bioregional perspective.

Daoism. This affirmative argues that we need to focus on the most important form of renewable energy – personal energy – to solve the environmental crisis. The affirmative defends Daoism as a means of producing non-capitalist subjectivity.

Public transportation. This affirmative has the federal government provide subsidies for AE development with the goal of using such energy in public transportation. It claims that our society is too focused on developing highways, ignoring the needs of the many poor and minorities that live in inner cities. It claims an environmental justice advantage. Also, it claims collapse the homogeneity of the suburb, which it says is classist, racist, sexist, and generally repressive. Promoting public transportation encourages intermixing rather than isolation.

Disadvantages
There are a number of disadvantages that stem directly from the plan itself and not from the plan’s success in incentivizing the development of alternative energy.

Free trade. Many affirmative plans are inconsistent with free trade principles for a number of reasons. First, the affirmative may subsidize a particular energy technology such as solar energy, making it more difficult for other countries that export that technology to compete. Subsidies are a big issue in international trade. Second, requiring energy sources to be low carbon (either directly through a low carbon fuel standard or indirectly through a carbon tax) will make it more difficult for countries to export those products to the United States. Third, plans such as carbon taxes may directly tax imports. Fourth, industries such as coal and oil that may be disadvantaged by the plan may call for protectionist trade measures to support their industries. The internal link to the disadvantage is that the trade dispute would be irresolvable (especially since fiat means the plan can’t be repealed/modified/negotiated) and that such a failure would lead to the collapse of the credibility of the World Trade Organization (WTO) and, consequently, global trade wars.

Chinese trade retaliation. This version of the disadvantage argues that if industries clamor for protectionist measures, Congress will impose trade barriers against China, collapsing relations with China.

Diplomatic capital. The Diplomatic capital disadvantage is premised on two claims:
- The U.S. can only ask for so much internationally, creating trade-offs amongst its foreign policy initiatives;

ROSTRUM 79
- The U.S. can only focus on so many global foreign policy initiatives at the same time.

The basic idea is that if the affirmative spends that political capital one initiative that capital will be unavailable for other initiatives. The North Korean Diplomatic Capital disadvantage argues that if the U.S. does not have diplomatic capital available to resolve the tense situation on the Korean Peninsula there could be a break-down in the peace talks and war. There is a strong link to this disadvantage to affirmatives that claim international solvency – that claim, for example, to boost U.S. global influence in a way that will motivate other countries to act to control their own climate emissions. If the plan results in the U.S. putting more pressure on China to control its emissions, that may consume a lot of time and alienate China, meaning that China won’t cooperate to resolve the North Korean dispute.

Business confidence. The disadvantage argues that government regulation of business increases business’ expenses relating to complying with the regulation. This leaves them less money to invest. Business investment is arguably the engine of economic growth.

Federalism. The federalism disadvantage partially stems from the Tenth Amendment to the Constitution which states that powers not explicitly given to the federal government are reserved for the states. The federal government possesses only those powers enumerated by the Constitution. Generally speaking, the states are responsible for policy action on domestic issues, including education, welfare, health, and criminal justice where the Constitution does not provide authorization for the federal government to act. States do have some authority over environmental regulation, environmental protection, and energy policy. This disadvantage argues that federal utility regulation threatens state authority over environmental protection and utility regulation.

Electricity Prices. The Electricity Prices disadvantage argues that providing electricity with AE will increase electricity prices because it costs more to generate electricity with these sources and the increased costs will be passed on to consumers. The disadvantage links particularly well to cases that mandate renewable energy uses, such as RPS and cases that encourage a transition to AE by increasing the price of carbon, such as permits and carbon taxes. The general impact to the disadvantage is that high electricity prices hurt the economy because they divert more consumer spending toward electricity prices, raise the cost of electricity for businesses, and have negative impacts on industries such as steel that use a lot of electricity.

Commercial shipping industry. The Commercial Shipping Industry disadvantage argues that increasing energy prices threaten the viability of the commercial shipping industry. The impact is that the commercial shipping industry is critical to U.S. military readiness because the military relies on the commercial shipping industry to support transportation.

Fiscal discipline. The Fiscal Discipline disadvantage argues that the government must be perceived to be committed to reigning in government spending in order to assure the financial markets. The main reason that the financial markets worry about the size of the deficit is that if the government borrows more money there is less money for individuals, particularly business to borrow. Given that costs increase as supply decreases (the law of supply and demand) increase government borrowing could raise business costs, threatening the financial markets.

Environmental Protection Agency (EPA) trade-off. Increasing EPA enforcement of environmental laws, which would be required under any affirmatives that regulate emissions, trades-off with the protection of U.S. water supplies from terrorists.

Department of Energy (DOE) trade-off. New spending by the DOE trades-off with ITER funding and that ITER funding is critical for U.S. scientific leadership.

National Aeronautics & Space Administration (NASA) trade-off. New NASA spending trades-off with basic science research that is needed for innovation and efforts to prevent an asteroid attack.


Free market. Plans that rely on subsidies and tax incentives to favor particular energy technologies disrupt the free market in the energy sector. The impact is that the free market is best for the economy. Since it is arguably the most efficient, undermining the free market could increase pollution.

There are a number of disadvantages that focus on the political ramifications of passing the plan.

Presidential agenda/political capital. Acting to support AE could alienate key people in Congress and undermine the President’s ability to get other agenda items passed. Popular impact scenarios developed (continued on page 89)
provide authorization for the federal where the Constitution does not welfare, health, and criminal justice. Generally speaking, the states are enumerated by the Constitution. The federal government are reserved for powers not explicitly given to the Constitution which states that from the Tenth Amendment to the states. The federal government is the engine of economic growth. Business investment is arguably the disadvantage argues that government regulation of business increases businesses' expenses relating to business' expenses relating to their own climate emissions. If the plan results in the U.S. putting more pressure on China to control their own climate emissions. This disadvantage to affirmatives that global influence in a way that will be a break-down in the peace talks. There is a strong link to North Korean dispute. China won't cooperate to resolve the time and alienate China, meaning that emissions, that may consume a lot of the U.S. can only focus on its own initiatives at the same time. The basic idea is that if the affirmative initiatives are unavailable for other initiatives. The initiative that capital will be available to resolve the tense situation does not have diplomatic capital. The U.S. can only focus on North Korean Diplomatic Capital. There are a number of disadvantages undermire the free market could increase pollution. It is arguably the most efficient, market is best for the economy. Since it is the most efficient, it is the most disruptive to the free market in the energy sector. Favor particular energy technologies subsidizes and tax incentives to New spending by the DOD trades-off with spending on the F-22 fighter. Department of Defense (DOD) trade-off. The impact is that the commercial shipping industry to support transportation. The commercial shipping industry relies on the commercial shipping industry. Disadvantage argues that increasing costs to generate electricity means it costs more to generate electricity providing electricity with AE will be more expensive. Prices disadvantage argues that if the plan results in the U.S. being more pressure on China to control its climate emissions. ITER funding is critical for U.S. science research that is needed for NASA spending trades-off with basic science research that is needed for National Aeronautics & Space Administration (NASA) trade-off. Department of Energy (DOE) trade-off. Environmental Protection Agency (EPA) trade-off. It will threaten state authority over environmental regulation, environmental protection and utility. States do have some authority over environmental protection, environmental regulation. Popular impact scenarios developed to get other agenda items passed. There are a number of disadvantages undermining the free market could increase pollution. It is arguably the most efficient, market is best for the economy. Since it is the most efficient, it is the most disruptive to the free market in the energy sector. Favor particular energy technologies subsidizes and tax incentives to New spending by the DOD trades-off with spending on the F-22 fighter. Department of Defense (DOD) trade-off.
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this summer include the Colombia Free Trade Agreement, the India Nuclear Deal, and Law of the Sea ratification.

Elections. Passage of a highly-visible energy policy could either increase or decrease the chances of either Mccain or Obama winning the election. The impacts focus on the pros and cons of having each in office.

Offshore drilling bad. Since most Democrats support the development of AE, particularly renewable energy, they are likely to compromise on the question of offshore drilling – they will allow offshore drilling in exchange for promoting AE. The impact is that offshore drilling destroys the environment. Even successful adoption of alternative energy can be disadvantageous.

Oil Consumption good. There are many countries in the world that obtain a large amount of revenue from the sale of oil. Reducing U.S. oil consumption would drop oil prices and reduce revenues for these countries. Economic decline in any of these states risks regional instability and could pose a threat to the global economy due to a loss of oil available for consumption.

Saudi Arabia’s prosperous economy has been built almost entirely around the sale of oil. It is the largest oil exporter in the world, and its ruling regime has been able to provide a growing population with a relatively high standard of living due to its strong oil revenues. There is good evidence that without the revenues Saudi Arabia’s economy would be undermined and that radical Islamic opposition to the regime would substantially increase. Instability in Saudi Arabia could spread throughout the Middle East and a collapse of the regime could generate instability in the Gulf that could threaten oil supplies. In addition to the economy impact, negatives can also argue that if the United States were to reduce its oil consumption it could undermine relations between the United States and Saudi Arabia. Strong relations between the U.S. and Saudi Arabia are arguably important to fight terrorism as well as sustain U.S. power projection capabilities in the Gulf and throughout the Middle East.

High oil prices have also played an important role in supporting the rebound of Russia’s economy. Loss of oil revenues could trigger and economic decline and risk an internal civil war in Russia. There is one spin on the disadvantage that is blocked in Planet Debate as a separate disadvantage – Russian Influence. This disadvantage argues that since Russia has a lot of energy to sell that high energy prices have boosted Russia’s global influence. Loss of influence would likely be blamed on the new Russian president – Medevey – increasing the risk of Russian nationalism and war. There is one specific version of this disadvantage that argues that melting of the polar ice caps make it feasible for Russia to access arctic oil and that accessing this oil is critical to sustain its economy.

Iran’s economy is also largely dependent on oil revenues. Loss of oil revenues may deprive the regime of revenues it needs to prevent the radicalization of the population. Radicalization of the population could undermine the ability of the government to fend off “hard-liners” who are likely may threaten western interests and accelerate Iran’s efforts to develop nuclear weapons.

Under the leadership of Hugo Chavez, Venezuela’s President, Venezuela has invested heavily in its oil infrastructure to boost exports, particularly to the United States. There is good evidence that if Venezuela lost the oil export revenue that it would lose its ability to provide social service. Such a loss of social services could generally trigger instability and weaken the credibility of Chavez. If Chavez’s credibility collapses, he could launch a diversion war into Colombia that could wreck peace in the region. It could spill-over into Panama, threatening the Panama Canal.

Mexico’s economy is also heavily dependent on the sale of oil at high prices. There are reasons the plan could threaten Mexico’s oil economy. First, high oil revenues benefit the state-run Mexican oil company – Pemex. These revenues go into the government’s coffers. Second, high energy prices encourage manufacturers to locate more production in Mexico in order to shorten shipping routes into the U.S. and Canada. A decline in Mexico’s economy would likely trigger an increase in immigration to the U.S., threatening the U.S. economy and increasing the risk of terrorism.

Most analysis indicates that degree of stability is returning to Iraq; certainly things in Iraq are much better than they were in the summer of 2007. There is good evidence that investment in Iraq’s oil industry will increase and that that revenue is critical to rebuild Iraq’s economy. Undermining the global oil price through demand reductions undermines the revenue. An economic decline in Iraq could trigger a widespread civil war and superpower intervention.

