

ROSTRUM

A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

VOLUME 86 ■ ISSUE 8 ■ APRIL 2012

GLOBAL AWARENESS

In a rapidly changing world, speech and debate education enables students to thrive—both in the U.S. and abroad. Together, we are working to raise awareness, expand resources, and build community through the power of forensics.

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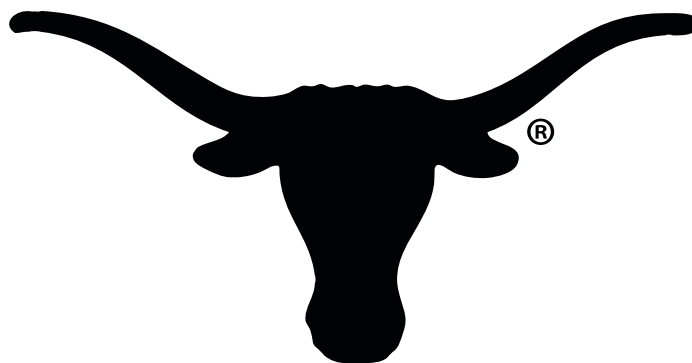
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For more information, contact Jace Lux - jace.lux@wku.edu - 270-745-6340
WKU Forensics; 1906 College Heights Blvd. #51084; Bowling Green, KY 42101-1084
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Stepping Outside Your Comfort Zone

by Nicole Crane



It was a cold January morning, and I was about to board a 12 hour flight to Tokyo where I would be studying abroad for the next four months. Prior to this, I had never spent more than a week living outside of my home state of Pennsylvania. I knew next to nothing about Japanese culture, so I was quite nervous about jumping into a different environment. Despite the nerves, I was looking forward to being challenged by the experience.

Before entering the country, I never imagined that I would befriend any of the locals. I was afraid we would not have a lot in common, considering I was coming from the opposite side of the globe and could not speak any Japanese. However, after a few weeks in the country, I met a girl named Saki who was taking the same business course as me. After working on a group project together, we started talking and found out that we both had similar taste in music, movies, and American television shows. Saki and I quickly became friends. Our friendship proved to be mutually beneficial as we taught each other about our respective countries. She showed me traditional Japanese cuisines, customs, and historic landmarks. The time I spent in Japan helped me learn more about Japanese culture and gain a greater appreciation my own. Before I knew it, the four months had breezed by and I was on my flight heading home.

I would not have had the opportunity to learn so much about another culture had I not taken a step out of my comfort zone. Since studying abroad, I have developed a keen sense of cultural awareness that I have been able to apply in college and work. Becoming culturally aware has helped me break down any communication barriers I might have struggled with before.

Whether you choose to discover other cultures through a study abroad program, college, or the National Forensic League (NFL), the knowledge you acquire will help you learn more about yourself. These kinds of experiences will help you realize that you are able to achieve something that you did not think was possible. They will also show you that the culture that you grow up with influences your ideas and shapes the way you view the world. Gaining a better understanding of other cultures will make you a more dynamic individual and prepare you to overcome any obstacles you may face in the future, including NFL competitions. Good luck discovering the world around you! ■

***Nicole Crane** works as a Strategic Communications Consultant at Lincoln Financial Group. She graduated in January 2011 with a Bachelor of Business Administration in International Business Administration and Marketing from Temple University.*

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From the Editor

Dear NFL,

This issue of *Rostrum* focuses on global awareness. Because most of us spend the bulk of our time in the same community, it's easy to forget that we are part of a much larger world. We don't live in a vacuum, though. The decisions we make in our own communities can impact people around the world—and the reverse is also true.

A few months ago, the world population topped seven billion. Now, more than ever, top thinkers will be forced to address new and imminent global issues. Speech and debate can serve a critical role in this effort. Many in our community, including the NFL national office, are taking steps to extend speech and debate participation worldwide. You'll learn more about these efforts, as well as other important considerations, in this issue of *Rostrum*.

This issue only begins to address the significance of global awareness. I encourage you to keep the conversation going on *ForensicsOnline.net* and our Facebook page. You may also email me at nfl@nflonline.org with your comments. I look forward to hearing from you.

Sincerely,



J. Scott Wunn
Executive Director
National Forensic League



ROSTRUM

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

TOPICS

April 2012 Public Forum Debate

Resolved: State mandated administration of childhood vaccinations is justified.

March / April 2012 Lincoln-Douglas Debate

Resolved: Targeted killing is a morally permissible foreign policy tool.

2011-12 Policy Debate

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

2012 National Tournament Storytelling Theme

Heroism



Eight Seek Board of Director Seats



The NFL will hold its biennial election this April, which will choose four directors to the NFL Board of Directors, elect a board alternate, and establish an order for other alternates. The four elected directors will each serve a four-year term. The alternate's term is two years.

Ballots will be mailed to all NFL advisors April 2, 2012.

Any chapters not receiving ballots by April 9 should contact the national office.

Send completed ballots to:

Credentialing Services, Inc.

PO Box 1502

Galesburg, IL 61402-1502

All ballots must be postmarked by May 1, 2012.

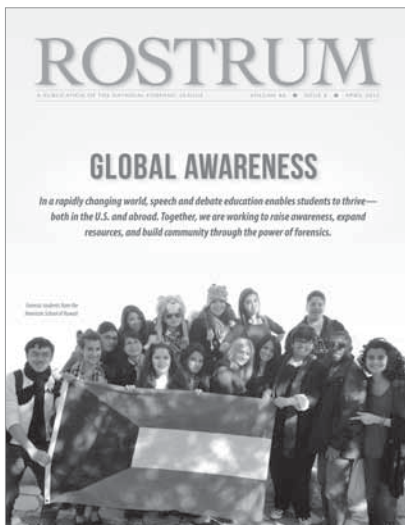
National Tournament Topics

The topics for Lincoln-Douglas and Public Forum will be released on May 1, 2012. Visit www.NFLonline.org/Topics for details.



ROSTRUM

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SUBMIT



Topic Ideas!

We now have automated forms for collecting LD and PF topic ideas and resolutions. Visit www.NFLonline.org/Topics and click the links to submit. **LD topic ideas are due April 15.**

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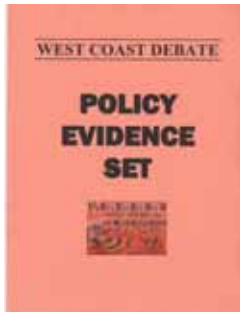
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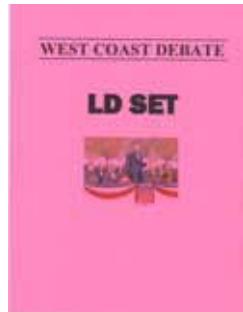
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is just around
the next turn!***

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***– Bobby Phelps,
Coach, Fort Osage High School (MO), 2011 NCI Attendee***

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**Don Crabtree,
Curriculum Director**

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Extension August 3–6, 2012***

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2011 DVD Promotional Package	\$199 each
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2011 Lincoln-Douglas Debate	\$39.⁹⁹ each
2011 Original Oratory	\$39.⁹⁹ each
2011 International Extemp	\$39.⁹⁹ each
2011 United States Extemp	\$39.⁹⁹ each
2011 Awards Ceremony	\$39.⁹⁹ each
2011 Supplemental / Consolation Events	\$39.⁹⁹ each

(Commentary, Expository, Impromptu, and Supplemental Debate)

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10TH ANNUAL TOURNAMENT OF CHAMPIONS IN EXTEMPORANEOUS SPEAKING

The Extemp Tournament Run by Extempers for Extempers

MAY 11–13, 2012

The Northwestern University Speech Team and the Northwestern University School of Communication are pleased to announce the 10th annual Tournament of Champions in Extemporaneous Speaking, to be held Friday, May 11, through Sunday, May 13, on Northwestern University's campus in Evanston, Illinois. This tournament will continue its tradition of offering an unparalleled challenge to extemporaneous speakers from across the country: the opportunity to compete against the best speakers in the nation in an environment that showcases the event of extemporaneous speaking. We hope you will join us for this celebration of extemp and forensics.



For a list of qualification tournaments, information on qualifying through an at-large process, and more information on qualification procedures and how to enter, please visit **extemptoc.com**.



2012 NFL NATIONAL TOURNAMENT

The Brickyard Nationals
Raising the Game

THE HOST CITY OF INDIANAPOLIS will be an excellent location for the 2012 NFL National Tournament. To make planning easier, the NFL is happy to provide an overview of key logistical information. Please refer to the following pages for essential venue and lodging information. Keep in mind that all logistics are tentative and subject to change.



Indiana Convention Center

2012 LFG / NFL NATIONAL TOURNAMENT

INDIANAPOLIS, INDIANA • JUNE 10-15, 2012

A BRIEF OVERVIEW OF TOURNAMENT LOGISTICS

SUNDAY • JUNE 10 (*Registration*)

This year, the tournament registration and NFL vending expo will take place on Sunday, June 10, from 8 a.m. to 4 p.m. at the Indiana Convention Center in downtown Indianapolis, IN. The Convention Center is centrally located from all hotels. Schools staying in the recommended downtown properties will find this extremely convenient.

MONDAY AND TUESDAY • JUNE 11-12 (*Preliminary Rounds/Early Elims/Host Party*)

There will be two venue areas used for the preliminary competition, June 11 and 12. The Crowne Plaza Hotel, located in downtown Indianapolis, will host Congressional Debate. The Ben Davis High School competition venue, which includes the attached Ninth Grade Center, the adjacent Chapel Hill 7th/8th Grade Center, and the adjacent Chapelwood Elementary School, will host all speech and debate preliminary rounds.

All main event preliminary and early elimination competition on Monday and Tuesday will occur between 8 a.m. and 6 p.m.

The local host party will take place in downtown Indianapolis at the Indianapolis Zoo. Students eliminated from main event competition on Tuesday will re-register for Wednesday supplemental events at the Indianapolis Zoo during the local host party.

WEDNESDAY • JUNE 13 (*Elimination Rounds/Supplemental Events*)

There will be two venues used on Wednesday, June 13. Students who qualify for elimination round 9 of all main event speech and debate events (Dramatic Interp, Humorous Interp, Duo Interp, Original Oratory, United States Extemp, International Extemp, Lincoln-Douglas Debate, Policy Debate, and Public Forum Debate) will compete at the Ben Davis High School venue on Wednesday. Congressional Debate semifinals will be held at the Crowne Plaza Hotel and Conference Center. Those students re-registered for supplemental events will compete at the Ben Davis High School venue on Wednesday. All competition will occur between 8 a.m. and 7 p.m. on Wednesday.

THURSDAY • JUNE 14 (*Elim Rounds/Supp/Cons Events/Interp Finals/Diamond Awards*)

On Thursday morning, debate elimination rounds will continue at Ben Davis High School. Congressional Debate will hold its final round sessions at the Crowne Plaza Hotel. All supplemental and consolation events will occur at Ben Davis High School.

On Thursday evening, attendees will enjoy the national final rounds of Humorous, Dramatic, and Duo Interpretation, as well as the Coaches' Diamond Ceremony at the Indiana Convention Center.

FRIDAY • JUNE 15 (*Supp/Cons/Main Event Finals and National Awards Assembly*)

The remaining main event final rounds (Original Oratory, United States Extemp, International Extemp, Lincoln-Douglas Debate, Policy Debate, and Public Forum Debate), as well as the supplemental and consolation event finals, will be held throughout the day on Friday, June 15, at the Indiana Convention Center. On Friday evening, the National Awards Assembly will also be held at the Indiana Convention Center.

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IMPORTANT CONSIDERATIONS

WHEN SELECTING AND RESERVING HOTELS FOR THE 2012 INDIANAPOLIS NATIONALS

PLEASE READ BEFORE SELECTING LODGING!