The Nigerian economy is heavily dependent on oil revenues and a loss of revenues could increase poverty, reduce government services, and, subsequently, trigger a wider civil war. The terminal impact is simply the Deutsch card.
that most debaters ready on the Africa topic.

Arguably the main reason that the U.S. maintains a military presence is in Central Asia is to protect access to oil in the region, particularly from the Caspian Sea. Reducing the need for oil may motivate the U.S. to reduce its presence in the region, and although oil may be the main motivator for our presence, leaving may take the lid off simmering ethnic conflicts or trigger Russian aggression in the region, risking a wider regional, and even global, war. Low oil prices could also directly undermine Azerbaijan’s economy,triggering regional instability.

Canada’s economy also arguably benefits from high oil prices (though in the case of Canada there is more of a debate as to whether high or low oil prices are best for the economy).

The impact story is quite contrived – a poor economy will trigger Quebec succession and that succession will be modeled globally, increasing global succession and warfare.

Low oil revenues for Indonesia could undermine its emerging democratic government, triggering widespread civil wars.

There are two oil disadvantages that focus on the domestic economic harms of reducing oil dependence.

Texas economy. The Texas oil economy disadvantage argues that low oil prices will collapse the Texas economy and that Texas’ economy is important to the U.S. economy.

Highway transportation fund. The U.S. highway transportation fund is funded by gas tax revenues. Reductions in oil consumption would undermine the fund. The impact is that the fund is important to sustain are highways which are important to economic competitiveness and economic leadership.

There are two oil disadvantages that argue that oil pipelines will be built if oil prices are high. The Turkemenistan-Afghanistan-Pakistan (TAP) pipeline disadvantage argues that high oil prices will lead to a pipeline that will connect three countries and stabilize Afghanistan. The impact to Afghanistan instability is terrorism. The India-Pakistan-Iran (IPI) pipeline disadvantage argues that high oil prices will lead to a pipeline that will connect the three countries and prevent a war between India and Pakistan.

Backstopping. The backstopping argument is based on simple principles of market economics and can be used as a devastating turn
most affirmative cases. Backstopping argues that if the U.S. were to attempt a massive commercialization of AE, producer countries would flood the market with cheap oil, undermining investment in AE and causing massive instability in the oil market. The position argues that it is best to let AE develop slowly in response to gradually rising energy prices as shortages kick-in that this gradual transition will be supported by oil producers.

There are two other oil disadvantages that have the same low oil prices links but with scenarios that do not depend on the general country-based economy impacts that the other ones do.

**Refineries.** It is easy to find evidence that discusses growing oil shortages. Potential oil shortages, however, are not the only reason that gasoline prices are high. One of the causes of high gasoline prices is the shortage of refineries—industrial processes/plants that turn oil into useful forms of energy such as gasoline. High demand is one of the factors that are driving the production of more refineries. A perception that we are moving away from oil could collapse investment in those refineries, magnifying energy price increases.

One specific refineries disadvantage focuses on the idea that refineries are modernizing to allow the conversion of oil shale to gasoline. Since Canada has a lot of oil shale, abandoning oil shale conversion could hurt relations with Canada and threaten the North American Free Trade Agreement (NAFTA).

**Oil price bubble.** Oil prices are at an all-time high. This disadvantage argues that moving toward alternative energy technologies would pop the oil price bubble, collapsing the economy as a result of the radical drop.

There are a number of disadvantages that stem from reducing coal consumption and prices.

**Coal economy/mining.** The coal economy/mining disadvantage argues that the production of coal provides jobs for coal miners and that the coal mining industry provides substantial economic benefits for many regions in the United States. Mines, of course, do not just produce coal, but other minerals as well. If the coal industry collapses, however, the rest of the mining industry may go with it due to a loss of economies of scale. This subsequent decline could have significant economic impacts.

**Railroads.** The Railroads disadvantage contends that since a majority of its profits are derived from the transportation of coal, the railroad industry depends on shipments of coal to survive since. Affirmative plans that undermine the coal industry would, therefore, undermine the railroads industry. A loss of the railroad industry threatens U.S. military readiness because the U.S. military relies on strategic rail mobility. There are also general economic impacts since other industries rely on the railroads to ship their goods.

**Utility upgrades.** The disadvantage argues that in the status quo the U.S. will pursue upgrades to increase capacity and reduce pollution. If utilities are required to adopt AE, this will disrupt budgeting for the upgrades. Upgrades will result in CO2 reductions (turning any climate advantage) and expanded grid capacity that is needed to prevent blackouts. Upgrades are also needed to make renewable energy more accessible and to support wind power.

**Clean coal technology (CCT).** A subset of a more general “utility upgrades” argument, this disadvantage argues that utilities are pursuing investments in CCT now and that a commitment to some forms of AE, particularly renewables and nuclear, will divert and undermine that investment. CCT reduces air pollution and boosts U.S. competitiveness without undermining the coal economy (it arguably even increases coal use).

**Coal economies.** There are a number of economies that gain substantial revenues from the production and sale of coal. These include China, Australia, and Japan. A reduction in coal consumption would likely reduce prices, threatening these economies.

**Chinese coal.** This disadvantage argues that for some reason low coal prices in the U.S. will make Chinese coal more cost competitive. The impact is that Chinese coal is bad because it increases air pollution.

There are two disadvantages that deal with increasing and decreasing natural gas use.

**Methane flaring.** Natural gas demand is increasing now, but reductions in natural gas demand driven by AE will result in increased flaring. Flaring contributes to the destruction of the ozone layer, risking extinction.

**Natural gas prices.** This disadvantage argues that permits & carbon tax affirmatives increase demand for natural gas because natural gas is less carbon intensive than either coal or oil. Increased demand for natural gas will increase prices, threatening the economy.

There are two disadvantages that stem from increasing or decreasing nuclear power. The impacts to nuclear power were discussed in the previous section on affirmatives.
Nuclear power bad. Carbon taxes and permits affirmatives will raise the price of carbon, making nuclear power more economically competitive.

Nuclear power good. Increasing many alternative energy resources, particularly renewable energy, could undermine investment in nuclear power.

There are a number of disadvantages that deal with the international geopolitical consequences of increasing U.S. support for alternative energy.

European Union (EU) soft power. The disadvantage argues that increases in U.S. soft power undermine EU soft power and that EU soft power is critical to the resolution of global problems. Negatives can link the disadvantage directly off of affirmative claims of increased soft power or link it indirectly by arguing the U.S. support for AE would boost its soft power and, subsequently, undermine EU soft power. Smart negatives will argue that EU soft power will solve all of the terminal impacts that the affirmative reads to their advantages as well as add additional impacts.

Japan soft power. The disadvantage argues that the way Japan currently obtains status as a global power is through the exercise of soft power, particularly in the environmental and renewable energy arenas. If the affirmative plan were to boost U.S. leadership and/or soft power in either of those areas, it will trade-off with Japan’s leadership, forcing it to find an alternative means of establishing global influence. Instead of environmental leadership, Japan may choose to exercise its power militarily and develop nuclear weapons.

Japan relations bad. The disadvantage argues that if the U.S. acts to control climate change, particularly by adopting a binding emissions target, that this will improve relations with Japan. The disadvantage contends that it is bad to improve relations with Japan because improving relations will stop the break-down of the alliance. The impact is that the alliance is bad because it leads to the containment China and constrains Japanese rearmament; a substantial Japanese buildup, particularly a nuclear weapons build-up, is prohibited under the terms of the treaty.

U.S.-China energy cooperation. This disadvantage argues that currently the U.S. and China are cooperating on energy, particularly coal energy, and that by transitioning to AE the plan would disrupt that cooperation. The impact is that energy cooperation is critical to avoiding a U.S.-China war and a break-down of relations.

U.S.-China relations. The second version of the disadvantage argues that if the U.S. increases its environmental leadership it would put more pressure on China to improve its environment, threatening relations. This disadvantage is particularly strong against cases such as cap & trade/permits that adopt binding CO2 caps. If the U.S. did this, it would certainly pressure others to do the same thing (the affirmative’s environmental leadership advantage/solvency is even premised on this occurring). Such pressure could not only result in a break-down of relations, but if the negative wins that China will not reciprocate with cuts, it will substantially undermine the affirmative’s solvency for advantages such as climate change.

Chinese growth bad. This disadvantage argues that current high energy prices and environmental limits imposed by fossil fuels (China can only handle so much pollution) is limiting the growth of China’s economy and that the adoption of new energy technologies will accelerate Chinese economic growth. Chinese economic growth is arguably bad either because it could cause China’s economy to overheat or because it could lead to a Chinese military build-up, arms races, and hegemonic threats to the U.S.

India modeling. This disadvantage argues that if the U.S. pursues a major reduction in greenhouse gases that India will model it. The impact is that Indian adoption of stringent environmental regulations will collapse its economy.

There are four disadvantages that are impact-turns to the environment advantages. You can broadly think of these as “pollution good” disadvantages.

CO2 ag. This disadvantage says that high CO2 levels are good for agriculture and that high CO2 will boost crop production enough to prevent an impending famine.

Ice age. This disadvantage argues that global warming is necessary to avoid an impending ice age.

SO2 screw: If you reduce fossil fuel emissions, you reduce both CO2 and SO2. Since CO2 stays in the air for centuries, and SO2 only for the short-term, reductions in emissions could actually cause short term warming.

Low level ozone. This disadvantage argues that pollution is good because it blocks high level radiation that enters through the upper ozone hole from causing cancer.

There are some disadvantages that are specific to renewable energy technologies.
Earthquakes. This disadvantage argues that expanding the use of geothermal power will change pressure within the earth causing earthquakes.

Space militarization. Increasing interest in solar power spurs increased interest in space power because more solar power makes space exploration and development feasible. The impact is that greater space exploration and development will lead to space militarization and war.

Chinese silicon. This disadvantage says that R&D support and subsidies are short-term and that when the support expires solar developers will turn to dangerous Chinese silicon.

Bats & Birds. The expansion of wind power will kill bats and birds, threatening ecosystems.

Military readiness. The expansion of wind power will disrupt radar installations, threatening readiness.

Nanotechnology bad. This disadvantage argues that supporting research on renewable energy resources will stimulate nanotechnology. The impact is that the development of nanotech risks the development of self-replication nanoweapons that will kill everyone. There is one disadvantage that is difficult to categorize.

Environmental movements. The environmental movements disadvantage argues that environmental reforms will “buy-off”/discourage national and international environmental movements that are needed to solve environmental problems.

Counterplans
There are a number of agents other than the U.S. government that could act to implement the essential affirmative plan mandates.

International agents. China and India could act to substantially reduce their own CO2 emissions. Estimates indicate that China will surpass the U.S. in total emissions and India is close behind. Action by one or both of these countries would likely reduce CO2 almost as much as the affirmative. Japan, though it emits considerably less CO2, could act to develop AE technologies and distribute them globally. Action by Japan would also strengthen Japan’s soft power. All three counterplans avoid disadvantages to U.S. action such as politics and spending.

The 50 states. The 50 states could act to incentivize AE in nearly any way that has been discussed in the plans section. Politics, federal spending, and federalism are common net-benefits to this counterplan.

Lopez counterplan. Based on a 1995 article in the Michigan Law Review by Northwestern law professor Stephen Calebresi, this counterplan argues that all authority over a particular area (in this case, the affirmative plan) should be devolved to the states so that the 50 states could act to implement the affirmative plan mandates. This version of the counterplan is necessary when the federal government exercises substantial jurisdiction over issues related to the affirmative plan.