1. All schools should stay at one of the NFL recommended hotels in downtown Indianapolis. The lowest rates have been negotiated for our members. **Please do not stay outside the block.** Properties that do not appear on this list, especially those closer to the Ben Davis competition venue, are likely inconvenient for participation in the tournament, including lack of safety, amenities, and proximity to restaurants. Morning and afternoon traffic could add substantial time to your commute if you are located outside the block. In addition, hotels not on the list have no contractual obligation to the NFL and therefore, we cannot provide any level of reservation protection at these properties.
2. When calling hotels, all coaches must mention the "NFL/National Forensic League" block to receive the posted rate. **All room reservations within the block are subject to an automatic two-night non-refundable deposit per room at the time of booking.** This avoids double booking and allows all attendees equal opportunity to book in the best available properties.
3. All hotel properties on the NFL list are easily accessible and are within 15-20 minutes by interstate or surface streets of every Monday-Friday competition venue. The tournament website will have downloadable maps from every hotel to the Indiana Convention Center, the Indianapolis Airport, and all competition sites. You can print all needed maps before ever leaving home.
4. **The Congressional Debate Headquarters is the Crowne Plaza Hotel, located in downtown Indianapolis.** It is recommended that teams with Congressional debaters stay at Crowne Plaza or at one of the downtown properties located near it. These hotels are an excellent choice in both price and feature. Travel time between each hotel is less than 5 minutes walk. The Crowne Plaza will host all rounds of Congressional Debate competition.
5. It is recommended that coaches go to the individual websites of the hotels to determine which property fits the needs of their program. All hotels on the list are conveniently located to restaurants, the registration and final round venue (Indiana Convention Center), and the downtown Indianapolis Zoo. Schools are encouraged to book early as hotel blocks will fill up rather quickly.
6. **Key Travel Times to Note:**
 - a. All hotels to the Ben Davis High School competition venue (15 to 20 minutes)
 - b. All hotels to Indiana Convention Center (less than 5 minute walk)
 - c. All hotels to Crowne Plaza Hotel and Conference Center (less than 5 minute walk)
7. **PLEASE LOOK AT A MAP!** Before reserving rooms, all coaches should look at a road atlas and an enlargement of the Indianapolis area to get a better perspective on travel logistics. Also look at downloadable maps on the tournament website. The key to a less stressful week is to consider following the above lodging suggestions provided by the national office.



Ben Davis High School

(competition venue includes the attached Ninth Grade Center, the adjacent Chapel Hill 7th/8th Grade Center, and the adjacent Chapelwood Elementary School)



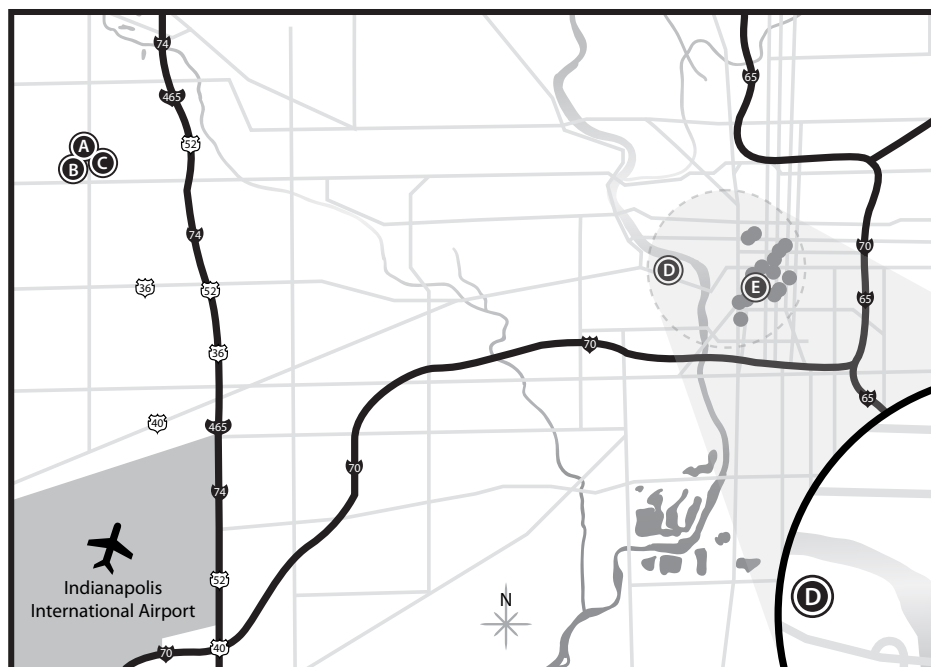
Crowne Plaza Downtown



Indianapolis Zoo

Additional tournament information is available at www.NFLonline.org.





AMENITIES LEGEND

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

MAP OF INDIANAPOLIS Hotel and venue notations are approximate within this map of the downtown (enlargement) and surrounding areas. Visit www.NFLonline.org/NationalTournament for our interactive map.

HOTELS

- | | |
|---|---|
| <p>1 Courtyard by Marriott at the Capitol
320 North Senate Avenue</p> <p>2 Residence Inn by Marriott Downtown on the Canal
350 West New York Street</p> <p>3 Sheraton Indianapolis City Centre
31 West Ohio Street</p> <p>4 Hilton Indianapolis Hotel and Suites
120 West Market Street</p> <p>5 Embassy Suites Indianapolis Downtown
110 West Washington Street</p> <p>6 The Westin Indianapolis
50 South Capitol Avenue</p> <p>7 Hyatt Regency Indianapolis
One South Capitol Avenue</p> | <p>8 Indianapolis Marriott Downtown
350 West Maryland Street</p> <p>9 Hampton Inn Indianapolis Downtown
105 South Meridian Street</p> <p>10 Omni Severin Hotel
40 West Jackson Place</p> <p>11 Crowne Plaza Downtown at Historic Union Station
123 West Louisiana Street
... Congress Hotel ...</p> <p>12 Holiday Inn Express Indianapolis Downtown
410 South Missouri Street</p> <p>13 Comfort Suites City Centre
515 South West Street</p> <p>14 Staybridge Suites City Centre
535 South West Street</p> |
|---|---|

VENUES

- (A) Ben Davis High School and Ninth Grade Center**
1200 North Girls School Road
- (B) Chapel Hill 7th / 8th Grade Center**
7320 West 10th Street
- (C) Chapelwood Elementary**
1129 North Girls School Road
- (D) Indianapolis Zoo**
1200 West Washington Street
- (E) Indiana Convention Center**
100 South Capitol Avenue
- 11 Crowne Plaza Downtown at Historic Union Station**
123 West Louisiana Street
... Congress Hotel ...



Don't delay—book your hotel rooms now!
 Several properties are already at or near capacity.
 For prompt and accurate service, mention the
"NFL / National Forensic League block"
 when booking your rooms to receive the posted rate.

MAP	HOTEL / ADDRESS / WEBSITE	PHONE	RATE	AMENITIES
5 !	Embassy Suites Indianapolis Downtown (at capacity) 110 West Washington Street, Indianapolis, IN 46204 http://embassysuites1.hilton.com/en_US/es/hotel/INDWES-Embassy-Suites-Indianapolis-Downtown-Indiana/directions.do	(317) 236-1800	\$114	CB, FC, GL, IP
8	Indianapolis Marriott Downtown 350 West Maryland Street, Indianapolis, IN 46225 https://resweb.passkey.com/go/nfl2012	(877) 303-0104	\$114	CI (public areas), FC, IP, R
6 !	The Westin Indianapolis (near capacity) 50 South Capitol Avenue, Indianapolis, IN 46204 http://www.starwoodhotels.com/westin/property/overview/index.html?propertyID=1033	(800) 937-8461	\$114	FC, IP, R
4	Hilton Indianapolis Hotel and Suites 120 West Market Street, Indianapolis, IN 46204 http://www1.hilton.com/en_US/hi/hotel/INDDNHF-Hilton-Indianapolis-Hotel-Suites-Indiana/index.do	(317) 972-0600	\$109	FC, IP
7	Hyatt Regency Indianapolis One South Capitol Avenue, Indianapolis, IN 46204 https://resweb.passkey.com/go/NFLE	(888) 421-1442	\$109	FC, IP, R
1 !	Courtyard by Marriott at the Capitol (near capacity) 320 North Senate Avenue, Indianapolis, IN 46204 http://www.marriott.com/hotels/travel/indcd-courtyard-indianapolis-at-the-capitol/	(317) 684-7733	\$104	CI, FC, GL, IP, R
2 !	Residence Inn - Downtown on the Canal (at capacity) 350 West New York Street, Indianapolis, IN 46202 http://www.marriott.com/hotels/travel/indri-residence-inn-indianapolis-downtown-on-the-canal/	(317) 822-0840	\$104	FC, IP
14 !	Staybridge Suites City Centre (at capacity) 535 South West Street, Indianapolis, IN 46225 www.staybridge.com/indianapolisdtd	(317) 536-7500 <i>must call to get group rate</i>	\$104	CB, CI (public areas), FC, GL, IP
11	Crowne Plaza Downtown at Historic Union Station 123 West Louisiana Street, Indianapolis, IN 46225 http://www.ichotelsgroup.com/crowneplaza/hotels/us/en/indianapolis/inddt/hoteldetail	(317) 631-2221	\$99	CI, FC, IP
... Congress Hotel ...				
9	Hampton Inn Indianapolis Downtown 105 South Meridian Street, Indianapolis, IN 46225 http://www.hamptoninn.com/en/hp/hotels/index.jhtml?ctyhocn=INDDTHX	(317) 261-1200	\$99	CB, CI, FC, GL
10	Omni Severin Hotel 40 West Jackson Place, Indianapolis, IN 46225 http://www.omnihotels.com/FindAHotel/IndianapolisSeverin.aspx	(800) 843-6664	\$99	AS (6 a.m. & 10 a.m., M-F), CI (public areas), FC, IP, R (ask about other benefits with Omni rewards program—free to join)
3	Sheraton Indianapolis City Centre 31 West Ohio Street, Indianapolis, IN 46204 http://www.starwoodhotels.com/sheraton/property/overview/index.html?propertyID=3054	(317) 635-2000	\$97	CB, CI (public areas), FC, OP
13 !	Comfort Suites City Centre (at capacity) 515 South West Street, Indianapolis, IN 46225 www.comfortsuites.com/hotel/IN233	(317) 631-9000 <i>must call to get group rate</i>	\$95	CB, CI, FC, GL, IP, R
12 !	Holiday Inn Express Indy Downtown (at capacity) 410 South Missouri Street, Indianapolis, IN 46225 www.hiexpress.com/indianapolisdtd	(317) 822-6400 <i>must call to get group rate</i>	\$95	CB, CI, FC, GL, IP

NATIONALS T-SHIRTS

Available for Pre-Order



**PRE-ORDER YOUR 2012 INDIANAPOLIS NATIONAL
TOURNAMENT T-SHIRT DURING ONLINE REGISTRATION!**

**Limited quantities available at tournament. Pre-order is recommended to ensure your size selection will be available!*

NJFL MIDDLE SCHOOL TOURNAMENT LOGISTICS

Tentative Schedule

TUESDAY • JUNE 12

Registration will be held 6-9 p.m. at the Crowne Plaza Hotel in downtown Indianapolis.

WEDNESDAY • JUNE 13

Students will compete at Ben Davis High School on Wednesday, between 8 a.m. and 8:30 p.m. The longer day accommodates the number of debate rounds needed; time has been built in for lunch.

THURSDAY • JUNE 14

Competition continues at Ben Davis High School between 8 a.m. and 8:30 p.m.

FRIDAY • JUNE 15

Semifinal and final elimination rounds will be held at the Indianapolis Convention Center. The awards assembly will commence at 3 p.m., followed by the high school national awards assembly at 5 p.m.



Please Read Before Selecting Lodging!

Please read the information for high school coaches, relative to lodging. Please say "NFL / National Forensic League" block when booking rooms, and only book with recommended hotels for the reasons listed. **All room reservations within the block are subject to an automatic two-night non-refundable deposit per room at the time of booking.** This avoids double booking and allows all attendees equal opportunity to book in the best available properties. All hotel properties on the list are easily accessible and are within 15-20 minutes by interstate or surface streets of every competition venue. Maps from all listed hotels and competition venues will be available online at www.JuniorForensicLeague.org.

Important NJFL Dates

- Coaches can register online at JoyofTournaments.com. Registration opened **March 20**. Entries are due **May 18**.
- Congressional Debate legislation must be emailed by **May 1** to legislation@juniorforensicleague.org.
- Orations must be emailed by **May 30** to orations@juniorforensicleague.org.
- Media release forms, signed by each student's parent/guardian, must be submitted with fees by **May 30**.
- All fees, including judge bond, must be received in the national office by **May 30**.
- A school/club risks forfeiting participation if fees and media release forms are not received on time; a late fee of \$200 will be assessed for fees and forms received after **June 3**.

Other Details

- Coaches are asked to *carefully* review all tournament information at www.JuniorForensicLeague.org.
- High school student judges will be trained more rigorously and used more sparingly. We are requiring middle schools to bring judges for each division in which they have students (CX, LD, or PF, Speech, and Congress) as a condition for registering. More details will be available on the website.

Competition Event Patterns

(REVISED FOR 2012)

Pattern A: Lincoln-Douglas, Policy, Public Forum, Duo, Declamation, Humorous, Impromptu

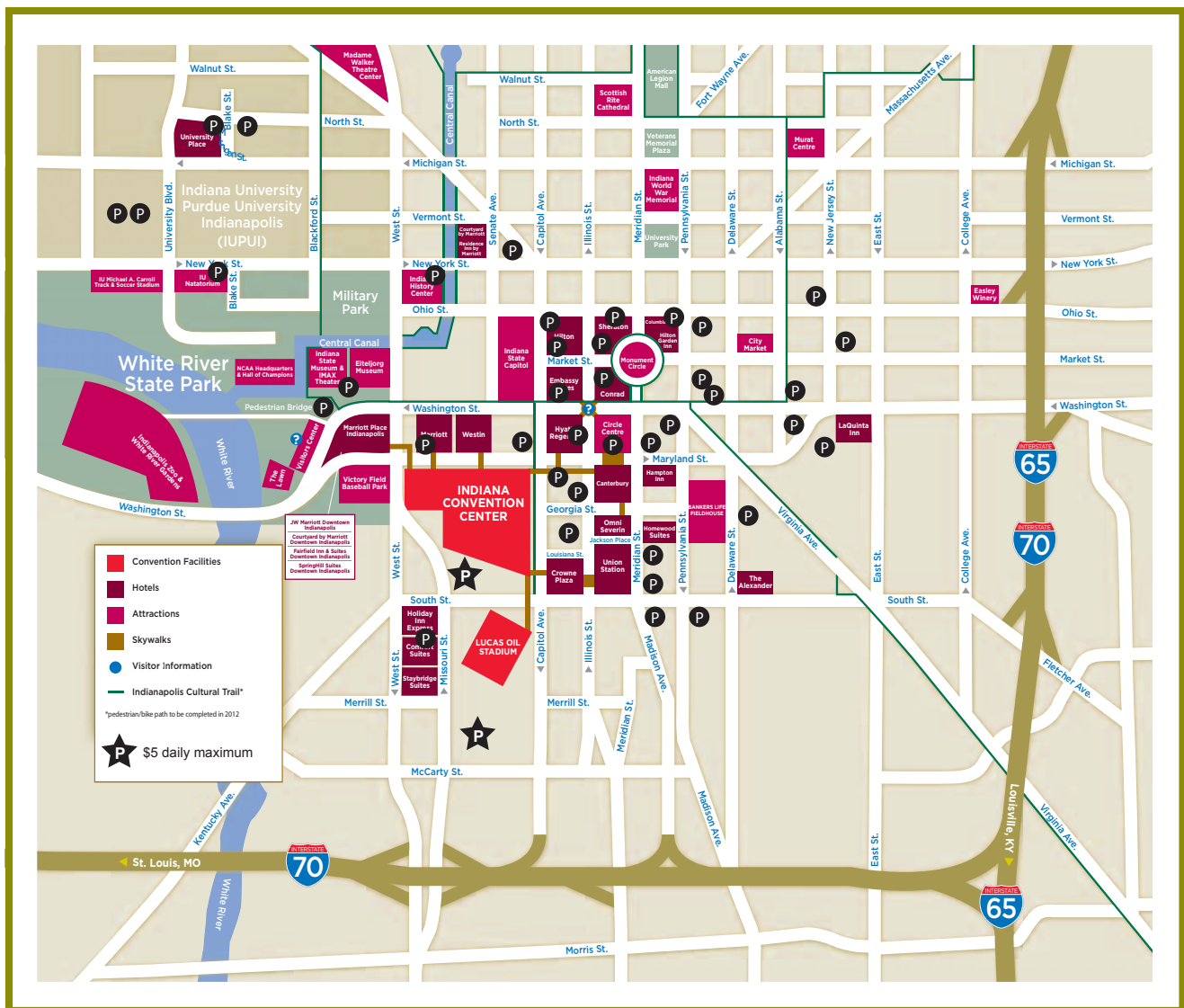
Pattern B: Congress, Extemp, Dramatic, Oratory, Poetry, Prose, Storytelling

Accessing Indianapolis is convenient and affordable.

The **Col. H Weir Cook** terminal at the new **Indianapolis International Airport** is conveniently located off of I-70 and is just a short, 15-minute drive from downtown. An **IndyGo Green Line Downtown/Airport Express Bus** (www.indygo.net) can transport visitors from the airport to downtown hotels for just \$7. With a student ID / proof of 18 or younger, the fare is half price (\$3.50). Exact change is required; no change on board. Pick up the Green Line outside at Ground Transportation, Zone 6. The Green Line departs every 20 minutes from 5 a.m. to 9 p.m. Sharing a shuttle also can be arranged with **Carey Indiana** (www.careyindiana.com). Other options for reaching the city include **Amtrak** (www.amtrak.com), **Greyhound** (www.greyhound.com), and **Megabus** (usmegabus.com), which all have hubs in the downtown area.

Downtown Parking

There are several easily accessible parking options located in downtown Indianapolis. For those on a limited budget, there are two recommended lots (\$5 daily maximum), located in the **South/West lot of the Indiana Convention Center** and the **South lot of Lucas Oil Stadium**. For an interactive map that shows additional parking options, visit www.indydt.com/interactivemap.cfm. For more information about metered parking, visit www.parkindy.net.



For information about things to see and do in Indianapolis, go to visitIndy.com. ©Indianapolis Convention & Visitors Association 2/12



Receive up to **10% off** your flight when you book with **United** or **Delta Air Lines**. Some restrictions may apply. Please use the NFL account codes listed below.

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Meeting Services

Reservations

To reserve your special meeting rates, please provide your CV# to your corporate travel department, or your travel agent, when making reservations. You can also make reservations online at Hertz.com or call Hertz directly:

- In the U.S. and Canada: 1-800-654-2240
- Other: 1-405-749-4434

At the time of reservation, the meeting rates will be automatically compared to other Hertz rates and you'll be quoted the best comparable rate available.

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NFL National Speech & Debate Tournament Indianapolis, IN June 10-15, 2012

CV # 04JZ0003

Rates available from Indianapolis, IN
for pickups June 3-22, 2012

Car Class	Daily Per Day	Weekend Per Day	Weekly 5-7 Days
A-ECONOMY	\$44.00	\$28.00	\$190.00
B-COMPACT	\$49.00	\$30.00	\$210.00
C-MID-SIZE	\$54.00	\$32.00	\$225.00
D-STANDARD 2/4 DR	\$55.00	\$36.00	\$240.00
F-FULLSIZE 4DR	\$59.00	\$39.00	\$250.00
G-PREMIUM	\$71.00	\$66.00	\$332.00
I-LUXURY	\$97.00	\$92.00	\$510.00
L-4WD/AWD SUV	\$77.00	\$77.00	\$362.00
R-MINIVAN 2WD	\$87.00	\$77.00	\$362.00

General Information

Meeting rates are guaranteed from one week prior through one week after the meeting dates and are subject to availability. Advance reservations are recommended, blackout dates may apply. Government surcharges, taxes, tax reimbursement, airport related fees, vehicle licensing fees and optional items, such as refueling or additional driver fees, are extra. Minimum rental age is 20 (age differential charge for 20-24 applies). Standard rental conditions, qualifications and return restrictions apply, including vehicles must be returned to the renting location. In the continental U.S. and Canada weekend rentals are available for pick-up between noon Thursday and noon Sunday and must be returned no later than Monday at 11:59 p.m. Thursday pick-up requires a minimum three-day keep. Friday pick-up requires a minimum two-day keep, and Saturday and Sunday pick-up require a one-day keep. Weekly rentals are from five to seven days. Extra day rate for Weekly rentals will be charged at 1/5 of the Weekly Rate.

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INDIVIDUAL EVENTS

JULY 22 - AUGUST 4, 2012

Interpretive Events

- Original Oratory
- Original Advocacy
- Dramatic Interp
- Humorous Interp
- Duo Interp
- Prose
- Poetry
- Oratorical Interp
- Expository Speaking
- Thematic Interp
- Original Prose and Poetry

Limited Preparation Events

- Extemp
- Impromptu
- Commentary



Why practice Individual Events at Stanford?

Start your season with us and experience national championship caliber coaching combined with the highest caliber resources all in the beautiful, safe and relaxing atmosphere of the Stanford University campus. Our challenging curriculum ensures that speakers starting out their forensic careers will learn the basic skills necessary to become competitive immediately while providing them with a firm foundation for growth. Experienced speakers will master advanced techniques to improve their performances and make them more successful at local, state and national competitions. Students will primarily focus on their "major event" and can expect to leave SNFI with that event "tournament ready." Students will have the option to attend several elective seminars in which they will have the option to work on a minor event. Focus on the electives/minor event will be in theory, piece selection and speaking exercises, but students should not expect to leave camp with a prepared piece from any electives/minors chosen.



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POLICY DEBATE

JULY 15 - AUGUST 11, 2012

4 Week

July 15 - August 11

3 Week

July 15 - August 4

Sophomore Scholars

July 15 - August 4

Critical Argument Lab

July 15 - August 4

Intensive Practice Round Session

August 4 - August 11

Beginner's Policy

July 15 - July 28

Beginner's Extended Week

July 28 - August 4



Martin Osborne

Wake Forest

Brian Manuel

Stanford University

jon sharp

Georgetown Day School

Nick Watts

Harvard University

John Hines

College Prep (CA)

Judy Butler

University of West Georgia

Vinay Pai

UC Berkeley

Samantha Varney

UT Dallas

Eric Oddo

Niles West (IL)

Jake Ziering

Stanford University

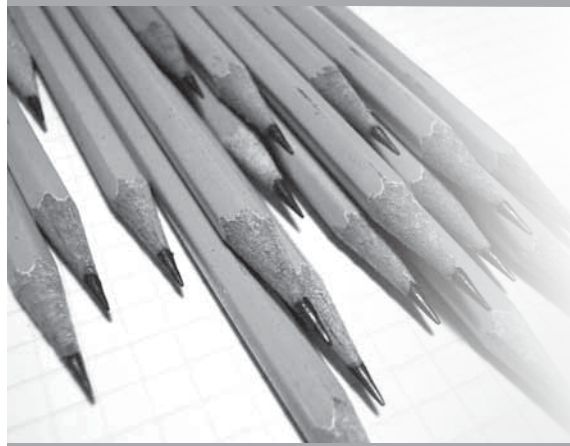
Shanara Reid-Brinkley

University of Pittsburgh



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"...I would recommend the [Revolution Prep] fundraiser. I think the product is worthwhile, the event is manageable, and the level of profit margin is higher than most fundraising opportunities."

— Pam Cady Wycoff, Apple Valley High School, MN

NFL SAT/ACT MOCK EXAM FUNDRAISER

The National Forensic League and Revolution Prep are partnering to offer a special fundraising opportunity for all NFL chapters.

What is it?

The Mock Exam Fundraiser is an easy way for each NFL chapter to raise money. Students simply go online and take the exam. Revolution Prep will provide a detailed digital score report online immediately afterward.

Who can take the exam?

Anyone! Mock Exams are not restricted to NFL students only; anyone at your school can take them by registering at www.revolutionprep.com and using the code **NFLTEST**. Have your members advertise to help boost enrollment and drive additional funds to your chapter. Visit www.NFLonline.org/Main/RevPrep to download color posters. Put them up in classrooms and hallways, and give them to your career center and guidance centers.

How much does it cost?

Each test only costs \$15 when you use the code **NFLTEST** on your checkout screen. Even better, \$10 from each test will automatically be mailed to you at the end of each quarter, or be applied to your outstanding balance by the NFL!

Step-by-Step Guide

- 1 Visit: <https://www.revolutionprep.com/>
- 2 Choose "Take a practice SAT test or ACT test online."
- 3 Click on the appropriate blue box for SAT or ACT.
- 4 Fill out information, using the coupon code **NFLTEST** at the checkout screen.
- 5 You're done! You just saved \$5 and made \$10 for your school!