Courts. This counterplan has the courts interpret existing legislation and regulations to require the federal government to undertake action to solve the affirmative advantages. This counterplan is best used against climate change affirmatives because that is what most of the solvency evidence is discussing.

Executive Order/action. There are a number of ways that the “Executive” branch of the government can act. First, Cabinet heads could make decisions to change the way their departments operate. For example, the Defense Secretary could order that the military start using more renewable energy at its bases.

Second, the President could issue an Executive Order. An Executive Order is “A regulation by the President of the United States or the chief executive of a state which has the effect of law” Executive orders direct various individuals to act in particular ways.

There are a number of reasons that Executive action is superior to Congressional action. First, it avoids the politics disadvantage. There is evidence that indicates that if the President acts alone he does not have to spend political capital getting policies passed through Congress. Executive action is also less visible to the public (great for an elections disadvantage). And executive action is less controversial because no one in Congress has to take a position on it. Second, you can argue that “presidential power good” is a net benefit to the counterplan. Executive action will enhance the authority of the President when he exercises it and Congressional action or joint Presidential-Congressional action (the permutation) undermines it.

Action by the courts and the executive can be substituted for the plan agent and advocated by the affirmative. There is no topically-mandated reason that the affirmative must defend Congressional action.

In addition to a number of agents that can be used in the affirmative plan, there are also a number of technologies that, while arguably AE, have been more commonly used as counterplans.
Clean Coal Technology (CCT). This counterplan has the government support the development of CCT in order to reduce pollution and improve U.S. economic competitiveness. The net-benefits are usually the coal consumption good disadvantages.

Carbon sequestration. Carbon sequestration is a process that captures CO2 when coal is burned to produce energy. This avoids the release of CO2 into the atmosphere while allowing the continued use of coal-based energy. Since this technology is not yet fully commercialized, the counterplan provides incentives for research & development to advance the technology. Carbon sequestration doesn’t reduce coal use, making the coal consumption good and politics disadvantages are usually the net-benefits to this technology.

Energy efficiency. This counterplan says that rather than adopting AE it may be best to simply use current technologies more efficiently. Since energy efficiency arguably reduces total energy consumption, it reduces pollution and avoids (at least for now) energy shortages. Politics is the most common net-benefit to this counterplan.

Domestic drilling. This counterplan argues that the U.S. should drill for more oil on its territory. The counterplan advocates drilling in one or more of the following areas: Offshore coastal areas and/or the Arctic National Wildlife Refuge.

Oil price speculation regulation. Some analysts think that the run-up in oil prices is due to inappropriate price speculation by those seeking to profit in the oil markets. This counterplan establishes regulations to limit that speculation.

As all three of these technologies are widely considered to be forms of “alternative energy,” it is worth noting here that if the affirmative specifies an AE technology, the negative can always counterplan and advocate using a different technology or set of technologies. Also, it is worth nothing that these forms of AE may also be the focus of affirmative cases.

There are ways to avoid the harms of current energy other than to use different energy technologies. Three counterplans attempt to solve the oil-related harms without reducing consumption of oil.

Iran engagement. This counterplan has the U.S. offer a security guarantee to Iran as a means of normalizing relations with the country. It claims that poor U.S.-Iran relations are significantly increasing the price of oil.

A number of the other affirmative harms/advantages can be directly addressed through other advantage-specific counterplans.

Adaptation. This counterplan argues that since climate change is inevitable our only hope is to adapt to it. It suggests increasing foreign aid to deal with poverty and water shortages, building up coast lines to deal with sea level rises, providing food aid to deal with famine, and providing reforestation assistance to deal with deforestation.

Comprehensive Test Ban Treaty. This counterplan has the U.S. ratify the Comprehensive Test Ban Treaty in order to boost U.S. leadership in non-proliferation efforts.

Soft power counterplans. Soft power can be increased in a number of ways, including ratifying the CTBT, the International Criminal Court (ICC), the Convention for the Elimination of Discrimination Against Women (CEDAW) and closing Guantanamo Bay.

Hard power counterplans. Counterplans to increase military recruitment and reinstate the draft have been written to increase military readiness.

Competitiveness counterplans. This counterplan strengthens U.S. industrial policy in order to boost U.S. competitiveness without developing AE.

The net-benefits to all of these counterplans are the disadvantages to increasing the form of AE that the plan advocates.

There are also a number of alternative mechanisms that the negative can use to increase AE.

Voluntary action. What exactly constitutes a voluntary approach is up for debate. At one extreme, “voluntary” simply means that companies agree to implement the plan’s mandates simply by being asked. Unless the negative can get
Although these three mechanisms are most commonly run as counterplans, it is possible to use them as affirmative plan mechanisms. In fact, it is worth emphasizing that any affirmative plan mechanism can simply become a negative counterplan. For example, if the affirmative advocates permits a means to confront climate change, the negative can argue for carbon taxes and vice-versa. Affirmatives need to be able to defend any mechanism they specify as superior to any other mechanism that they negative may advocate as a counterplan.

There are also set of counterplans that use the affirmative plan in international negotiations with the goal of not only getting other countries to agree to the plan but also of gaining some additional advantage. NATO consultation. This counterplan offers NATO an up or down veto over the plan. The counterplan claims that by giving NATO this veto it will strengthen the NATO alliance by boosting consultation and alliance cohesion. In the past, negatives have offered to consult Australia, Brazil, China, the EU, Egypt, and Japan.

Prizes. This counterplan awards a large prize – usually millions of dollars – for the development of a particular energy technology. For example, presidential candidate John McCain has proposed a $300 million dollar prize to any developer that can build a battery that can be effectively used in a hybrid vehicle to substantially reduce energy consumption.

Eliminate fossil fuel subsidies. The use of fossil fuels – both in the discovery and conversion to energy stages – is highly subsidized by the government. Advocates of AE, particularly renewable energies, argue that this makes it impossible for these new technologies to compete. This counterplan argues for removing current fossil fuel subsidies rather than providing new subsidies for AE since simply cutting current fossil fuel subsidies could level the playing field.

Socialism. Contending that capitalism is the root cause of our environmental problems, this counterplan has the U.S. adopt a Socialist form of government in order to solve our environment and energy problems.

Banning fossil fuels. Many of the affirmative advantages stem from reducing and/or eliminating a current form of energy use. This counterplan says that those energies, such as oil and coal, should be banned outright. Although this seems counterintuitive (it would probably destroy the economy), affirmatives should be prepared to debate it.

Kritiks

The first set of critiques questions our approach toward the resolution of environmental problems, arguing that the affirmative plan and advocacy reify, rather than challenge, the fundamental cause of the environmental crises we confront.

Social ecology. Social ecology claims that environmental problems are caused by hierarchies that sustain social domination. Government promotion of AE simply sustains and doesn’t challenge these hierarchies. The alternative is to challenge
the hierarchies in order to solve environmental problems.

*Deep ecology.* Deep Ecology is an environmental movement philosophy that was started by Arnie Naess. Naess argued that we needed a “deeper” understanding about humanity’s relationship with nature. Instead of a more anthropocentric approach that assumes that humans are unique, we need to conceive of ourselves simply as one integral part of the biosphere. The Deep Ecology kritik argues that rather than endorsing the affirmative plan, which is likely to simply carry-on with the existing anthropocentric approach, we need to embrace a realization that we are just one part of the biosphere.

*Heidegger.* The Heidegger kritik challenges the idea that we can/should master nature with a technological approach/outlook. It argues we should move away from technology and re-connect with our more fundamental being. This was by far the most popular critique at camps this summer, so it is something you need to be very prepared to debate.

*Environmental managerialism.* Directly related to the Deep Ecology and Heidegger arguments, this kritik argues that attempt to manage the environment in a way that maximizes human needs without causing significant environmental harm is doomed to fail.

*Ecofeminism.* Ecofeminists argue that environmental problems cannot be solved until the problem of patriarchy – the domination of men over women -- is addressed because that inequality/oppression is reflected in how we treat nature/environment. *Capitalism.* The capitalism kritik argues that capitalism is the root of the environmental/energy crisis and that treating energy as a commodity to be bought and sold in the market only reifies capitalism rather than challenges it. Negatives will also read additional world-ending impacts to capitalism.

*Consumerism.* The consumerism critique is a subset of the capitalism critique that argues that until we move away from a consumerist culture we will not be able to solve environmental problems. Promoting new energy technologies, and systems such as cap & trade, only promote consumerism.

*Zizek.* This kritik argues that attempting to solve the problem of energy is a fantasy and that acting to do so only represses the fantasy. The alternative is to traverse the fantasy and envision a post-apocalyptic world.

*Feyerbrand.* From the file: The Aff’s scientific worldview manifests a monolithic ontology – their scenarios and description of solvency presuppose specific knowledges which pound themselves into debaters’ minds. The impact to this homogenization is the elimination of all identity under imperialistic oppression – this forms the root cause of war. Moreover, under such a scenario, life is not worth living. The K must be a prior concern to any other impact. Within the monolithic grasp of the Aff’s ideology, the only hope is to cast subjectivity adrift. Affirming that anything goes opens up a multitude of emergent possibilities capable of transcending the hegemony of modern science, solving the Aff.

*W.A.S.T.E.* The majority of ecological paradigms are premised on one flawed assumption: that expenditure can be eliminated from human/environment interactions. The attempt to repress all the unruly elements of life only results in the return of the repressed in a stronger and more insistent form. George Bataille, and after him Jacques Lacan, argued that negativity, loss, expenditure, sacrifice, and the beautiful were central and ineradicable elements of human life. Only an ecological politics that can embrace expenditure can avoid laying waste to the all that is nonproductive, even beautiful, in life.

There are two kritiks that challenge how we represent environmental problems, arguing that the popular representations that many affirmatives employ are bad.

*Environmental securitization.* Environmental securitization is a kritik of arguing that environmental decline leads to war and of conceptualizing it as a security issue. First, the environmental destruction is a global problem and security is a nation-state issue. Second, military planning is inherently conservative and radical planning is needed to solve environmental problems. Third, military aggression involves intentional aggression. The evil impacts of environmental destruction are not intentionally produced (at least the evil implication is not intended. Fourth, military organizations are also highly structured and hierarchical whereas solutions to environmental problems require a decentralized solution.

*Environmental crisis rhetoric.* In order to claim large impacts, affirmatives will articulate large environmental impacts. This critique argues that it is bad to focus on hyped impact scenarios because those scenarios discourage action by creating a sense of futility and because the scenarios lead to the militarization of environmental problems. There are number of kritiks that can be considered kritiks of the plan, or at least kritiks of advocating technology-based solutions to problems.
Coercion. This kritik argues that it is immoral to impose regulations on businesses or to direct government subsidies toward particular industries because doing either is a threat to private property.

Stealth. This kritik argues that environmental regulations are bad because they are passed without input from the public. It argues that this regulatory approach is ultimately undemocratic.

Scapegoating. This kritik argues that it is bad to blame and/or scapegoat industries for environmental problems and argues that people should assume personal responsibility instead.

Technology panacea. This kritik argues that it is bad to view technology as a solution to all of our problems. There are five additional kritiks that are difficult to categorize.

Luke/biopower. Based primarily on the works of Timothy Luke, this kritik argues that representations of environment crisis and international governance arrangements designed to deal with environmental problems support the biopolitical order. It’s a specific application of the biopower argument.

Baudrillard. This is the popular critique of simulation that argues that it is bad to simulate policymaking. The camp file has a particular emphasis on the environment.

Realism good. This is a kritik of affirmatives that trigger international approaches to environmental problems as sacrificing the national interests of the United States. War Machine. Based on a 2008 book, Tabloid Terror, this kritik argues that attempting to act to confront threats in the name of the good results in imperial intervention and warfare.