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PROGRAM DESCRIPTION

The Ivy Scholars Program offers three innovative, intensive summer educational experiences for 2012 that feature interdisciplinary college-level non-credit academic study with leading scholars and practitioners. A very select group of high school students from across the United States and around the world will learn from members of Yale's world-class faculty, scholars from other leading institutions, distinguished fellows, and top government and business practitioners on a wide range of issues facing national and international leaders. Over the past several years, instructors have included such luminaries as Paul Kennedy, John Lewis Gaddis, Charles Hill, Adam Tooze, John Negroponte, Paul Solman, Robert Shiller, Steven Smith, Walter Russell Mead, Jonathan Schell and others.

STUDENT PROFILE

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

THREE INTENSIVE ACADEMIC AND LEADERSHIP DEVELOPMENT EXPERIENCES FOR 2012:

Program in American Political Philosophy, Law, and Economics • 8 July – 21 July 2012

- Focus on the great ideas and thinkers in American political philosophy, legal thought, economics and financial literacy
- Ideally suited for scholar-leaders who are considering careers in politics, law, business, and public service
- Designed for rising junior and senior high school students as well as post-high school, pre-college students

Global Leaders Development Program • 28 July – 11 August 2012

- Focus on executive writing skills, group facilitation and deliberation skills, and study of major global challenges
- Tracks include *Global Health*, *International Security*, and *International Institutions and the United Nations*
- Designed for rising sophomore, junior, and senior high school students

Studies in Grand Strategy for Rising High School Seniors • 29 July – 12 August 2012

- Focus on strategic writing skills, advocacy and persuasion skills, and the study of Grand Strategy
- Designed for rising seniors and top alumni of the Global Leaders Development Program

Admission is competitive and applicants are encouraged to apply as early as possible.

Need-based financial aid is available. Last year's program attracted top scholar-leaders from across the U.S. and Canada, South America, Europe, the Middle East, and throughout Asia.

Visit our website:

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

SPEAK

Introducing SPEAK: A Documentary

curated by Alexandra Bunzl



A couple of years ago, Brian Weidling and Paul Galichia filmed the feature documentary SPEAK, about the fear of public speaking and the Toastmasters International World Championship of Public Speaking. Now, the film is completed and just beginning its grassroots screening tour. Below, the two directors talk about the inspiration behind the film.



- **What inspired you to choose the topic of public speaking as the subject of the film?** We felt that the fear of public speaking was an untouched area for a documentary—which is rare—and it seemed odd that nothing substantial had ever been done on what is such a primal fear and universally relatable topic. That led us to Toastmasters and the World Championship of Public Speaking.
- **What makes the topic of public speaking great subject matter for a documentary film?** It's reported to be humankind's number one fear, even more than death. That primal aspect of public speaking was fascinating to us. And public speaking is so important to success, to power, to leadership...it's a topic that doesn't seem important on the surface, and yet it permeates daily life so completely.
- **What role does Toastmasters play in SPEAK?** Toastmasters is really the backdrop—the setting if you will—for the story of these characters trying to win the World Championship of Public Speaking. They were incredibly supportive of us discovering their group from inside out. They're the reason we found this whole new world.
- **How did you select these six subjects that we see in the film?** All six were finalists, first of all. And of the finalists, we simply found them to have the most compelling life stories. They're all fascinating in their own way. We had followed several subjects through the months of

Come
find
your
voice.

A black and white photograph of a vintage-style microphone on a stand, positioned in the center of the frame. A bright spotlight shines down on the microphone and the floor around its base, creating a circular pool of light on the dark, textured floor. The background is dark and out of focus.

SPEAK

A FILM BY
PAUL GALICHA / BRIAN WEIDLING

TUMBLEWEED ENTERTAINMENT Presents A PAUL GALICHA / BRIAN WEIDLING FILM "SPEAK"
Music by PHILIP WHITE Music Produced by CHRISTOPHER LENNERTZ Edited by BRIAN WEIDLING CHRIS ROSS LEONG
Executive Producer MICHAEL MALDY Produced and Directed by PAUL GALICHA and BRIAN WEIDLING
www.speakthemovie.com ©2011 SpeakEasy The Movie, LLC.

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filming, but we finally had to get it down to just those six. There were maybe six to eight people cut from the final film. There's probably a 140-minute movie we could've made with all the interesting people we met.

- ***Is there one common quality that represents a common thread for the finalists featured in the film?***

Passion. They're all passionate to speak and to tell their life stories with fierce conviction. They all work incredibly hard at being the best they can be. And, although they all want to win the championship, they love public speaking more than anything. There is also their shared passion for Toastmasters and the uniting force that plays. Passion drives all of them, and I find that incredibly inspiring.

- ***How long did it take you to shoot footage for this film?*** It took about two years total to get everything we needed in the final

film, with about six months of very intense filming. We traveled thousands of miles chasing stories and contests.

- ***What will be the subject of your next documentary?*** Our next documentary will be about the speaking competitions in prisons. There are Toastmasters clubs in prisons across the country, and when we visited to get footage from them for *SPEAK*, we decided that it was too fascinating not to have an entire film devoted to just that. It's going to be amazing, a very revealing story about the "forgotten voices" that are behind bars in our culture.

- ***What do you hope people who see SPEAK will take away from the film?*** Throughout the process of filming *SPEAK*, we were constantly in awe at how connected we felt to these people from all sorts of different backgrounds, whom we had just walked into a room and met

ten minutes earlier. We were struck by the stories they told, the lessons they shared from their own lives, and how we connected those stories with our own personal journeys. We felt like we were introduced to our shared humanity. The idea that we each have a story, and our story has relevance, is a powerful human connection we all share. Recognizing the relevance of each individual's contribution to our world elevates our humanity. Making *SPEAK* was a transformative process for us, both as filmmakers and as people. We truly believe in the power of words to change lives and witnessed it on this journey several times. We hope watching this film will change yours. We hope that people who see *SPEAK* take away that every voice matters, every person has a story to tell, and if you share your life, love, and message with the world, you can change it. Everyone should speak. ■

About *SPEAK*

In a society based on free expression, a surprising number of people have no voice. Their silence comes from fear—with the most primal fear of all being the fear of public speaking. Set in the multi-faceted world of Toastmasters International, where 250,000 members strive to overcome their

fear of public speaking, *SPEAK* follows six unforgettable Toastmaster International finalists as they prepare and compete in a grueling contest to be named "World's Best Speaker." Each struggles with seemingly insurmountable personal and professional difficulties, but in the end, one contestant bravely emerges

as the World Champion. Conducting hundreds of interviews about public speaking anxiety, and capturing every stage of the tense, highly competitive World Championship of Public Speaking, *SPEAK* is funny, inspiring, moving and utterly absorbing—a contest film like no other!

About the International *SPEAK* Screening Tour

For all our differences worldwide, we share a common thread—a foe that has defeated some but inspired others to overcome humankind's number one fear: public speaking.

Beginning in January 2012, *SPEAK* embarked on a grassroots screening tour across North America, bringing the film to local clubs, universities, churches, and organizations nationwide. The filmmakers' goal is to use *SPEAK* as a tool for education, inspiration, and self-empowerment.

You can join the effort to bring this film and these issues to communities nationwide by hosting a screening, for groups large and small, to continue the dialogue and share in the joy and inspiration that is this wonderful film. To make hosting an event easy, resources, publicity materials, and an event planning guide are available for free download at the website below. *SPEAK* is a feature-length documentary (run-time: 1 hour 29 minutes). The DVD will be released August 21, 2012. Visit www.speakthemovie.com or email alexandra@righteouspictures.com to learn more and request the film.



About the Directors

Paul Galichia, a native of Wichita, KS graduated from Stanford University in 1996. Upon graduation, Paul attended the Peter Stark Producing Program at USC. Soon after USC, he produced the documentary *The Goal* about the 2002 United States World Cup Soccer team, narrated by Robert Duvall. In 2006, he co-founded Tumbleweed Entertainment with partner Brian Weidling. In addition, Paul recently finished the screenplay *Minivan* with Mark Barker, Creator/Executive Producer of the Fox animated comedies *American Dad* and *Family Guy*. He also has completed a short documentary about the We Advance clinic in Haiti with acclaimed actress and activist Maria Bello.

Brian Weidling, a native of Hillsborough, NJ attended Emerson College in Boston, MA where he studied television and film producing. He briefly attended the Peter Stark Producing Program at USC before beginning his professional career producing and directing *The Goal*, which followed Claudio Reyna, captain of the U.S. Men's Soccer team, on the quest to the World Cup in 2002. Since Tumbleweed Entertainment's founding in 2006, Brian has produced and directed more than 400 animatics for advertising clients; co-created, produced, and directed a new media series for Discovery Channel titled *Go Green*; and is currently finishing *A Symphony of Hope: The Haiti Project*, a documentary film chronicling the performance and recording of a symphony to benefit the people of Haiti written by 25 Hollywood film and television composers.

Weidling and Galichia are currently in pre-production for The Forgotten Voices, a documentary about a public speaking contest at the Louisiana State Penitentiary at Angola, to be filmed in 2012.

speakthemovie.com

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To host a screening, complete the form online at <http://speakthemovie.com/hostascreening2>. Organizers will be in touch within three business days to confirm your event and discuss the details.

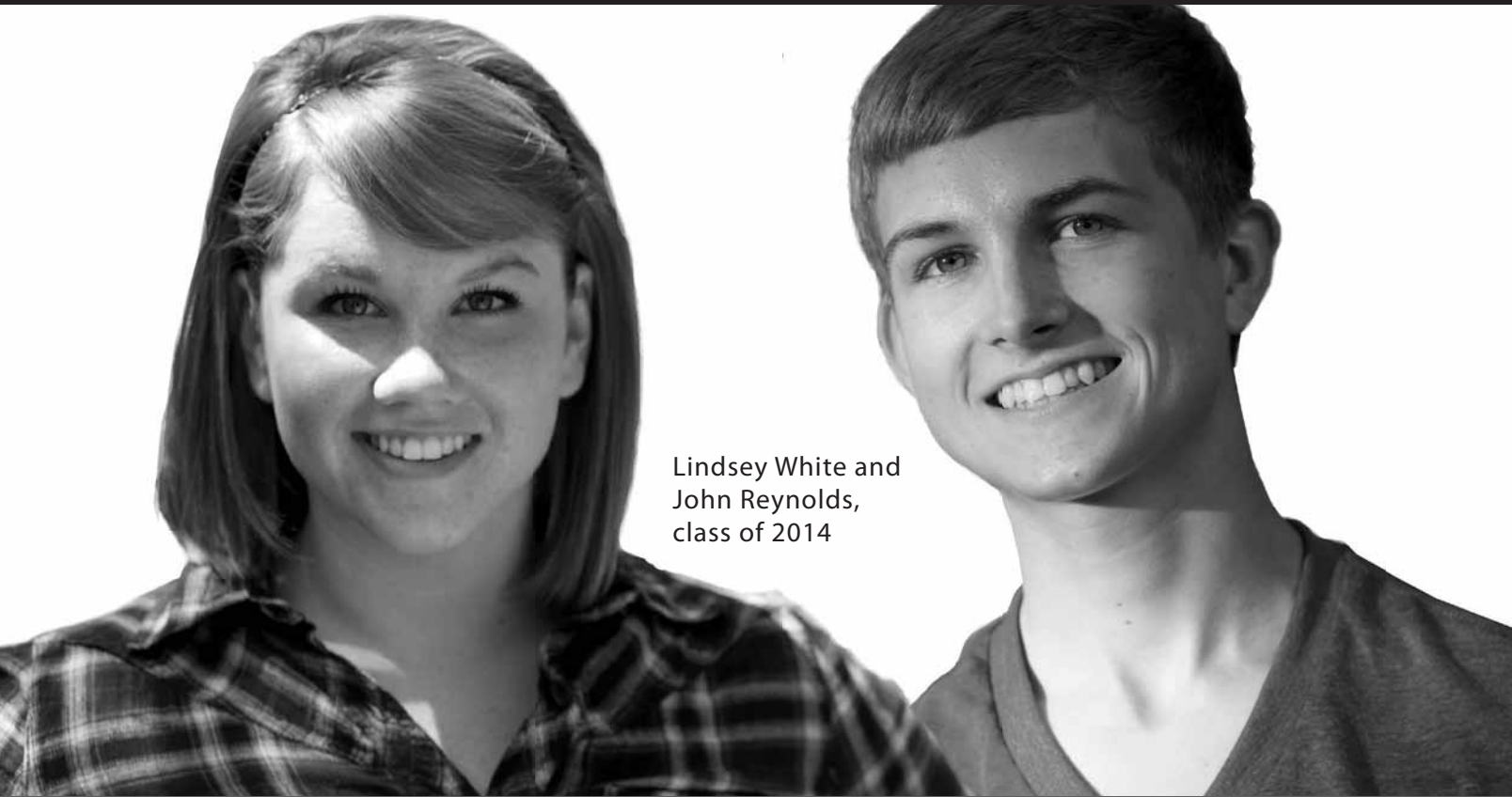


SPEAK DOCUMENTARY • SPEAK DOCUMENTARY • SPEAK DOCUMENTARY



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Current American Forensic Association national champions; seven wins in nine years.

NFA CHAMPS

Current National Forensic Association national champions; sixth consecutive win.

LD CHAMPS

Current National Forensic Association Lincoln-Douglas debate champions; second consecutive win.

Jace Lux; WKU Forensics; 1906 College Heights Blvd. #51084; Bowling Green, KY 42101-1084
email: jace.lux@wku.edu phone: 270-745-6340

victory 2012 2013 briefs

NEW FOR 2012-2013

THE LD CANON

Enlightenment philosophy has long been fundamental to Lincoln-Douglas Debate. We have compiled substantial and debate-related excerpts from the original works of Hobbes, Locke, Mill, and Kant. Each excerpt includes an essay on important takeaways for application in debate, as well as margin notes that highlight key sections. This book is a great tool for debate students, teachers, coaches, and judges to substantively engage with the philosophers who shaped LD Debate.

THE BEST OF VBI - 2012

Over the past decade more than 3,000 students (including the last 8 NFL National Champions) have attended the Victory Briefs Institute. This volume brings our innovative curriculum components from some of our top instructors to you. The book features articles based on our most popular lectures, labs, and skill workshops, and is designed to improve skills and understanding for debaters of all levels.

THE CURRENT EVENTS PRIMER - 2012

The Current Events Primer is designed to give students in Extemp, Public Forum, and Student Congress a wealth of background information on contemporary issues and news. The book is organized around core issues in domestic, foreign, and economic policy, and focuses on providing the social, political, and historical context necessary to understand new developments in current affairs. This book is a versatile tool for coaches, speakers, and debaters; our customers have reported using it for everything from introducing basic concepts in current events to organizing their extemp files to finding compelling anecdotes to illustrate argumentation.

THE VALUE & CRITERION HANDBOOK

Our Value and Criterion Handbooks have been popular resources for LD Debaters for over twenty years. In keeping with that tradition, we have compiled, revised, and updated the handbooks to create one comprehensive volume. The Value and Criterion Handbook explains major concepts in political and ethical theory commonly employed in LD Debate rounds. The easy to follow structure and focus on debate application make this an essential resource for any LD Debater or Coach.

ORDER FORM

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Instructions:

Circle each item you would like to purchase.

TOPIC ANALYSIS BOOKS

Topic Analysis books are available in digital form only and will be delivered by email.

Lincoln-Douglas Subscription \$125

Includes all 4 regular season NFL Resolutions and NFL Nationals. Saves \$25 off purchasing individually.

Public Forum Subscription \$175

Includes all 8 regular season NFL Resolutions and NFL Nationals. Saves \$50 off purchasing individually.

Policy Debate Subscription \$250

5 Affirmatives; 5 Negatives; 5 Kritiks. Saves \$125 off purchasing individually.

TEXTBOOKS

Textbooks will be delivered in early June 2012. These books are available as either digital or paperback.

Book Title	Digital	Paperback
The LD Canon	\$30	\$45
The Best of VBI	\$30	\$45
Current Events Primer	\$30	\$45
Value & Criterion	\$30	\$45

PAYMENT

TOTAL COST OF ALL ITEMS:

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Los Angeles, CA 90049

FAX: 208-248-9801

EMAIL: help@victorybriefs.com

Questions?

email the above address or call 310-472-6364

PUBLIC FORUM

JULY 22 - AUGUST 11, 2012

1st Week: Novice & Intermediate
July 22 - July 28

2nd Week: Core Program
July 29 - August 4

3rd Week: Intensive Practice Session
August 4 - August 11



Cayman Giordano
UMBC

Les Phillips
James Logan (CA)

Ashely Artmann
Stanford University

Brittany Russo
Penn State

Max Barnhart
UMBC



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LINCOLN-DOUGLAS DEBATE

JULY 22 - AUGUST 11, 2012

2 Week Core LD Program
July 22 - August 4

Intensive Practice Round Session
August 4 - August 11

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



Mike Spirtos
USC Law

Sasha Arijanto
Stanford University

Todd Newkirk
San Dieguito (CA)

Dan Meyers
Presentation (CA)

Dave McGinnis
Valley (IA)

Ilya Gaidarov
Stanford University

Nadia Arid
Stanford University

Jake Sonenberg
Stanford University

Jordan Lamothe
Washington University



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brings@dixie.edu



34TH ANNUAL SUN COUNTRY FORENSICS INSTITUTE

Workshop in Policy Debate,
Lincoln-Douglas Debate,
Public Forum, and Individual Events

July 15–28, 2012

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

DIVERSIFIED STAFF — Carol Shackelford (Bingham High, UT); Mike Shackelford (Rowland Hall, UT); Scott Ashton (Rowland Hall, UT); Natalie Brisighella (Utah State); Andres Gannon (Berkeley, CA); Pablo Gannon (Michigan St.); Thomas Hodgeman (Berkeley, CA); Kristin Jensen (University of Utah); Matthew Gomez (Weber St., UT); Steve Knell (U of Georgia); Kirk Knutson (the Meadows, NV); Alex Kosmach (U of N. Las Vegas); Andrew Ridgeway (Idaho St.); Ian Ritchie (Bingham High); Judie Roberts (Skyline High, UT); Catherine Shackelford (U of U); James Stevensen (Puget Sound, WA); Mark Veeder (U of U); Thomas Welch (Fordham, NY); Rachel Wootton (U of U).

CURRICULUM

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

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

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

IF — Lectures and practice for all NFL events.

12 CRITIQUED ROUNDS (TOURNAMENT)

RESEARCH FACILITIES

Dixie State College features a “state of the art” computer lab.

- All evidence is shared.
- Every student has access to a computer and monitored internet.

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

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

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

COST

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Myers Park High School in Charlotte, NC Seeking Qualified Teachers and Coaching Staff for Speech and Debate Team

Myers Park High School in Charlotte, NC is seeking qualified teachers in all subject areas with an interest in becoming part of the coaching staff for the highly successful Myers Park Speech and Debate Team.

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Interested candidates should send a cover letter, résumé, and additional supporting documents to Jason Kline, Assistant Principal, via email at jason.kline@cms.k12.nc.us.



Forensics as a Spectator Sport

by Megan Loden West



photo: LeWeb11

In the spirit of this global awareness issue of *Rostrum*, I cannot think of a better way to be more globally aware than to advocate forensics as a spectator sport. Across most of the country, activities like football are spectator sports. Under "Friday Night Lights," high school football stadiums fill-up with students, parents, and community members to watch the show—the players, cheerleaders, and marching bands showcase the hours of practice they have put in to their high school extracurricular activity. Growing up in Texas and as a drum major of the marching band, I knew this drill well. But, my fall Friday night drills also consisted of leaving immediately after the football game to check my Extemp tubs a mere eight hours before draw for round one of Saturday's tournament.

A decade later, I am the coach to a team of students in the same routine. If their Friday nights aren't spent at football games, they are at baseball, dance, or SAT practice...and of course, if it's a national tournament, they are probably already under the fluorescent "Friday Night Lights" of forensics.

Realistically, I know that there will never be a world where we sell tickets to debate tournaments or have cheerleaders cheering during prep time (although both of these would be AWESOME). I also know that some of our events are so jargon-laden that even competitors and judges are sometimes excluded. But my question is simple: In an activity that is so globally aware, why are competitors not each other's in-round cheerleaders?

Weekend after weekend, I watch extempers leave the room as if they are going to self-destruct after the timer hits 7:30. Fortunately, in some parts of the country, staying to support your fellow speakers is commonplace and even encouraged. Since the addition of cross-examination in final rounds at many tournaments, this practice is required (at least for one speech). Yet, the word on the street (read: cafeterias at tournaments) and the common practice at almost all local, regional, and national tournaments my team has been to this year is that exiting the room after an Extemp speech is protocol. To me, leaving seems illogical and counter-educational. Staying in the room to watch the remaining speakers allows competitors to learn from the other speakers, practice being a good audience member, and think about how they would answer the same question.

In debate, similar problems surface. Many tournaments discourage competitors from watching the flight before or after their round, ignoring the fact that sitting on a bench outside of the all-too-thin tournament walls yields almost as much information sharing. Logistical exceptions to this scenario exist, but the forum of PF, public of Policy, and values of LD would seem to facilitate a sort of Lockean "Marketplace of Ideas" worthy of as big of an audience as possible. Congressional Debate is no exception. Congress is often one of the largest events at a tournament; yet, Super Congress sessions are frequently in the smallest of all



rooms designated for finals. While most host schools do not have "galleries" available for observers a la their official counterpart in Washington DC, efforts to allow Supers Senators to have super spectators would serve the entire activity well.

Interpers and orators are arguably the most consistent prototype for in-round cheerleaders. Even after they have seen the same pieces round after round, they stay to watch and learn, but even they have an Achilles Heel. This is what I call the "double-double entered bind." I have been judging many times when a competitor comes into a Duo round, tells her partner about the fabulous DI she just completed, and then proceeds to ask if she and her partner may leave after their Duo because they are double-entered. Said competitor was double-entered, but if both events are complete, why is said competitor not staying in the round? My arguments here are the same as Extemp; staying to watch the remaining competitors in a

round is educational, supportive, and ultimately, good manners.

Socializing and networking is an integral part of our activity, but cafeterias should not be full during competitors' "off" rounds. We should be molding a new generation of active forensicators who socialize and network walking to and from rounds—even if they aren't in them. As coaches and educators, we need to encourage our students to increase the time they spend watching their teammates and fellow competitors. As tournament hosts, we need to be more aware of space and, while it is certainly limited, make the most available for the most amount of people. Cheerleaders, tickets, and scoreboards may not be in our future, but growth certainly is...so let's grow together, and create our own cheerleaders—the intelligent, globally aware ones. ■

***Megan Loden West** is currently the Director of Forensics at Cypress Bay High School (Manatee District, FL). She was the 2004 NFL National Champion in Impromptu.*

Where to Find Tournaments

If you're looking to attend or judge a tournament in your area, check out the following sites for dates and locations. For a complete list of links, visit our website.

■ Joy of Tournaments

Registration website, listing tournaments by date or by state.

■ SpeechWire

Registration website with listing of tournaments (click "Calendar").

■ ForensicsTournament.net

Registration website with listing of tournaments (click "Tournaments" and then "High School").

■ Tabroom.com

Registration website with listing of tournaments.


■ Links to State Associations

Many state leagues sponsor local tournaments throughout the year, as well as their own state tournament series.

For more information, visit:

**[www.NFLonline.org/
Tournaments](http://www.NFLonline.org/Tournaments)**



A photograph of the Dartmouth College campus at sunset. The sky is a mix of blue and orange, with clouds catching the low light. In the background, the iconic Dartmouth College clock tower stands prominently, surrounded by other campus buildings and bare trees in the foreground.

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June 20 - July 11, 2012

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Andrew Baker,

Dartmouth College (NH)

Chris Crowe,

Westwood High School (TX)

Katie Gjerpen,

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Kathryn Clark Kernoff,

Dartmouth College (NH)

Mikaela Malsin,

Wake Forest Univ (NC)

Charles Olney,

UC Santa Cruz (CA)

Dylan Quigley,

Dartmouth College (NH)

Nicole Serrano,

Dallas Urban Debate (TX)

Ken Strange,

Dartmouth College (NH)

Questions?

Nicole.Serrano@dartmouth.edu

Ken.Strange@dartmouth.edu

A photograph of the Dartmouth College campus at sunset. The sky is a mix of blue and orange, with clouds catching the low light. In the foreground, there are silhouettes of trees. In the background, the main building of Dartmouth College is visible, featuring a prominent clock tower with a green cupola.

Dartmouth Debate Institute

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Charles Olney, UC Santa Cruz (CA)
Dylan Quigley, Dartmouth College (NH)
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Nicole Serrano, Dallas Urban Debate (TX)
Ken Strange, Dartmouth College (NH)
Jon Voss, Glenbrook South (IL)

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Questions?