Virilio. Argues that we are in a constant state of war and that current attempts to prevent it simply replicate the state of warfare.

There are two kritik-related arguments that help the affirmative answer all kritiks.

Framework. This argument contends that the focus of debate should be only policy – on the proposal, comparison, and assessment of different specific policies. Arguments that focus the question of the debate on the question of representations, for example, would be inconsistent with this framework.

Environmental pragmatism. This is an argument that contends that environmental debates should focus on pragmatic solutions to environmental problems instead of more philosophical concerns.

Constituent Imaginary. From the file: The resolution, should the United States federal government increase alternative energy incentives in the United States is an answer, not a topic. This year’s topic is alternative energy and how we should orient ourselves in relation to that larger concept. The affirmative’s reliance on the United States federal government as the enactor of a future policy option is part of the problem, not the solution. Their attempt to outline linear advantages and place a calculative value on both human and non-human beings endorses a fundamentally flawed ontology – an ontology focused on challenging-forth the future and describing how the future should be. This mindset creates an obsession with management – the only way to successfully control the future is management, management excludes all other options of existence, and becomes the only means to the only end. The affirmative endorses a managerial mode of thinking that proliferates through intellectual debate about the environment, threatening to overcome all alternatives. The negative proposes a radical break from the action reaction cycles of the affirmative, we must act in the present and allow the future to reveal itself, only this creates an aesthetic relationship with nature that opens up the possibility for meaningful existence. We in this room must embrace a process of askesis in order to rethink our relationship to the world and, most importantly, ourselves. Askesis is an individual process of self-transformation that creates the potential to break down our ascetic drive for purity and control. We must engage in a meditative self-analysis. Thus, the role of the ballot is to affirm our criticism as a way of questioning ourselves, we believe debate affords us the opportunity to not rush headlong in to quick solutions, but instead, provide the possibility for a new approach to environmental advocacy, otherwise, the ontological assumptions underlying their affirmative threaten to silence and ignore the catastrophic effects our own actions have had on the environment itself.

Intersectionality. This kritik argues that oppression cannot be solved by focusing on one type of oppression such as racial oppression but that the intersectionality of all oppressions must be recognized.

(Stefan Bauschard is President of PlanetDebate.com, a Debate Coach for Harvard Debate and Director of Debate, Lakeland Public Schools.)
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### Exttemp Commentary Results

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</table>
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WHO "BROKE" AND WHY

Humorous Interp  At the end of round 6, 60 contestants advanced to rounds 7-8 with a cume of 35.

Dramatic Interp  At the end of round 6, 60 contestants advanced to rounds 7-8 with a cume of 36. Eight contestants were tied for 60th place. Two of those advanced; to advance those contestants needed: 3 firsts, 3 seconds, and 1 third.

Duo Interp  At the end of round 6, 61 contestants advanced to rounds 7-8 with a cume of 37. Three contestants were tied for 60th place. One of those contestants advanced; to advance they needed 3 firsts, and 4 seconds.

Original Oratory  At the end of round 6, 60 contestants advanced to rounds 7-8 with a cume of 36. Three contestants were tied for 60th place. One of those contestants advanced with 5 firsts. 

U.S. Extemp  At the end of round 6, 60 contestants advanced to rounds 7-8 with a cume of 27.

International Extemp  At the end of round 6, 60 contestants advanced to rounds 7-8 with a cume of 29. Nine contestants were tied for 60th place. One contestant advanced with 5 firsts.

Policy Debate  At the end of round 6, 60 teams advanced to rounds 7-8 with 8 winning ballots or more.

L/D Debate  At the end of round 6, 69 contestants advanced to rounds 7-8 with 8 winning ballots or more.

Ted Turner Public Forum Debate  At the end of round 6, 73 teams advanced to rounds 7-8 with 8 winning ballots or more.

---

**FIGURING NFL NATIONAL POINTS**

**EVENT ROUNDS**

**PRELIMINARY ROUNDS:**

CX and L/D Debate = win (2 judges) = 10; split (1) = 8; Loss (0-2) = 7

Extemp / OO = Two judge totals of 2 or 3 = 10 points; 4 or 5 = 9 points; 6 or 7 = 8 points; 8 or 9 = 7 points; 10+ = 6 points

DI/ HI/ DUO = Two judge totals of 2 or 3 = 9; 4 or 5 = 8 points; 6 or 7 = 7 points; 8 or 9 = 6 points; 10+ = 5 points

**RUN-OFF AND ELIM ROUNDS:**

CX and L/D Debate  W = 10 points  L = 7 points

<table>
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</tbody>
</table>

**BONUS POINTS:**

Champion  15 points
Runner-Up 10 points
Third     5 points
Awards

STUDENT PARTICIPANTS OF THE YEAR

"You had to be there!"

BY LINCOLN FINANCIAL GROUP

This year five $1,000 scholarships were presented by the Lincoln Financial Group during the final Awards Ceremony to celebrate participation in NFL activities. Five lucky students were selected, at random, from all national tournament participants ~ to represent the over 3,134 students nationwide who participated this year in the NFL.

YOU HAD TO BE PRESENT TO WIN

STUDENT WINNERS

• Adam Bouchareb
Lakeville North HS, MN
• Michael Dahlgren
Holy Ghost Prep, PA
• James Krawczyk
Blue Springs HS, MO
• Aakash Kumar
Plano Sr. HS, TX
• Alyssa Ray-Alden
Milwaukee HS of The Arts, WI

And the winner is...
NFL Council in Action

Tommie Lindsey, Jr.

Pam McComas

Harold C. Keller

Kandi King

President Billy Tate

Bro. Rene Sterner, FSC

Pam Cady Wycoff

Vice President Don Crabtree

Glenda Ferguson
I was an NFL member!

Ohhhh E L V I S!

I’m speechless.

Abe, let’s talk politics!

I want a cap like that!

What page is Sunday’s schedule?

I need a little lady luck this week!

How do I explain this to my kids?

Future National Champion

Orations, check. Tubs, check. Sleep, check.
Vendors at Nationals

NFL
Northwestern University
NPPF (National Policy on Public Forum)
Ohio University
Ozark Delight
Perfect Performance
Perspectives Debate
Planet Debate
Point Loma Nazarene University
Public Forum Zone
Rachel Project
Resolved
Ripon College
Stanford NFI
The Forensics Files
The Interp Store
The University of Alabama
University of California
University of North Texas
UNLV
Victory Briefs
West Coast
West Texas A&M University
Western Kentucky University
Whitman College
The Blues Brothers Debut at the 2008 Desert Lights Nationals
THANK YOU SCHWANS FOR A GREAT TIME!!
Dr. Richard Edwards took time out from a busy NFL National Tournament one evening and surprised his wife Connie in celebration of their 38th Wedding Anniversary, renewing their marriage vows at the Graceland Wedding Chapel in Las Vegas, Nevada.

NFL Executive Vice President Don Crabtree had the pleasure of meeting actor Michael Urie. Michael was the 1998 National Champion in DI and is now a star on ABC's Hit Show Ugly Betty.
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Steven E. Dunn Ed D.
Dean, School of Education, Newman University

“For those who are tired of reading about jaded 16-year-olds, well, Annette Haws offers a wider variety of teen characters... The main character, a school teacher, is prickly, and Haws does prickly well.”

Susan Whitney
The Deseret News

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- Dramatic Interp
- Impromptu
- Original Oratory

- Poetry
- Prose
- Declamation
- Duo Interp
- Public Forum
- Congress

3 rounds of competition to quarters or semis in IE, 4 rounds to octos or quarters in PFD, 6 hours of prelim debate to finals in SC.

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Good luck to all the alumni of GMIF!
We hope you have a fabulous year!
And please come back and join us for the 5th annual GMU Patriot Games: December 6-7

Join the legacy: www.gmuforensics.org
“Introducing Debate: An Outline for the First Few Weeks of a Novice Debate Class”

by
Chuck Ballingall
Damien High School

It goes without saying that the beginning of the year is a crucial time for a novice debate class. Students have a great deal to learn, and if they don’t learn at the beginning of the year, they will be behind for the remainder of the year. Most important, students in a beginning debate class are often freshmen, who are still searching for the activities they will emphasize in high school. It’s important to grab their attention and interest at the beginning of the year, so they don’t “wander off” to the band or the newspaper.

This article is an attempt to briefly explain the first few weeks of the novice debate class at Damien High School. At Damien we call this class Speech 9. I have developed the course outline over 26 years of teaching and coaching at Damien, and even though I have passed the teaching of the class on to other coaches, this is still essentially the outline from which the class is taught.

The Damien High School Debate Program

Every school’s debate class is unique, although many share similar characteristics. Let me first describe the Damien program and course, as well as some of the implications of their unique characteristics. Damien is an all-boys Catholic school in the Los Angeles suburbs. The school has had a strong commitment to the debate program for over 40 years; it probably didn’t hurt that the debate coach in the late 1960’s, Father Martin O’Loghlen, served as principal of the school from 1970-1980.

The strong administrative support for the program, as well as our status as a private school, has allowed us to do something that I’ve never encountered in another school: Damien treats Speech 9 as an honors level course in the Social Science Department, and allows qualifying students to replace an otherwise required Geography course with Speech 9 in their freshman schedules! This gives us an enrollment of approximately 100 of Damien’s top freshmen. This large enrollment number also creates 3-4 sections of the course for the assistant debate coach to teach, thus allowing us to hire a debate person for the second coaching/teaching position.

There is a downside to this situation, however. Even though we stress the debate part of the class, it is still a debate and speech class, and many students sign up with the idea that they will learn how to do many different types of speeches, and they aren’t primarily signing up to debate. Also, many students sign up because the class is presented as an honors level class, and many students sign up to avoid taking what they perceive to be a “boring” Geography class. Finally, the class sizes are typically pretty large, especially for this kind of class. 30 students per class is the norm.

Finally, a little about our competitive situation: Unlike the state of Texas, which holds tournaments in August (!!!), California starts more slowly. The first major invitational in southern California takes place on the first weekend of October. Our local league holds its first tournament in late September, and our first novice league debate tournament takes place in late October. So we have
plenty of time to get our students ready for their first debate. In fact, we try to hold an intrasquad tournament, amongst our own teams only, about 2 weeks before the first league novice debate tournament. So we have the about 6 weeks from the time school starts to the time our debaters need to be ready to debate.

Also, our league, by agreement, limits the cases that our novice teams can run, usually to 3 or 4 “core of the topic” cases. We also don’t allow our novices to run counterplans or critiques in the first semester. So our early preparation focuses on the basics, and on a topic of limited scope.

While our class is undoubtedly different from those offered at other schools, hopefully you can adapt some of the suggestions in the next part of this article to your program. I certainly wouldn’t suggest that ours is the best way to introduce students to debate, but it works for us.

The Course

Week 1:

Thursday, first day, 30 minute classes: procedural matters.

Friday, full period: Introductory speech. I pair the students up randomly and each prepares a speech (1-2 minutes) introducing his partner. Friday is the interview and preparation day.

Monday: Present introductory speeches. Given the speech length, it’s possible to get through the speeches in a single day. This is a very minor assignment, so I give full credit if they make the minimum time. Afterwards, I assign their first reading homework from our textbook (written by Star Muir, sold by Paradigm Research).

Now that we’ve introduced the students to each other, it’s time to introduce them to debate. Given that I’m not in a huge rush to get them ready, I try to do things at the introductory level, and then add more detail the second and third time around.

Tuesday: Basic “Introduction to Debate” lecture. This lecture explains the very basic nature of debate: 2 debaters per team, 2 sides, what they generally do, the concept of evidence, and the wording of the national topic. With whatever time remains, we’ll do some basic brainstorming on the topic, just to get them thinking about the general topic area.

Wednesday through Friday: “Order of Speeches” lecture. Main points in this lecture: Speech order, time limits, speaker duties. At the beginning of the lecture, I hand out a sample 1AC to every student, and we begin by reading through it, and talking briefly about the nature of evidence. Embedded within these days of lecture are introductions to the prima facie burdens of the affirmative, the difference between the case and the plan, basic refutation (take outs and turns), and the basic types of negative arguments (leaving out counterplans and critiques for the time being). This part of the lecture usually takes two days, and then I go back and explain the concept of preparation time and cross-examination, and including how prep time should be divided and who participates in each cross-examination. I usually try to show a short clip of a debate video just to show them the various debaters speaking, and standing up to cross-examine each other, to give them a sense of what physically goes on in each round. These lectures will take us all the way to the end of the first week. At the end of class on Friday, I encourage them to go online and do some basic background research on the topic.

Week 2:

Monday: The second week begins with another day of talking about the topic, in a more structured fashion this time. I will try to lay out the main harm areas (in this case, the basics of global warming), and some of the major alternative energy sources.

Tuesday: First simple refutation drill. In this drill, I will pair the students again, and give them the choice of 5 or 6 topics. These won’t be debate topic related; instead, I will pick topics they should know something about from their general knowledge and interest (for example, something about the Lakers vs. the Celtics will certainly be one of the choices this year). I then tell them they have to choose a side of the debate, and prepare 4 or 5 major arguments in favor of their position.

Once they have done this, I give them a specially designed sheet, similar to a flow sheet but not intended to be an actual flow sheet. The sheet has two sides, one for the affirmative and one for the negative. The sheet is set up as a grid, with 3 columns and 5 rows (one row per argument, one column per speech). Each debater is to fill in his main arguments in the boxes in the first column on his side of the page. At that point, the two debaters reveal their
main arguments to each other, and they fill in the opponent’s main arguments in the boxes in the first column on the opponent’s side of the page.

Now the two debaters work on their answers to the other side’s major arguments. I tell them they only need one answer per opposing argument. They write their responses in the boxes in the middle column next to their opponent’s main arguments. Finally, they reveal their answers to their opponents, so that each can prepare a response to each answer. This response is written in the third column on their side’s page.

Even though this seems pretty involved, it actually should take one class period. The students should be pretty familiar with the subject area being debated, so it should (hopefully) be easy for them to come up with the arguments to fill in their sheet. During this time, I circulate and try to help students who can’t come up with arguments.

Wednesday through Friday: All pairs present their refutation drills. The speech times are short, and each person speaks twice. I insist that the students follow the organization forced on them by the grids, so they keep the arguments in order. I also try to get them to use signposting as much as possible (“My opponent’s first argument was that the Lakers will be better this year because Andrew Bynum will be recovered from his injury. My response to that is...”). Hopefully, by the end of this exercise, all of the students will have experience in organization, signposting, refutation, rebuilding their own arguments, and, of course, speaking.

Week 3:

Tuesday (usually this week begins with Labor Day): Lecture focusing on disadvantages, answering disadvantages, and a discussion of some of the disadvantages on this topic.

Wednesday: Lecture on flowing. I follow this lecture with an exercise in which I read their 1AC (very slowly) and they practice flowing it. I collect these practice flows and mark them, especially looking for the size of the writing, and the ability to follow the basic 1AC structure.

Thursday: I hand out their 1AC and affirmative files. These are basic, cut down versions, tailored to the arguments they will be going against in the negative file. Each team gets one set of evidence, but each debater gets his own copy of the 1AC. At the end of class, I have each team read the 1AC to each other. Each partner reads to the other for 4 minutes. Yes, there are 15 speeches going on at the same time, but I circulate to make sure that they’re all doing it. The main reason I do this is to get a gauge of whether the 1AC is too long. After they read for a total of 8 minutes, they report to me how far they were able to get.

Friday: I hand out the case negative file against their affirmative, and go over the basic arguments with them.

After Week 3:

At this point, we alternate class days talking about the cases are arguments they will have to face with quizzes (have to get some grades for them!) and drills. Two other drills I would like to mention:

- Flowing drill: This drill requires extensive advance preparation. Students will flow four speeches (you can vary that number; more speeches = more work). At the beginning of the drill, have students set up their own flowsheets. You then read all or part of a 1AC to them. After the speech, handout a flow you have prepared of the 1AC; in other words, what their flow should look like. Collect their original flows, and then read a 1NC, including case attacks and at least one off case argument. They should flow this 1NC on the sheet you handed out to them with the 1AC flow. When you finish, hand out another flow, this time with the 1AC and
the 1NC flowed on it. This flow should be as perfect as you can make it; you’re trying to get them to model the best flowing practices possible. Again, collect their flow of the 1NC, and have them flow the 2AC on the sheets you’ve just given them. You can repeat this through as many speeches as you like. At some point in the speeches you should “drop” an argument and have the next speaker “extend” it, so that the students get an idea of what this means and how it should be flowed.

· Advanced refutation drill: This time, I have the two partners prepare both sides of a debate on their case, using their affirmative and negative evidence. They first pick the best negative evidence against their case, and preflow the speech they would give using that evidence. They then choose the affirmative evidence to answer those case arguments, and preflow the 2AC. They then present these speeches, with one partner doing the 1N and the other the 2A. You can do all kinds of different combinations with this drill, using disadvantages, topicality arguments, etc.

At the end of either week 5 or 6, we try to have as many debaters as possible participate in a 3 round intrasquad tournament, which takes place on a Saturday. After these rounds, their interest is hopefully increased, and we continue to get ready for the first interscholastic tournament, just a week or two in the future!

I hope that you can find something in this outline that can help you and your novice debaters get ready for those first few tournaments. Good luck!

(Chuck Ballingall has been the Director of Debate at Damien High School in La Verne, California since 1982. He is a Four Diamond coach, and this past June, was inducted into the NFL Hall of Fame.)
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In John Maxwell’s book, *Today Matters*, he dispenses an intuitive truth that we too easily forget: that today is the only day in our control. Mindful of this, Maxwell admonishes us to make the most of today by making good decisions every day. Fortunately, this concept is more digestible than it sounds. The trick to making good decisions daily, Maxwell explains, involves determining personal ethics early in life and then adhering to this personal code.

Through careful but engaging explanations, anecdotes, and quotations, Maxwell demonstrates the immense potential gains associated with taking the initiative to determine personal ethics. To facilitate this process, he isolates twelve broad areas which require personal reflection. To guide readers through these areas, he examines each area individually, chapter by chapter. Going through the twelve areas of decision is a worthwhile effort for any reader, especially those in leadership positions. Rather than summarize the twelve areas, though, this review will present three key insights from the text. For more reading on these ideas, or to review the twelve areas that Maxwell highlights, check out the complete book.

**Key insight 1: Make the right decision daily.** Excellence is a process – to achieve it you have to commit to it as part of your daily routine.

According to Maxwell, successful people realize that sustainable change happens when small improvements are integrated into their daily routine. To illustrate this idea, he recounts a conversation with legendary UCLA basketball coach John Wooden. Wooden reported that, of all of the games, all of the championships, all of the glory associated with his success, the part of basketball he missed most was practice. Wooden explained:

“I never dreamed about winning a national championship. What I was dreaming about each year, if you want to call it that, was trying to produce the best basketball team we could be. My thoughts were directed toward preparation, our journey, not the results of the effort…” (2004, p. 35)

Wooden’s profound appreciation for practice, which culminated in 10 NCAA championships, reflects a deep commitment to daily improvement. Maxwell echoes this perspective by saying “you will never change your life until you change something you do daily” (2004, p. 19). Rather than viewing change in terms of a single moment, we must learn to view it as a process. Knowing that excellence is a process we must practice daily, it is easy to conceptualize why today matters.

**Key Insight 2: Priorities are priceless.**

Maxwell advises readers to make the most of today by setting priorities and committing to them. To elaborate on this recommendation, he quotes Chinese author and philosophy Lin Yutang, who noted, “Besides the noble art of getting things done, there is the noble art of leaving things undone” (2004, p. 67). In other words, excellence involves focusing time and attention on the most important aspects of life while letting go of the nonessentials.
This idea of setting priorities and adhering to them is a critical part of parlaying time into achievement.

As further proof, Maxwell describes the Pareto principle, which indicates that if people would spend the majority of their time on the top 20% of their priorities, they would receive an 80% return on their effort. In other words, investing time in activities that generate high returns is an effective way to make the most of today. Focused effort is key.

Key Insight 3: Attitude is the great equalizer.

Maxwell explains that “all things being equal, attitude wins. All things not being equal, attitude sometimes still wins. Possessing a great attitude is like having a secret weapon” (2004, p. 43). While people inherently possess differing levels of natural ability, their attitude comprises a critical factor in their success and – better still -- is completely in their control.

Moreover, Maxwell suggests that the power of attitude is twofold, affecting an individual’s success as well as influencing bystanders and spectators. He explains that two kinds of people exist in every organization: polluters and purifiers. “Polluters are like smokestacks” he writes, “belching out dirty smoke all the time…when people around them in the organization ‘breathe’ their toxins, they feel sicker and sicker. Purifiers on the other hand, make everything around them better.” Not surprisingly, being a “purifier” generally correlates with success.

Because attitude plays a vital role in making today matter, Maxwell provides concrete suggestions about how to manage one’s attitude daily. First, he encourages the reader to find a positive person in every situation. Having an ally with a good attitude makes it much easier to keep one’s own attitude in check. He also recommends finding a positive angle in every situation. As outward expressions of inward good attitudes, he recommends eliminating negative words from our vocabulary. Using words like “I can,” “I am confident,” and “I will make the time” help us reframe our attitudes in the best light possible.

Though written for a broader audience, Today Matters provides a number of helpful insights for forensic coaches. Initially, Maxwell’s admonition to practice excellence daily underscores the importance of regular, focused practices for forensic competitors. He would remind us that effective presentations are not achieved by momentary brilliance, but rather formed in our practice sessions. Furthermore, his emphasis on maintaining a positive attitude is also an encouraging reminder to our community. In the face of obstacles, maintaining a positive attitude can both help us to overcome challenges and build our program. Finally, his insight on setting priorities and managing time can perhaps offset the burden on coaches. Sometimes hearing intuitive wisdom from an objective third party is just the push we need to get us back on a productive track.

In the end, Today Matters offers tidbits of practical wisdom that the reader suspects he or she should have known all along. Still, by augmenting these principles with relevant stories and finely tuned phraseology, Maxwell articulates the points in a lucid and accessible way that makes the reader feel both included and inspired. Today Matters is a worthwhile text for people who consistently pursue growth on a daily basis, wisely knowing that these incremental improvements are the way to achieve sustainable change.