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GLOBAL AWARENESS NEWS & NOTES

Forensics is Alive and Well in the Middle East!

At the American School of Kuwait (ASK), students gather every season to inquire about the program. Some questions include, "Can I be in Comic Duet Acting with (insert best friend's name)?" "Doesn't forensics mean examining dead bodies?" and "Where is the team flying to this year?" Unlike many schools in the United States, international schools do not have the luxury of being located a bus ride away from the nearest competition. Instead, the students devote approximately two months to practicing, all in preparation for one competition. The tournament usually takes place abroad at another international school. Last year, the team traveled to Greece; this year, we flew to Jordan.

Despite traveling by air instead of yellow school buses, debate and speech students in the Middle East learn all the same powerful lessons that students in other parts of the

world experience. This past season, ASK's coaches witnessed surprising changes in the students. Somewhat shy, soft-spoken teenagers introduced themselves on the first day of practice, and enthusiastically delivered dramatic readings a few weeks later. Others had loads of energy, and were able to channel that vigor into acting events and debate. Some of the most powerful performances this year reflected not only the students' public speaking skills, but also the culture with which they identify. In addition to faithful standbys like Ray Bradbury, students also interpreted prose from Saudi Arabia and Afghanistan. Giving voice to issues and themes from around the world and sharing them in countries around the globe, these students speak to the immense impact this program has to offer! ■

Sara Kallstrom is a high school English teacher and forensic coach at the American School of Kuwait.



Canadian Team Scrimmages with The Bronx High School of Science

On February 15, The Bronx High School of Science speech and debate team played host to a delegation of ten debaters from Canada's Glenlyon Norfolk School. Coached by John Baty, a longtime debate coach north of the border, the Glenlyon Norfolk students were in the United States to tour the country and to compete at the prestigious Harvard National Invitational Forensics Tournament. Bronx Science put competition aside to host a scrimmage in order to allow the Glenlyon North students some practical experience in Public Forum Debate. They were due to compete in Public Forum at Harvard; in Canada, the debaters primarily debated in a style similar to the British parliamentary debate format. The result was a wonderful exchange of philosophies of debating and a learning experience for debaters



from both teams. The fact that the debates were a scrimmage, and thus debates without the pressure to "win," allowed the participants and onlookers to provide more holistic, and honest, commentary and pointers. Both schools emerged stronger and better prepared for Harvard.

On March 20, Bronx Science hosted a demonstration debate featuring two Bronx Science debaters and two college debaters from China. The unique twist is that the debates took place in front of the school's AP Chinese Language and Culture classes and were conducted entirely in Mandarin. This time, Bronx Science students were the learners, as the debates followed a modified British parliamentary debate style, as the format is also used in China. ■

Jon Cruz is a one-diamond coach at The Bronx High School of Science in New York.

ON THE HORIZON



The NFL Partners with IDEA to Develop the Global Speech and Debate Honor Society

In Spring 2011, the National Forensic League accepted an invitation from the International Debate Education Association (IDEA) to help develop the Global Speech and Debate Honor Society (GSDHS), the first speech and debate honorary organization with international reach. The GSDHS will recognize and reward speech and debate, public speaking, education, and civic engagement among communicators throughout the world. Membership in the GSDHS is open to any speaker, regardless of age, and speakers may participate in any language.

Membership in the NFL will qualify students in the United States for membership in the GSDHS. As members of the NFL, American students may earn GSDHS points for their participation and service. Adult leaders also will be eligible to receive points for their contributions to the international speech and debate community.

While the project is still in the development phase, both organizations are excited to begin vital outreach to underserved communities around the world. Top communication educators have noted that students in some parts of the world have never heard of competitive speech and debate. The GSDHS will provide a new way for communicators to gain support and recognition for their achievement, all the while advancing the critically important goal of extending speech and debate opportunities to new groups.

Update on IDEA

As the GSDHS gains momentum, IDEA and its partners are preparing to host their flagship event, the 18th annual IDEA Youth Forum. This year's event will include 250 young people from over 40 countries of the world and will take place in León, Mexico from July 2 to 15. The Youth Forum is a unique mix of competitive and educational offerings where high school students are trained by an elite group of international trainers and coaches who teach them not only how to debate more effectively in the context of a tournament, but also how to use these skills to become active citizens. The event features two tournaments, one where participants debate in their national teams called the Karl Popper Debate Championship (KPDC) and one where they debate in mixed teams. The resolution for the KPDC will be, "State-sanctioned torture is justifiable in exceptional circumstances." The final round will take place in the Teatro Juarez in Guanajuato, one of the areas national treasures. The Mixed Team Tournament resolution will be, "Ethnic profiling to fight crime is justified." With the support of former President Vicente Fox, the final round will take place at Centro Fox, the presidential library and headquarters of President Fox's organization, which is dedicated to training quality leaders.

This year, IDEA is hosting its first ever Asia Youth Forum in Bangkok from May 14-27. While Asia has one of the most diverse and developed debate communities in the world, like

(continued on next page)

most other debate communities, not everyone has equal access to teaching materials, trainers, tournaments, and other debate related activities. Opportunities for debate vary widely between say, Kuala Lumpur and Hanoi, which themselves are different from rural areas of many places in the region. While the number of tournaments in Asia has increased and the locations have become more spread out, debate still mainly takes place on the competitive circuit. IDEA, in cooperation with experienced Asian debaters and trainers, is aiming to connect people from regions with high debate density to those in emerging debate communities through this event.

IDEA is also in the process of opening branch offices in Tunisia,

which will serve as a hub to coordinate programmatic expansion in the Middle East, and in Beijing, which will coordinate expanding programming in China and the annual China Debate Open, a University tournament that features a Mandarin and English language track.


Closer to home, IDEA and its relatively new office in New York has established a pilot program of debate clubs at faith-based organizations and community centers for 9th through 12th grade students in New York City. The program aims to bring debate beyond the conventional school environment directly to immigrant and first-generation students, giving them access to an enriching educational tradition. Additionally, the program aspires to

foster understanding, cooperation, and a free and lively exchange of ideas among students from diverse culture, ethnicities, and religious traditions demonstrating that opposing views can be explored in ways that connect rather than divide people.

In the upcoming months, IDEA will be launching a curriculum project in the U.S. that draws on its extensive teaching methodologies to provide American teachers with the tools they need to turn the American presidential debates this October into a unique educational opportunity. To learn more about this initiative and other IDEA events, and to check out their free online resources, go to their website at www.idebate.org. ■



Raise money for nationals!

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



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



Step 1:
Pick your team name



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It is a debate competition
unlike any other.

And your online
vote could determine
which team wins.

For six months, debate teams from across the globe have exchanged written debates in the 11th Annual Bickel & Brewer/New York University International Public Policy Forum (IPPF).

Now the final eight teams are preparing to meet face to face in the greatest city on earth.

Log on to www.bickelbrewer.com/ippf on Saturday, April 14, to view the IPPF semifinals and final debates LIVE from New York City. The debates will take place at 10:15 a.m., 11:45 a.m. and 3:30 p.m. EST.

During the final debate, cast your vote for the winning team. You could help decide which team brings home the \$10,000 grand prize!

Brooklyn Technical High School, Brooklyn, New York

Lakewood High School, Lakewood, Colorado

Notre Dame High School, Sherman Oaks, California

Peak to Peak Charter School, Lafayette, Colorado

St. Mark's School of Texas, Dallas, Texas

Team Czech Republic, Czech Republic

Team Singapore, Singapore

The Home Educator's Outsourcing Solution, Plano, Texas

BICKEL & BREWER/NEW YORK UNIVERSITY INTERNATIONAL PUBLIC POLICY FORUM FINALS WEEKEND * APRIL 13-15, 2012



Q&A WITH ADAM NELSON

Adam Nelson is a one-diamond coach at the Taipei American School in Taiwan.

How did you get involved in speech and debate? How did you find yourself in Taiwan?

I had some vague awareness that my high school had a forensic team during my freshman and sophomore years, but I had no idea what that meant until the start of my junior year. And, even then, I only got involved by accident. I remember walking past the health classroom on my way to golf practice after school one day and seeing one of my friends inside. I stopped by to say hello and see what he was up to, and found myself being told to come by after school that Friday to learn about something called Extemp. (I only later learned that the forensic team met in the health room, and that I had stumbled upon one of their meetings.) After attending an Extemp practice or two, I was surprised to learn I had been signed up to compete at the first tournament of the year. I was actually painfully shy at that point, and my high school's coach was an intimidating figure, so I was simply too afraid to refuse. So, just a couple weeks later, I found myself on a school bus at 7 a.m. on a Saturday morning. I got hooked pretty much immediately, and have been involved in speech and debate ever since. I'm grateful Mr. Santo never gave me the opportunity to say no!

Ending up in Taiwan was similarly unintentional, at least at first. The high school principal here used to be

the upper school head at my previous school, and one day he contacted me about coming to teach in Taiwan. I had briefly lived in Japan just a few years before, so I was definitely up for moving back to Asia. Ultimately, though, it was the quality of the school and the opportunity to help build a speech and debate program overseas that convinced me to accept the job.

How does one go about building a team in another country? What have you learned throughout this process that you wished you'd known ahead of time?

Well, I was fortunate that Taipei American School already had a program before I arrived. The school was already a member of the National Forensic League, our athletic league already put on an annual speech and debate tournament, and there was already an annual English-language debate competition hosted by a local high school. We also already had a Model U.N. program that attended a couple of conferences each year. So, even though the program was relatively small, and not many students were involved, there were already students, faculty, and administrators who valued excellence in speech and debate and who wanted to see the program grow. So our biggest challenge was figuring out how to best take advantage of that enthusiasm and support. The goal, unsurprisingly,

was to increase awareness of the program and get as many students involved as possible. Given the small number of tournaments in Taiwan, and the challenges associated with traveling internationally, we didn't want to focus purely on competitive opportunities. We added tournaments to our schedule, of course. A school in southern Taiwan started a tournament last year, and we've been doing everything we can to support that endeavor. We got involved with the International Debate Education Association (IDEA), and attended their Youth Forum last summer. And we participated in the International Public Policy Forum this year. We also added Model U.N. conferences in Berlin, Doha, and Singapore. But the more important step, in my opinion, was designing and adding courses dedicated to the development of public speaking and debate skills. Here again I was fortunate to have a fantastically supportive administration. We've basically started an entire forensic department, with a required course in public speaking and debate, and elective courses in international relations and Model U.N., and legal analysis and policy debate. By the 2014-15 school year, every student will be required to take a public speaking course; every student will get at least some exposure to the program. The dramatic expansion of speech and debate opportunities, both inside and outside of the classroom, has already led to a rapid improvement in both the size of the program and the speech and debate skills of our students.

What challenges have you faced in your current post? How have you addressed them?

One of the biggest challenges has been cultural. Even though we're an American school,

and all of our students have non-Taiwanese passports, most of our students have either lived in Taiwan for much of their lives or are from other East Asian countries, like Korea. And, at least in my admittedly limited experience, the cultures in this region are more focused on supporting one's family and on deference to age and wisdom than on the expression and defense of, especially young people's, individual ideas and opinions. Many of our students, then, just don't have as much experience articulating and defending their views as do many of their peers who have grown up primarily, or exclusively, in the United States or other western countries. That's another reason why having a public speaking graduation requirement is especially critical: those students need a lot of practice in order to develop those skills, and a required course is proving to be an excellent way to ensure everyone gets that practice.

What kinds of differences have you encountered between coaching in the U.S. and coaching in Taiwan?

What stays the same? Perhaps the biggest difference is the number of competitive opportunities. We just don't have access to as many tournaments, so we need to focus more on making courses available and on other, intramural, opportunities. We have a Debate Society, for example, that is open to every student and that provides them with a weekly opportunity to come together and debate a wide range of issues. Meetings are generally informal, but students offer each other feedback and get a lot of practice. The school having an NFL membership has also been a huge help. Having the opportunity to offer students membership in the honor society has provided a fabulous incentive for getting them more involved in speech and debate. Students get genuinely excited about earning



both their pins and, especially, advanced degrees! Competitively speaking, things on the speech side are remarkably similar. Our athletic league's tournament, for example, offers competition in most of the NFL's main events (Extemporaneous Speaking, Oratory, and individual interpretation) and Impromptu. Debate competition is significantly different, however. In the U.S., most of my experience was with Lincoln-Douglas Debate, with a smattering of experience with Public Forum and Policy. Here, on the other hand, the debate formats are almost exclusively different flavors of Parliamentary Debate. So getting used to things like limited prep debates and points of information has definitely been a challenge. But it certainly helps that we're an American school competing against other international schools! For every school, the language of instruction is English and each student has at least near-native English ability.