Note: This feature is intended to discuss professional literature for the benefit of NFL members. The views expressed by the authors of books discussed in this column do not necessarily reflect the views of the National Forensic League or its employees. Review of a book by the NFL does not constitute endorsement.
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Gowda, Kaavya  
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Halbrick, Kelsey  
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Valencia HS  
Feldman, Dennis I  
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Hall, Nick  
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Smith, Eric  
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Yuba City HS  
Granados, Melissa  
Y 457666
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P 66
Hastey, Erin  
P 56
Hastey, Erin  
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Morrell-Stinson, Camzin  
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AIR ACADEMY HS
Baker, Nathaniel P  
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Damle, Sunil  
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Moore, Sofie  
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Arapahoe HS  
Boraas, Liana  
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Canon City HS  
Sheely, Natassia Rhiannon  
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CENTAURUS HS  
Wan, Eugene  
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Centennial HS  
Corey, Christopher C.  
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Li, Kevin H.  
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Central Of Grand Junction HS  
Silvano, Nicole  
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Whitrock, Brianna  
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Chaparral HS  
Foley, Meghan  
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Lips, Madison S  
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Thurston, Michaela  
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CHATFIELD SENIOR HS  
Jennings, Sara  
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Cherry Creek HS  
Cromer, Katherine  
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Friedberg, Justin A.  
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Hoth, Katy  
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DOUGLAS COUNTY HS  
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COLORADO

Durango HS  
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Fort Collins HS  
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Woods, Amanda  
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Moffat County HS  
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D 545362

Niwot HS  
Anderson, Avery  
H 634433
Effinger, Grant  
Y 656557

OURAY HS  
Abell, Jacob  
T 15
Abell, Jacob  
A 213212 56

OVERLAND HS  
Grimes, Eric  
P 55
Grimes, Eric  
N SSWSWL LL
Magnuson, Andrew  
N SSWSWL LL

PALISADE HS  
Mok-lamme, David  
F 221221 66
Wilson, Joshua  
Y 332241

PEAK TO PEAK CHARTER SCHOOL  
Otey, Nathan R.  
H 445324

PINE CREEK HS  
Zhang, Joseph  
I 124

POMONA HS  
Hensel, Taylor  
A 755614

PUEBLO WEST HS  
Zimmerman, Brandon R.  
E 1637
Zimmerman, Brandon R.  
U 324222
FLORIDA

Nath, Seeta Rani
Nath, Seeta Rani
Sattler, Carley
Sattler, Carley
Sattler, Carley
Skinner, William
Skinner, William
Skinner, William
Michael Krop HS
Goroff, Hannah
Hershoff, Matthew
Hershoff, Matthew
Jackson, Molli
Jackson, Molli
Miller, Scott J
Miller, Scott J
Niceville HS
Gipson, Mark James
Settle, Connor Sebastian
Settle, Connor Sebastian
Williams, Forrest Taylor
North Broward Prep School
Del Gigante, Anthony
Sortevik, Jamie
Sortevik, Jamie
North Miami Beach Sr HS
Wimberly, Rashanda
Wimberly, Rashanda
Nova HS
Bernstein, Jason
Bernstein, Jason
Jaffe, Lauren
Levy, Samantha
Perera, Ryan
Sasse, Ryan
Sasse, Ryan
Whitman, Marc
Pine View School
Allegra, Jackie
Blake, Valentina
Blomgren, Rainey
Chirillo, Gina
Flannely, Jude
Goldstein, Christopher
Highland, Abby
Highland, Suzanne
Ross, Devon
Salinas, Anna
Ransom Everglades Upper School
Barr, Charles
Bengochea, Jose
Pedroso, Nicholas
Royal Palm Beach HS
Dandurand, Michael
Match, Jordan
Sarasota HS
Polhemus, Scott
St Thomas Aquinas HS
Magenheimer, William
Magenheimer, William
Magenheimer, William
Maranges, Tommy
Stoneham Douglas HS
Hausman, Daniel
Robeson, Andrew
Sunscoast Comm HS
Metsger, Charlie
Taravella HS
Mern, John
Mern, John
Timber Creek HS
Schneider, David
Westerberg, Kaitlyn
Trinity Preparatory School
Block, Geoffrey
Block, Geoffrey
Block, Geoffrey
Finkler, Rustin
Finkler, Rustin
Friedman, Jonathan
Friedman, Jonathan
Gonzalez, Gabe
Martin, Peter Joey
Nebel, Jake
Schmidt, Bethany

FLORIDA

Schmidt, Bethany
Sinan-Singh, Jeannine
Sinan-Singh, Jeannine
Squier, Brittany
Squier, Brittany
Squier, Brittany
Wideman, Chris
University School
Cassidy, Beau
Cassidy, Beau
McCluskey, Caitlin
McCluskey, Caitlin
McCluskey, Caitlin
Seely, Matt

Georgia

Alpharetta HS
Albano, Lindsay
Albano, Lindsay
Borain, Erin
Borain, Erin
Juneja, Par
Juneja, Par
Meyer, Joseph
Meyer, Joseph
Newfield, Joey
Newfield, Joey
Rehklau, Parker
Rehklau, Parker
Simard, Jeff
Simard, Jeff
Skolky, Shawn
Skolky, Shawn
Benjamin E Mays HS
Dean, Latrese
Callanough HS
Bearden, Joseph Lawton
Smith, Leah
Carrollton HS
Mills, Shannon
Wilkins, Kevin
Fayette County HS

Henry W Grady HS
Barlow, Michael
Bremer, Scott
Bremer, Scott
Holland, James
Holland, James
Holland, John
Olson, Tyler
Robinson, Michael
Robinson, Michael
Robinson, Michael
Walker, Demarius Jaron
Walker, Demarius Jaron
Walker, Taylor
Walker, Taylor
Lakeway Academy

Lee County HS
Kayne, Nichole
Kayne, Nichole

Lincoln County HS
Musgrove, Nicole
Musgrove, Nicole

North Cobb HS
Tucker, Ivan
Pope HS
Keilhauer, Angie
Narayanawamy, Vignesh
Narayanawamy, Vignesh
Narayanawamy, Vignesh
Shane, Jonathan
Shane, Jonathan
Shane, Jonathan

Sequoyah HS
Cardin, Emily

127
SEATTLE UNIVERSITY

- Cesneros, Jordan D
- Groover, Aaron
- Robbins, Patrick
- Stui X Catholic HS
- Huttman, David
- Ash, Aaron
- Doane, Taylor
- Harris, Michael
- Mosgrove, Mike
- Munson, Molly
- Roseen, Dillan
- Runyan, Katie
- Valiani, Saher
- WLSLLL

HAWAII

- Damien Memorial School
  - Ballesteros, Christopher
  - Duvall, Brack
- Iolani School
  - Franklin-Murdock, Jesse
  - Hughes, Katarina
  - Mosteller, Jacqueline
  - Mosteller, Jacqueline
  - Kamehameha Schools
  - Abley, Tiana
  - Bode, Shawn
  - Freitas, Logan
- President William McKinley HS
  - Cesneros, Jordan
  - Kwok, Alexa
  - Lopez, Jericho
  - Nguyen, Rosaleen
  - Wright, Alex
- Punahou School
  - Ray, Ananya
  - Ray, Ananya
  - Stiegltiz, Nikolai
  - Stiegltiz, Nikolai
- Saint Louis School
  - Donahue, Kevin
  - Donahue, Kevin

IDAHO

- Bishop Kelly HS
  - Charles, Kaitlin
  - Holm, Julie
  - Mattoon, Casey James
  - Spangler, Angela Margaret
- Blackfoot HS
  - Ciccone, Ethan G.
  - Ciccone, Ethan G.
  - Gasca, Rubi
  - Harper, Joseph Ralph
  - Smith, Erin T.
- Century HS
  - Delechanty, Tom
  - Newcomb, Kelsey
  - Schultz, Michael
  - Thomas, Tiffany
- Eagle HS
  - Dorsainvil, Desi
  - Ferguson, Brandon
  - Hockensmith, Jessica
  - Ishizu, Megan
  - Jones, Nicholas
  - McClintock, Cameron
  - Miller, Jake
  - Reich, Rebecca
  - Seeberger, Alison
  - Smith, Ashley
- Holt, Ashley

- Hillcrest HS
  - Agnew, Jon
  - Larsen, Kaiser
  - Miller, Luke
  - Sonderup, Brock
  - Stewart, Jake
  - Swenson, Julie
  - Thomas, Hilary
  - Wooley, Brittany

- Jerome HS
  - Cruz, Christopher
  - Kuna HS
  - Clark, Brittany
  - Gresl, Jessica
  - Lake City HS
  - Kelley, Ashley
  - Miewald, Ross
  - Nichols, Shawn

- Mountain View HS
  - Aspelund, Bryce
  - Barker, Pam
  - Nichols, Shawn

- Rigby HS
  - Cherry, Brock Z.
  - Skyview HS
  - Brewer, Ashley Lauren
  - Hatch, Tyler John
  - Larrea, Bryanna

- Sugar Salem HS
  - Barrus, Victoria
  - Barrus, Victoria
  - Bean, Devin
  - Bean, Devin
  - Bean, Devin
  - Grant, Greg
  - Grant, Greg
  - King, Daniel
  - King, Daniel
  - Lines, Nick
  - Rudd, Burkle
  - Rudd, Burkle

- Timberline HS
  - Harding, KC
  - Mushltiz-Giacomazzi, Morgan

- Wood River HS
  - Estreblito, Mark B.

- Amos Alonzo Stagg HS
  - Freniere, Alex W.
  - Freniere, Alex W.
  - Freniere, Alex W.

- Bartow HS
  - Santos, David J
  - Soltes, David J
  - Teplitz, Matthew
  - Teplitz, Matthew
  - Teplitz, Matthew

- Barrington HS
  - Lilien, David

- Belleville HS
  - Reynolds, Ian Talbot

- Blackfoot HS
  - Santos, Eric J
  - Santos, Eric J
  - Santos, Eric J

- Byrd HS
  - Soltes, David J
  - Soltes, David J

- Corning HS
  - Chisholm, Miguel

- Deuel HS
  - Miller, Shane

- Eastbay HS
  - Freniere, Alex W.

- Edwards HS
  - Flores, Emmanuel

- Golden HS
  - Freniere, Alex W.

- Greenlee HS
  - Soltes, David J

- Hillcrest HS
  - Agnew, Jon

- Idaho Falls HS
  - Freniere, Alex W.

- Kuna HS
  - Clark, Brittany

- Lake City HS
  - Kelley, Ashley

- Mountain View HS
  - Aspelund, Bryce

- Rigby HS
  - Cherry, Brock Z.

- Sugar Salem HS
  - Barrus, Victoria

- Timberline HS
  - Harding, KC

- Wood River HS
  - Estreblito, Mark B.

- Amos Alonzo Stagg HS
  - Freniere, Alex W.

- Bartow HS
  - Santos, David J

- Byrd HS
  - Chisholm, Miguel

- Deuel HS
  - Miller, Shane

- Eastbay HS
  - Flores, Emmanuel

- Golden HS
  - Freniere, Alex W.

- Greenlee HS
  - Soltes, David J

- Hillcrest HS
  - Agnew, Jon

- Idaho Falls HS
  - Freniere, Alex W.

- Kuna HS
  - Clark, Brittany

- Lake City HS
  - Kelley, Ashley

- Mountain View HS
  - Aspelund, Bryce

- Rigby HS
  - Cherry, Brock Z.

- Sugar Salem HS
  - Barrus, Victoria

- Timberline HS
  - Harding, KC

- Wood River HS
  - Estreblito, Mark B.

- Amos Alonzo Stagg HS
  - Freniere, Alex W.
INDIANA
The Culver Academies
Edwards, Matthew D
Mesches, Jacob D
Valparaiso HS
Klawitter, Ben N
Major, Maya C
Major, Maya N
Scupham, Will L
Scupham, Will N
Studebaker, Ben N
Thinath, Vincent N
Warren Central HS
Myers, Katy Y
Steuer, Adria T
West Lafayette HS
Drummond, Joe I
Masters, Zoe I
Masters, Zoe X
McCarthy, William Benedict I
Orzondo, Melissa N
Orzondo, Melissa N
Owens, Sam I
Owens, Sam N
Shen, Karen X
Shun, Karen N
Wang, Sue Xue I
Wang, Sue Xue L

IOWA
Bettendorf HS
Afrah-Boateng, Alicia A U
Foster, Chasity H
Burlington Community HS
Denison, Alexander Harrison I
Denison, Alexander Harrison C
Draper, Aubrey Irene T
Draper, Aubrey Irene B
Draper, Aubrey Irene A
Draper, Aubrey Irene P
Hild, Amanda Kay U
Hild, Amanda Kay C
Jennings, Brandon James Y
Jennings, Brandon James C
Jennings, Brandon James I
Clarke Community HS
Hendrickson, Jennifer JeanAnn A
Hendrickson, Jennifer JeanAnn B
Hendrickson, Jennifer JeanAnn P
Des Moines Roosevelt HS
Boal, Greg I
Boal, Greg H
Boal, Greg C
Boal, Greg B
Chesser, Lillian N
Crane, Adele U
Crane, Adele A
Crane, Adele C
Karns, Taylor N
Martin, Amelia I
Martin, Amelia U
Martin, Amelia C
Martin, Amelia B
Oman, Christopher N
Sandbothe, Olivia F
Sandbothe, Olivia C
Strong, William Charles I
Strong, William Charles N
Dowling Catholic HS
Baranosky, Alex D
Baranosky, Alex C
Blank, Alex
Blank, Alex
Musser, Stephanie H
Musser, Stephanie P
Nelson, Grant C
Nelson, Grant X
Porto, Catherine L
Sheaff, Bridget F
Sheaff, Spencer Y
Sheaff, Spencer C
Trout, Ryan I
Trout, Ryan I
Whitty, Anne B
Whitty, Anne A
Fort Dodge HS
Duncan, Lani T

Oklahoma Community School
Hilsabeck, Leah Elizabeth N
Osman, Melissa Jo N
Washington HS - Cedar Rapids
Cook, Tracey X
El-Sheikh, Shyama X
Kann, Sharon X
Peterson, David X
West Des Moines Valley HS
Abid, Maeshal L
Ellerbroek, Joe X
Kawahara, Matt L
Radia, Natalie Y
Vemuri, Abhishek X
West HS - Iowa City
Abiose, Ola Y
Abiose, Ola E
Anderson, Evelyn L
Davis, Daniel D
Hiland, Klayton F
Kleist-Mendez, Julianna D
Kleist-Mendez, Julianna P
Link, Austin F
Monson, Katie L
Postler, Harrison D
Scott, Ariel B
Scott, Ariel H
Wahl, Zachary D
Winter HS
Armstrong, Ashley D
Braga, Michael D
KANSAS
Andover Central HS
Benedict, Eric U
Benedict, Eric C
Benedict, Eric E
Benedict, Eric P
Andover HS
Hook, Ellie Y
Penner, Chance D
Reid, Kyle D
Bishop Miege HS
Hague, Danny C
Hague, Danny N
Hogan, Erin C
Hogan, Erin E
Rundell, Nick C
Rundell, Nick N
Smith, Keith R.
Blue Valley HS
Beye, Andrew L
Dean, Josh X
Elliott, Sean N
Fitzpatrick, Robert N
Israel, Brian Y
Kalmus, Tyler F
Li, Emily N
Nichols, Samantha N
Nichols, Taylor X
Yu, Simon L

Blue Valley North HS
Boresow, Emily B
Boresow, Emily P
Boresow, Emily H
DeCoursey, Michael P
DeCoursey, Michael B
DeCoursey, Michael H
Easley, William D
Easley, William B
Easley, William P
Loeb, Mitchell A
Loeb, Mitchell B
Loeb, Mitchell P
Moore, Anthony L.
Moore, Anthony L.
Roberts, Adler Y
## KANSAS

### Olathe North HS
- Arterberry, Melanie D
- Kaut, Kendall
- Kaut, Kendall X
- Tomlinson, Matthew
- Vidaurre, Guillermo
- Vidaurre, Guillermo I
- Weber, Timothy X

### Olathe Northwest HS
- Bergman, Chad
- Bergman, Chad X
- Ripberger, Alex
- Thies, Drew
- Thies, Drew X

### Olathe South HS
- Adair, Jake
- Adair, Jake X
- Blake, Robin Jessica
- Blake, Robin Jessica P
- Blake, Robin Jessica Y
- Holle, Nick
- Holle, Nick C
- Holle, Nick E

### Parsons HS
- McDaniel, Jentry
- McDaniel, Jentry X
- Reeves, Kim
- Walker, Hannah
- Westhoff, Adam
- Westhoff, Adam L

### Pittsburg Colgan HS
- Mazurek, Ben H
- Mazurek, Ben B

### Pittsburg HS
- Murman, Fran Y

### Sacred Heart Jr/Sr HS
- Bender, Sean C

### Salina High Central
- Daley, Brandon H
- Daley, Brandon E
- Daley, Brandon B
- Hall, James T
- Hall, James A
- Hall, James X
- Hall, James P
- Hall, James B
- Hodges, Grant U
- Hodges, Grant I
- Sheahon, Jessica E
- Sheahon, Jessica P
- Sheahon, Jessica D
- Stuewe, Allison C
- Stuewe, Allison E
- Stuewe, Allison H
- Turner, Callan M
- Turner, Callan M D
- Turner, Callan M P

### Salina South HS
- Higgins, Bret A
- Kline, Nicholas A.
- Lohf, Christopher P.

### Shawnee Heights HS
- Ginn, Andrew Douglas I
- Ginn, Andrew Douglas C
- Ginn, Andrew Douglas X
- Nance, Kristin Dayle
- Nance, Kristin Dayle C
- Nelson, Johnny
- Nelson, Johnny X

### Shawnee Mission East HS
- Crist, Bradford X
- Gray, Thomas P
- Gray, Thomas H
- Gray, Thomas B
- Kennedy, Patrick X
- Lipsman, Danielle X
- Mapes, Daniel
- Perbeck, Michael
- Raghuveer, Tara
- Raggerveer, Tara
- Ringer, Ross
- Sabates, Kelly B
- Sabates, Kelly D

## KANSAS

### Shawnee Mission North HS
- Fendorf, Jesse
- Holloway-Utter, Hayley

### Shawnee Mission South HS
- Fredrick, Mary Glen
- Fredrick, Mary Glen A
- Fredrick, Mary Glen P

### Shawnee Mission West HS
- Breslin, Caitlin
- Breslin, Caitlin X
- Gerrity, Scott
- Jones, Alexander
- Purhol, Aarti
- Purhol, Aarti Y

### Silver Lake HS
- Barker, Jerod J.
- Barker, Jerod J. C
- Schroeder, Lindsey N.
- Schroeder, Lindsey N. Y

### Southeast HS - Cherokee
- McGee, Brandon

### Southeast HS - Wichita
- Lam, Nghi

### St Thomas Aquinas HS
- Timmons, Kate
- Wright, Kevin

### Sterling HS
- Roach, Breanna
- Roach, Breanna B
- Roach, Breanna X

### Sumner Academy
- Banks, Marcus
- Banks, Marcus A

### Topeka HS
- Browne III, Thomas P.
- Browne III, Thomas P. A
- Browne III, Thomas P. B
- Browne III, Thomas P. T

### Valley Center HS
- Clark, Nick
- Clark, Nick H
- Clark, Nick T
- Clark, Nick B
- Garvey, Tom
- Garvey, Tom E
- Garvey, Tom L

### Washburn Rural HS
- Borysov, Serge
- Cantwell, Devon K.
- Combs, Scott
- Combs, Scott J.
- Goossen, Ben
- Goossen, Ben X
- Lancaster, Grace A.
- Lancaster, Grace A. X
- Scott, Douglas T.
- Scott, Douglas T. X
- Shultz, Jeanette M.
- Shultz, Jeanette M. X
- Silverman, Dustin A.

### Wichita East HS
- Ansari, Norin
- Ansari, Norin X
- Bradley, Nathan
- Hernandez, Evan M.
- Lank, Kassidee C.
- Lewallen, Jonathan A.
- Lickteig, Karen
- Sridhar, Samanvitha
MISSISSIPPI

Gulanikar, Aditya I 7
Gulanikar, Aditya N SSWSSW LL
Jaishankar, Shruti C 22N
Jaishankar, Shruti E 26N
Jaishankar, Shruti I 6
Jaishankar, Shruti N SSWSSW LL
Jefferson, Angeline B 156
Jefferson, Angeline P 616
Jefferson, Angeline T 1
Jefferson, Angeline N LLLLLWL
Jenkins, Shannon N 3257
Jenkins, Shannon P 36
Jenkins, Shannon B 46
Jenkins, Shannon Y 526544
Jones, Leah Frances E 245
Jones, Leah Frances B 46
Jones, Leah Frances N LLLLLWL
Wise, Andrew I 26
Wise, Andrew E 67
Wise, Andrew C 75
Wise, Andrew X SWLWL

MISSOURI

Belton HS
Harth, Andrew T 16
Harth, Andrew P 54
Harth, Andrew H 634631
Harth, Andrew B 76

Blue Springs HS
Dailey, Tyler T 1325
Dailey, Tyler D 414121 3366
Damper, Remington I 4
Damper, Remington E 715
Damper, Remington L WLLWS
Dollar, Lauren I 6
Dollar, Lauren X WWWLWW WLL
Groves, Angelisha I 6
Groves, Angelisha E 56
Groves, Angelisha N SSWSSL
Hull, Sami E 44
Hull, Sami I 5
Johnson, Amanda I 35
Johnson, Amanda E 535
Johnson, Amanda N SSWSSL
Krawczyk, James A 46
Krawczyk, James P 724
Krawczyk, James D 414121 3366
Lindhorst, Patrick T 7
Porter, Jordan H 162113 2566
Porter, Jordan T 36
Schuberth, Lindsey T 6
Schuberth, Lindsey D 625234
Schuberth, Lindsey P 65
Selck, Mike I 8
Selck, Mike X WWWLWW LLL
Shepard, LaMarionne D 2714
Shepard, LaMarionne E 625234
Shepard, LaMarionne B 77
Wight, Jena A 111223 44
Wight, Jena P 45
Wight, Jena T 6

Blue Springs South HS
Hobbs, Jack I 6
Hobbs, Jack X SLWWS
Slinker, Mike I 5
Thomas, Abby T 6
Thomas, Abby X SLWWS

Carthage HS
Boydston, Kevin X WSLWWW LL
Easson, Zach X WSLWWW LWL
Johns, Christian X WSLWWW LL
Lashley, Rayce X WSLWWW LWL

Cassville HS
Shuman, Ben P 1232154
Shuman, Ben P 736623

Central HS - Springfield
Brown, Forrest C 122413
Brown, Forrest E 45
Dorshorst, Evan C 1222517
Henderson, Nick C 364
Henderson, Nick C 25
Henderson, Nick C 66
Maerz, Samantha A N WWWWSW WWLLL
May, Tucker D 241112 3362
McGeary, Brian N WWWWSW WWLLL

Clayton HS
Cockson, Dylan T 2226
Cockson, Dylan D 447756

Glenade HS
Fritts, Thomas I 26
Luria, Nick I 32
Luria, Nick C 457
Luria, Nick X LLLLSL
Shantz, Ben C 2424
Strickland, Allyson I 6
Strickland, Allyson X WWWLWW LWW