How has living overseas changed you as a coach? How has it impacted your coaching/teaching philosophy?

I'd like to think living overseas has made me a more flexible coach. In the U.S., most students basically shared a common culture. Students had a variety of ethnicities and backgrounds, of course, but almost everyone had basically spent their entire lives in the United States. To that extent, then, they were all thoroughly American. Overseas, however, I have students who have

grown up all over the world. I have an Australian student who spent time in Saudi Arabia before coming to Taiwan. I have a Korean student who has basically grown up here. And I have another Korean student who lived in both the U.S. and Japan before making her way to Taiwan. Not only are the students not exclusively American, many of them have grown up in at least two different cultures. Learning how to work with students from such a wide range of backgrounds, while challenging, has also been enlightening and a lot of fun. And, as a coach, it's made me more flexible, giving me both a better understanding of how students develop public speaking skills and a more diverse set of tools and activities for helping them with that development.

What do you wish Americans knew about Taiwan? Any misconceptions you'd like to refute?

That it's not Thailand. Seriously, you'd be surprised how often the two countries get confused. Beyond that, I'd encourage everyone to learn more about the country. The politics are fascinating. The internal debate over its international status is especially interesting, and very robust. The Portuguese were also right to call it Formosa: it really is a beautiful island. Taipei is a modern city, and worth a visit. But the best parts of the country can be found in the countryside, in places like Taroko Gorge. I'd definitely recommend coming to visit sometime! ■

The Bundang Challenge

by Bill Eddy



Andy Han and Elise Kim vs. Annie Gao and Albert Lee (computer).

North Korea

★ Seoul
● Bundang

South Korea

One of the biggest challenges facing elementary and middle school debate programs in South Korea is the lack of tournament opportunities for those grade levels. Students attending an "international" school might be lucky enough to have a debate club on campus; for most students, this is not the case, and therein lies the challenge. This article discusses how debaters in Bundang (South Korea) were able to overcome this challenge and enjoyed an amazing intercultural experience, as well.

Last March, Magnet Learning Academy (Irvine, CA) opened a debate academy in South Korea called Magnet Debate Academy. The new academy in Bundang, a suburb of Seongnam, is located about 20 minutes from Seoul. Bundang is considered famous throughout all of South Korea for its commitment to education and learning opportunities for the students living here. These students are incredibly busy; typically having afterschool classes in reading, writing, and math, and often

participating in tremendous enrichment opportunities such as music, art, sports, and of course, debate. Debate is mostly considered an English speaking course.

Something I learned early on as a debate teacher is that students have more speaking confidence when working with a partner, to help not feeling so alone. Experts in communication already understand how frightening it can be for people to speak in front of a crowd; many people would rather be shot with a gun or be set on fire rather than give a speech. Imagine how nervous someone might be giving a speech while speaking in a foreign language! Getting non-native English language learners to become willing to debate at all would be the first of many challenges.

Bundang has countless academies; I once remarked that Bundang seems to have more academies than students! As already mentioned, the students here are incredibly busy with all their "Hagwons" (the Korean word for "academy"), and it seemed almost impossible to schedule a tournament event—which, typically

"At my school, more than 50% of my students (and it feels like more than 90% of the enthusiasm for debate!) comes from the 5th and 6th grade classes, yet they must remain patient waiting for their opportunity."

lasting all day, students just can't do. So my brave Bundang debate students, finally willing and able to attend a debate competition, likely wouldn't have enough participants with whom to compete. This would prove to be yet another daunting challenge to be overcome.

South Korea has some phenomenal national debate competitions, yet these events offer limited enrollment such that grades 5-6 aren't even invited to participate unless the student is attending an international middle school (6th grade). At my school, more than 50% of my students (and it feels like more than 90% of the enthusiasm for debate!) comes from the 5th and 6th grade classes, yet they must remain patient waiting for their opportunity. "So unfair!" something Patrick Hong frequently says in our debate class.

Having overcome the challenge of getting students excited about debate and getting them willing enough to overcome their fears of public speaking, we needed a "real" competition opportunity; this led to the creation of our own debate tournament. We invited students attending our academy, as well as the students from some of the neighboring academies, to present a "challenge" to the Irvine students—a debate contest aptly named "The Bundang Challenge." This tournament offered two divisions;

Elementary (grades 4-6) and Middle School (grades 7-9). In Korea, many 9th graders are still in "middle school." Our tournament would conduct online debates using the latest version of Skype to connect the various teams and judges.

Here is how it worked: We used slightly modified rules for the NFL's Public Forum Debate, including a backup plan in the event that we lost connectivity; if during the crossfire (a rapid back-and-forth exchange of ideas between two or possibly four debaters) the Skype connection were to be lost or somehow interrupted, we would

resort to a "cross-examination" style of interaction so that no one would be interrupted due to technology failures. (Can you imagine if one of the debaters were to "freeze" and stop talking right in the middle of their point?! As much as some of the debaters may have wished for this kind of advantage over their opponents, we were fortunate that our backup plan was never needed; the Skype connections were pretty strong; clear audio, smooth video, and great debates!)

For those of you willing to conduct your own online experience, try maximizing the

Amelia Kim and Mandy Han (front) debated against Natalie Wang and Sam Koo of Irvine, CA.



quality of the connection by having just three connections; two people at one computer (Team A) vs. two other people at a different computer (Team B), and of course, a third connection for the debate judge. Limiting the number of connections helps to promote a stable online environment, but if you have a strong Internet connection, then such limits wouldn't make much of a difference.

Debaters having their partner sitting next to them do seem to have more confidence in working together, yet many students today are so fast at typing that they could simply chat from within Skype and just type their advice, ideas, and encouragements. (A word of advice—please don't type so loudly that we can hear those sounds over your microphone; this could be distracting to the speaker. If background noise becomes an issue, it is possible for people not currently speaking to simply mute their microphones.)

To qualify for a trophy, debaters were originally asked to debate at least five times and at least three of those debates must be with students located in another country. Due to scheduling issues, this was later reduced from five debates to just three (at least once facing students in another country). Our debates involved students from South Korea debating against students in the United States. We also had people from Taiwan, Singapore, and even a judge from

Xian, China, but unfortunately, they were not able to participate due to scheduling conflicts.

The biggest challenge for the tournament was scheduling—so many students, yet so few judges, and the time difference was definitely a limiting factor! This online tournament was not a one-day event; we scheduled our debates to take place over several weeks, lasting about one month. Fortunately, several of my Korean students were on their winter break, so we could schedule debates from 10 a.m. to 11 a.m. here in Korea and be facing debate students in Irvine who arrived about an hour before their debate class, so they were debating from 5 p.m. to 6 p.m.

Students really seemed to enjoy the experience. I encouraged the debaters from the U.S. to be somewhat diplomatic by not trying to use fast speaking or complex debate theories in an attempt to confuse (or intimidate) the Korean students. One of my Korean debaters shared with me how, despite some early misgivings, it was an extremely worthwhile experience. The Irvine debaters did an outstanding job of debating well, yet still making the other teams feel included and encouraged. Had the contest been very aggressive and the behaviors been less diplomatic in nature, I fear that several of the Korean debaters might have quit the debate activity altogether. Most of the debaters in Bundang are new to debating, especially in debate

competitions. One of the nicest benefits from all of this is the fact that the students here are willing to do it again!

Amelia Kim debated with Mandy Han, one of our school's most gifted speakers. Early in their debate against Natalie Wang and Sam Koo, the girls seemed a bit nervous, but as the debate progressed over whether or not college was worth the costs, they began speaking more powerfully and ended up doing a fantastic job. Natalie is one of the strongest debaters at the Irvine academy. She thought the debaters from South Korea were "amazing," and she was surprised at how strong the Korean students had become, considering they had only been debating for a few months. Natalie says that debating online was great, and that she is really looking forward to doing it again.

It should be noted that Natalie and her preferred partner, Angel Choi, were undefeated in their debates together, and they were incredibly strong in their subject knowledge about the college topic. Natalie and Angel have debated at several tournaments and have perhaps 15 to 20 rounds of tournament debate experience. Mandy and Amelia were debating in their very first round of their first debate tournament, yet they looked as strong as if they had been attending competitions for years instead of months. They are both gifted thinkers and speakers, and

"The biggest challenge for the tournament was scheduling—so many students, yet so few judges, and the time difference was definitely a limiting factor!"



Magnet Debate Academy students observed their teammates during the virtual Public Forum style debates.

debating really seems to help bring out those talents.

The tournament enjoyed a great deal of support from parents. Andy Han's mom changed his tutoring schedule on at least three different occasions so that Andy could debate against students from the United States. Andy won second place in his division, so hopefully it was worth it to put forth that extra effort! Joanna Son managed to win third place, despite losing her favorite partner, Heather Chang, due to a broken arm from an ice skating accident. Joanna's mom was extremely accommodating during the numerous schedule changes, as well.

Annie Gao's mom (Annie took second place among middle school students) sent me a nice email explaining how normally Annie would not be allowed to use the Internet for video chatting. Yet she allowed Annie to participate because, as she put it, the debates were such a "great opportunity for kids to debate internationally;

learning from each other and understanding each other better based on their different cultures," and that the experience was definitely worth it. Annie's mom has now given standing permission for her daughter to debate online whenever a debate can be scheduled for her daughter. Annie's preferred partner, Albert Lee, was the top speaker among all middle school students participating in the competition.

Overall the "Bundang Challenge" online tournament was a tremendous success. We overcame some significant hurdles; getting non-native English speakers willing to debate, providing them with a flexible tournament schedule—allowing debaters to debate during their regularly scheduled debate class, during their lunch break, or even debating from the comfort of their own home! For the next online debate tournament, we will hire more judges, create an online tournament schedule, and invite students from even more schools.

It will be posted online and listed under "middle school debate" at www.forensicstournament.net. However, the tournament definitely will be open to high school and elementary students, with each grade level having their own separate division.

To sum up the experience, I would like to share what Amelia Kim wrote about her online debate experience. Amelia is a brand new debate student:

"When the debate started, I felt very anxious, worried that I might say or do the wrong thing; I was shaking a lot! When it was over, I was so impressed by what my classmate (Mandy) and I had done together. I felt proud of myself. I cannot explain this feeling; you can't really know unless you try it." ■



Bill Eddy is a graduate student at Gonzaga University and a debate teacher for Magnet Debate Academy, located in Bundang, South Korea. He can be reached at billeddy@gmail.com.

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A Fine Act of Assimilation

by Stan Magee

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During the mid-90s, and until I retired from Dulles High School in 2004, there was a sharp contrast in the cultural make-up of the speech and debate team. The first generation of Asian Americans had raised their children, and now they were coming to high school. Most of them were Chinese, Taiwanese, and Indian Americans, but there were good numbers of students from Vietnam and Pakistan. These were and still are the second generation Asian Americans. Even though their parents spoke broken and heavily accented English, the students themselves had assimilated into the American school system quite well, and spoke virtually perfect English with no noticeable accent. They were eager to learn, smart, talented, and ready!

I did not spend a lot of time in the debate world after retirement, until the summer of 2009, when the Hua Xia Chinese School called me and asked me to build a speech and debate program for them. The school is almost exclusively Chinese, with a few Indian and Caucasian students. The following paragraphs describe what I saw at Dulles and what I still see at Hua Xia, in what I have termed, "a fine act of assimilation." I would like to quickly

mention that I coached only one Asian American student at Stafford High School, a Chinese young man named Phillip, from 2008-09. He qualified for NFL Nationals in 2009 and also won third place at the UIL State Tournament in Lincoln-Douglas Debate.

Cultural Adaptation

The dictionary defines assimilation this way: "to bring into conformity with the customs, attitudes, etc., of a group, nation or the like; adapt or adjust." To bring global awareness a little closer to home, before I retired from Dulles High, the Asian American students on my team of 60 to 70 students made up about 80% in number. Today, my team currently consists of 100% Chinese and Taiwanese Americans, but let's see how they assimilate into the larger population. They do not congregate with their "own" culture except maybe in the cafeteria at lunchtime. They dress and behave just like the majority population. They have even learned to love American food, although I am sure many of their parents don't quite understand that trend. Here in Texas, they learn the colloquialisms such as y'all, idnit for isn't it, didn't he for doesn't he, and the like.