Grandview Sr HS
Wilson, Alexandria M I 34222245
Wilson, Alexandria M P 435224

Greenwood Laboratory School
Fredrick, Katie X WWWWLB WWWL
Godwin, Sarah X WWWWLB WWWL

Harrisonville HS
Matney, Kathy T 3
Matney, Kathy P 44
Matney, Kathy B 6
Matney, Kathy L LLLLSL

Howell North HS
Wurm, Billy I 1133
Wurm, Billy L WWWWSW WLL
Yarde, Bryan I 1103
Yarde, Bryan F 212311 2244

Independence Truman HS
Berner, Bree X WLSWW LL
Hamm, Jordan P 3524 2
Hamm, Jordan D 4136
Hamm, Jordan H 55535
Huber, Eric C 626
Huber, Eric X WWSLL
Kizer, Ariel B 1424
Kizer, Ariel A 143452
Kizer, Ariel T 32224
Kizer, Ariel P 425
Knoth, Lauren X WLSWWLL
Shinn, Benjamin C 332635
Shinn, Benjamin N WLLLSL
Soto, Joseph E 66
Soto, Joseph N WBBWLSL
Williams, Derek C 357
Williams, Derek N WBBWLSL

Jefferson City HS
Conley, Kyle A 134652
Conley, Kyle P 26316
Cran, Andrew C 67
Henrickson, Matt P 1267
Henrickson, Matt D 253354
MISSOURI

Huckfeldt, Keegan
Huckfeldt, Keegan
Preston, Rebecca
Preston, Rebecca
Joplin HS
Blood, Adam
Blood, Adam
Miller, Jake
Miller, Jake
Mourning, Tom
Mourning, Tom
KC Oak Park HS
Ascarrunz, Cara T
Hayes, Broderick B C
Kennedy, Alyssa C
Bell, Jason U
Helmuth, Evan C
Blood, Adam I
Pepper, Maxwell X
Pepper, Maxwell C
Mikitish, John M N
Mikitish, John M C
Melton, Chris C
Melton, Chris D
Melton, Chris B
Melton, Chris I
Hammond, Tyler
Hammond, Tyler
Hammond, Tyler
Hammond, Tyler
Melton, Chris
Melton, Chris
Melton, Chris
Mikitish, John M
Mikitish, John M
Pepper, Maxwell
Pepper, Maxwell
Pepper, Maxwell
Pepper, Maxwell
Helmuth, Evan L
Mourning, Tom N
Miller, Jake
Mikitish, John M
Pepper, Maxwell
Norton, Nicholas
Norton, Nicholas
Norton, Nicholas

MISSOURI

Staves, Eric
Staves, Eric
Staves, Eric
Tabory, Sam
Tabory, Sam
Tabory, Jordan
Tabory, Jordan
Tabory, Jordan
Taylor, Susan
Taylor, Susan
Taylor, Susan
White, Tim
Whittaker, Katelin
Whittaker, Katelin
Whittaker, Katelin
Wright, Kristen
Wright, Kristen

Marshfield HS
Hoffman, Michelle
Irwin, Deidre
Long, Samantha
Rader, Logan

Maryville R-II HS
Samudzi, Zoe
Samudzi, Zoe

Monett HS
Aleshire, Megan
Aleshire, Megan
Aleshire, Megan
Economou, Rachel
Economou, Rachel
Economou, Rachel
George, Brittany
George, Brittany
Kennedy, Nic
Kennedy, Nic
Qureshi, Omar
Racicot, Kirstin D
Racicot, Kirstin D
Racicot, Kirstin D

Neosho HS
Bentz, Thomas
Clark, Kisa
Clark, Kisa
Clark, Kisa
Cumming, Matthew
Cumming, Matthew
Cumming, Matthew
Doty, Christina
Doty, Christina
Henry, Bethany
Henry, Bethany
Henry, Bethany
Henry, Bethany
Hunter, Joseph
Kellogg, Mary
Kellogg, Mary
Kellogg, Mary
Khan, Laila
Khan, Laila
Kocerek, Aaron
Kocerek, Aaron
Kocerek, Aaron

Liberty Sr HS
Ascarrunz, Cara
Ascarrunz, Cara
Ascarrunz, Cara
Babcock, Marcie
Babcock, Marcie
Babcock, Marcie
Dittmer, Ryne
Dittmer, Ryne
Dittmer, Ryne
Dittmer, Ryne
Dittmer, Ryne
Dill, Alexis
Dill, Alexis
Gilmore, James
Gilmore, James
Gilmore, James
Gott, Stephen
Gott, Stephen
Gott, Stephen
Hammond, Tyler
Hammond, Tyler
Hammond, Tyler
Hammond, Tyler
Melton, Chris
Melton, Chris
Melton, Chris
Mikitish, John M
Mikitish, John M
Pepper, Maxwell
Pepper, Maxwell
Pepper, Maxwell
Pepper, Maxwell

MISSOURI

Staves, Eric
Staves, Eric
Staves, Eric
Tabory, Sam
Tabory, Sam
Tabory, Jordan
Tabory, Jordan
Tabory, Jordan
Taylor, Susan
Taylor, Susan
Taylor, Susan
White, Tim
Whittaker, Katelin
Whittaker, Katelin
Whittaker, Katelin
Wright, Kristen
Wright, Kristen

Marshfield HS
Hoffman, Michelle
Irwin, Deidre
Long, Samantha
Rader, Logan

Maryville R-II HS
Samudzi, Zoe
Samudzi, Zoe

Monett HS
Aleshire, Megan
Aleshire, Megan
Aleshire, Megan
Economou, Rachel
Economou, Rachel
Economou, Rachel
George, Brittany
George, Brittany
Kennedy, Nic
Kennedy, Nic
Qureshi, Omar
Racicot, Kirstin D
Racicot, Kirstin D
Racicot, Kirstin D

Neosho HS
Bentz, Thomas
Clark, Kisa
Clark, Kisa
Clark, Kisa
Cumming, Matthew
Cumming, Matthew
Cumming, Matthew
Doty, Christina
Doty, Christina
Henry, Bethany
Henry, Bethany
Henry, Bethany
Henry, Bethany
Hunter, Joseph
Kellogg, Mary
Kellogg, Mary
Kellogg, Mary
Khan, Laila
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Reed, Joel | I | 24
Reed, Joel | U | 531321
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Ndkum, Alexander | F | 343111
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Perry, Zachary | P | 77
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Eunek, Foster | C | 421116
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Dullea, Joshua T 5
Dullea, Joshua B 55
Dullea, Joshua H 626666
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“What Happens in Vegas Goes in the Rostrum”

(Quote from Desert Lights bumper sticker)

A special “thank you” to Mr. William Hicks from Brebeuf Jesuit Preparatory School, IN.

Each year Mr. Hicks takes several photos at the national tournament for the Rostrum. This year Mr. Hicks took 1000+ photos.

Thank you for providing photos for the 2008 September Rostrum.

Cartoon of the Month

Cartoon provided by Yilu Zhang who will be attending the University of Pennsylvania this fall majoring in Politics, Philosophy, and Economics.
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A native Wisconsinite, Bethany is familiar with the Ripon community from her work with the Ripon United Way and her active role on the Fond du Lac County Comprehensive Community Diversity Initiative.

The mission of the National Forensic League is what drew Rusch to the organization, given its commitment to embracing diversity, interconnection, and visionary leadership. Rusch explains, “The mission of the NFL mirrors my own core values. I am thrilled to be a part of an organization that empowers youth to develop tangible, life-long communication skills.”

NFL welcomes its new Coordinator of Programs and Coach Education, Adam Jacobi. He replaces Tyler Billman, who is returning to coaching at the collegiate level.

Adam directed the speech and debate program at his alma mater, Rufus King International Baccalaureate High School in Milwaukee, Wisconsin, from 1997-2008. Winner of the Wisconsin Forensic Coaches’ Association (WFCA) 2006 Coaching Excellence Award, he sat on the executive committees of the WFCA, Wisconsin Debate Coaches’ Association (president, 2006-2007), Southern Wisconsin NFL District, and for Congress at the National Debate Tournament of Champions (TOC). Jacobi has directed the TOC Congress and served as a tournament official at the NFL national tournament. He wrote the textbook, Student Congress Debate, and has been published in NFL’s Rostrum magazine. Jacobi was a consulting educator for the NFL/US State Department’s International Debate Exchange Program and has taught Congress at the Florida Forensic Institute.

When he is not involved in forensics, Adam enjoys the theatre and serves on the Board of Directors for the Milwaukee Shakespeare company. He loves the outdoors, being active, and food, explaining that he will try anything once. Transitioning seamlessly back to education, he muses that this is analogous to “what being an educator is about -- taking risks. You can’t know if you are capable of doing something unless you give it a try.”
In Memoriam

Dr. Francine Blake Berger

Fran Berger and I once had a conversation about death and belief in the afterlife. Frannie said that she couldn’t believe that all the learning we derive from living is purposeless, just lost when we die. Of course, this conversation occurred as she was driving, and if you knew Fran, then you know we were probably lost already. But Fran was never lost in her true goal; Fran Berger’s life was about learning- hers and every student and young coach she met. She was one of the most generous people, never failing to offer to help anyone’s students, sending cuttings, reading cases, offering advice. At the same time she was a fierce competitor- I have never known anyone who worked harder for her children. Fran got up hours before Miami Palmetto started to coach at two middle schools, and then stayed late with her team. When people wondered how Miami Palmetto dominated tournaments, I would always tell them, “Just work as hard as Fran does.” Fran was the coach few of us can be: the person who can coach brilliantly in Policy Debate and Humorous Interp, Oratory and L-D; she helped her students master every event. She had over 50 national qualifiers, and top-20 finishers in LD, Policy, Policy Speaks, Poetry, and HI. Her students won every national tournament, including the Tournament of Champions, multiple times. She was a District Chair, coach of one of the largest chapters in the nation, and a Hall of Fame coach. At the same time, the true story of Fran as a teacher is a remedial social studies class at Palmetto. Fran purchased toy soldiers and had students recreate civil war battles on a table in her room. Then, the students who other teachers couldn’t reach passed their tests.

But Fran was not loved because she was brilliant; she was, without question, one of the funniest people in our activity, and her humor was usually aimed at herself. She was wise, kind, witty (despite rarely finishing a sentence), the legends of her talking her way out of tickets, singing with her students, getting her hair done in every city on the national circuit, and shopping her way through the circuit abound. I think every one of us who knew her has a “Fran story.” As much as Fran loved this activity and her Palmetto kids, she loved her family: Amy, a champion Lincoln-Douglas debater and now a lawyer and mom; Charlie, a winning Policy Debater and now a businessman; Dad, the always supportive Steven, her husband of forty-two years; and lately, her adored grandchildren.

Many coaches in the NFL have successful records, especially in one or two events. Many are careful to avoid controversy, and many put themselves and their teams first. Fran won’t be remembered for any of these things because Fran was…well, Fran. She didn’t worry about what people thought; she said what she believed. She didn’t worry about how helping you might hurt her student down the road; she helped everyone’s kids. She wanted her students to be the best that they could be, but she kept the perspective and fun in the activity. Her magnanimity to her students and other coaches, her incredible talent and brilliance and her unmatched madcap fashion sense and fun will be sorely missed. Forensics will go on, but it will be a less interesting, less charming, less unique place without Francine Berger.

by
Lisa Miller
Nova HS, FL
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by
Vice President Garry Spence
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