"To bring global awareness a little closer to home, before I retired from Dulles High, the Asian American students on my team of 60 to 70 students made up about 80% in number. Today, my team currently consists of 100% Chinese and Taiwanese Americans."

And, of great importance, they are very eager to share their cultural differences with other students on the team. Many local high schools in the Houston area sponsor Multi-Culture Talent Programs, giving every culture a chance to showcase their ideas, dress, music, and dance. Students and parents of every culture assimilate in one place and all blend together as one.

Education A Priority

After spending just a little bit of time with all of the parents, it became crystal clear early on that their children were here for one main purpose: an excellent education. Most of them qualified and enrolled in G/T, Honor, AP courses beginning often as early as the 5th grade. Parents want them in school year-round, so after graduation, they may qualify for top universities such as Ivy League schools. There is a standing chuckle in my classes where the students say, "I have to make above 95 since a score of 95 is a Chinese 'F.'" In the Houston region where I coach, one will see these students' pictures in the local newspapers in Houston, Ft. Bend, Katy, Alief, Lamar Consolidated, Cy-Fair, Spring Branch, and others, and they are

valedictorians and salutatorians, magna and cum laude students in their high schools. What a fine act of assimilation!

Work Ethic

These students learn self-motivation at a very young age and continue that philosophy all through their educational years. Here is a true story of how the parents help make this happen: a student told me that, when she gets home to do her math homework, and the teacher has given about 50 math problems to work on, her parent adds another 50 and says, "that is not enough homework." The parents teach them a Chinese proverb that says, "Work now, smile later." Too many students in American schools have it backward. They want to smile or play now, and work later, only if they need to do so. Perhaps we should assimilate with these students from across the globe, and adapt to their level of work ethic.

Play

Many Asian American students have fallen in love with the American idea of sports. And they are very successful in many of them, such as tennis, golf, basketball, baseball, table tennis, and others.

Our school is rightfully proud of the table tennis coach, who himself was a former champion at the sport. I have had the privilege of coaching in debate the third ranked female table tennis player in the U.S., in her age group, and the number one ranked male table tennis player, in the world, in his age group. Another playtime activity for these students is a love for the fine arts. Many, many of them play musical instruments such as the violin, piano, saxophone, clarinet, flute, bass violin and others. Dance is very popular with many students. So, they work very hard, but get time for play often, as well.

Speech and Debate Competition

For many, this is their first love! Many of my Asian American students would rather work on speech and debate than eat. And, often they do. The parents and I often will have to remind them to focus on academic studies first and debate second. This is so true for my students at Hua Xia School. When they became high school students and joined my team at Dulles, in the mid-90s, they totally assimilated. And they did not join just to have fun—they wanted to win! And win they did. I really lost count of how many of my Asian American



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students qualified for both State and Nationals during my 20-year career at Dulles. And, the trend continues at Hua Xia. In 2009-10, I had only three competitors. They were middle school students. But, two of them placed first and second place at virtually every tournament that year. Today, there are 14 middle school debaters and 10 high school debaters. Often my middle school debaters finish first, second, and third, in the novice Lincoln-Douglas Debate division at high school tournaments and never below third place. My high school students are doing very well as novice debaters and often bring home first, second, and third place trophies. These students mix and mingle extremely well at tournaments and see other cultures as their peers. Cultural

barriers don't exist at speech and debate tournaments. And, what I have noticed a lot and want to compliment the parents with, is the fact that they join in with us, practice their English skills, and provide transportation, food, and drink at tournaments. So, in their own way, they are assimilating into an activity with which they had absolutely no previous experience, and today they are welcomed right along with everyone else, the same as their children.

What About The Future?

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Stan Magee is a retired coach from Dulles High School in Sugar Land, TX. He currently serves as the NFL advisor for the HuaXia Chinese School in Houston, TX.

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Brittany Stanchik, Congress Instructor:

Assistant coach for Congress at Desert Vista HS in Arizona. Was a 2009 finalist in Congress at NFL Nationals and coached the 4th place student in House at NFL Nationals in 2011.

Chase Williams, Extemp Instructor:

Assistant coach at Lake Highland Prep. His students' accomplishments include the 2011 NFL Impromptu champion and many more late elimination round appearances.

MORE STAFF TO BE ANNOUNCED LATER



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Joseph Russo

Cathedral Prep Seminary, NY

September 14, 2011

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◆ **THIRD DIAMOND** ◆

Matthew (Matt) Rund

Fishers High School, IN

December 19, 2011

6,191 points



◆ **THIRD DIAMOND** ◆

Angela Weber

Dreyfoos School of the Arts, FL

January 18, 2012

7,822 points



◆ **THIRD DIAMOND** ◆

Carol R. Clanton

Brookhaven High School, MS

January 25, 2012

6,021 points

New Diamond Coach Recognition



◆ **SECOND DIAMOND** ◆
Raphael Scott Waldrop
 Hattiesburg High School, MS
 January 19, 2012
 6,824 points



◆ **SECOND DIAMOND** ◆
Jeff Stutzman
 Concord High School, IN
 January 21, 2012
 3,006 points



◆ **SECOND DIAMOND** ◆
Elizabeth Dalton
 Bishop Heelan High School, IA
 January 30, 2012
 3,220 points



◆ **SECOND DIAMOND** ◆
Reed Niemi
 Delta Charter High School, CA
 February 5, 2012
 3,683 points



◆ **FIRST DIAMOND** ◆
Cheryl M. Ward
 Battle Ground Academy, TN
 January 21, 2012
 1,510 points



◆ **FIRST DIAMOND** ◆
Michael Robinson
 Calloway County High School, KY
 January 22, 2012
 1,511 points



◆ **FIRST DIAMOND** ◆
Heath Martin
 Cypress Woods High School, TX
 January 26, 2012
 4,854 points



◆ **FIRST DIAMOND** ◆
Marie A. Rote
 Copley High School, OH
 January 28, 2012
 1,510 points



◆ **FIRST DIAMOND** ◆
Amber Toth
 Caney Valley High School, KS
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***Two-diamond coach
Bruce Miller talks
about teaching Physics
and debate at Bishop
Guertin High School in
New Hampshire, as well
as his international
efforts in Africa.***



COACH PROFILE

BRUCE MILLER

● ***How did you become involved in speech and debate?*** A boy named Roger Levine was a senior at Bishop Guertin High School and told me about the debate team and a group of guys who liked to argue, and thought it would be a good fit. So, I took the entrance exam and was accepted, and I have been there ever since September 1975.

● ***Why did you decide to become a speech and debate coach?*** My high school went through a series of coaches while I was in high school. The coach of the team left the school at the end of my senior year, so I decided I would stay around and help—that was over 30 years ago!

● ***Tell us a little about your school and forensic program and the features that make them unique.*** Bishop Guertin is a private co-educational Catholic school founded in 1963 by the Brothers of the Sacred Heart in Nashua, NH. The mission of the school strives to challenge young people in every aspect of the human person (intellectual, emotional, physical, social, and spiritual) to reach their

true potential. The debate team is the second oldest competitive group in the school. Its longevity is due to outstanding support of the school's administration.

● ***What challenges do you face as a coach?*** Financing the program in light of a struggling economy is the number one challenge, along with the reality that there just aren't enough minutes in a day, a week, or a year to do everything that needs to be done. As one of the few Physics teachers who coach debate, I've been trying to figure out a way to solve this time dilemma!

● ***What is the most fulfilling part of your job?*** When you watch a young person work hard, grow, and exceed his or her individual expectation—that slight smile, or sometimes big smile, makes the roughest days manageable.

● ***In what ways has the National Forensic League helped you as a forensic coach?*** The NFL is an amazing resource for materials and human support. I find conversations with my colleagues invaluable. The advice I have

COACH PROFILE.....

received has been invaluable allowing me to compete nationally and manage my program.

- **How does forensics change your students?** Oh my—in a way that transcends the classroom experience! Policy debaters are some of the most knowledgeable students in high school. The research alone and exposure to a wide variety of domestic and foreign policy issues make these students unique.
- **The theme of our April issue is Global Awareness. Do you see your students become better "citizens of the world" and more aware of international issues after participating in speech and debate?** Absolutely. The Policy topics of the last few years by themselves have opened awareness to global issues.
- **Are you involved with any international projects? We heard you are traveling to Africa this summer. Can you tell us more about your trip?** I sure am. I leave for Zambia with about 20 high school juniors a few days after the National Tournament

in Indianapolis to work at the missions the Brothers of the Sacred Heart run in the country. For about three weeks, the group will be working. Traveling to Malole, located in the far northern part of Zambia, the group will be at St. Francis High School. Malole is located in an area where there is no industry and most people live hand to mouth by cultivating maize or cassava fields. St. Francis caters to children coming from a large section of the country.

- **Is there anything else you'd like to add?** One of the greats in the NFL, Richard Sodikow, has been to me the most influential debate coach I've had the pleasure to know. He was one of the few debate coaches of the "old guard" who took the time to welcome me to the ranks of coaching and never was afraid to offer advice (asked for or not). He is probably the only coach who made me a bit (well, really a lot!) nervous. I vividly remember when he once said to me at the Bronx tournament in that deep baritone voice: "Yes Mr. Miller you will disclose your decision." I very quickly complied and have so ever since! ■

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Adam Jacobi – Curriculum Director

Adam works in Membership Relations with the National Forensic League. He previously coached for more than a decade at Rufus King International

School in Milwaukee, WI, where he taught courses in speech communication and IB Theatre. He also is an adjunct instructor of communication and has coached forensics at Ripon College. A member of Rotary International, Adam participated in leadership seminars and incorporates these skills in the institute curriculum.

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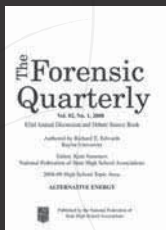
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Michaila K. Nate	Plymouth High School	IN	1,109
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Student Service Citation, 9th Degree (900+ points)

Mikaela A. Henke	Marshall High School	MO	938
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Student Service Citation, 8th Degree (800+ points)

Davis Schrock	Muscatine High School	IA	862
Kyle Hendrix	Eastside Catholic High School	WA	837
William Garrett Stanley	East Carteret High School	NC	811

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Anyssa Alonso	Plymouth High School	IN	610
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Taylor Marconi	Cardinal Mooney High School	OH	524
Diego Ibarra	Plymouth High School	IN	523
Jamie Vaught	Granite City Sr. High School	IL	506

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Emma Bueso	Buffalo Grove High School	IL	462
Jacob Custer	Buffalo Grove High School	IL	444
Chloe Jackson	Belton High School	MO	403

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Matthew Lin Hagler	Great Falls Russell High School	MT	320
John Parsons	Lead-Deadwood High School	SD	320
Andrey Privin	Buffalo Grove High School	IL	318
Shai Szulanski	The Bronx High School Of Science	NY	310

Student Service Citation, 2nd Degree (200+ points)

Rachel Hohneke	Muscatine High School	IA	226
Laurelin Haas	Muscatine High School	IA	225
Athena Tapia	Carl Sandburg High School	IL	215
Cecelia Kathryn Carson	Burwell Jr.-Sr. High School	NE	210
Jenna Boures	Carl Sandburg High School	IL	205
Patrick Kelly	Carl Sandburg High School	IL	205
Valerie Quirk	Central High School - Springfield	MO	204

Student Service Citation, 1st Degree (100+ points)

Jack Henry Kapp	Western High School	FL	172
Stanley Swinling	Western High School	FL	158
Caleb Hoffman	Muscatine High School	IA	155
Matthew Mark Aranda	Garfield High School	CA	153
Kajal Singh	Northrop High School	IN	153
Cayley Jameson	Muscatine High School	IA	145
Conor Wierus	Carl Sandburg High School	IL	144
Clay Dixon	George Rogers Clark High School	KY	143
Haley Steele	Muscatine High School	IA	130
Moriah Steele	Muscatine High School	IA	130
Megan Wood	KC Oak Park High School	MO	119
Nathaniel Ezolino	Western High School	FL	118
Nathan Johnson	Danville High School	KY	117
Nathan Friedman	Western High School	FL	116
Samantha Shaw	Pascagoula High School	MS	116
Payton Green	Pascagoula High School	MS	115
Kristofer E. Lewis	Salina High Central	KS	113
Michael Maley	Buffalo Grove High School	IL	112
Colin Fish	College Prep	CA	111
Matthew E. Austin	Clovis East High School	CA	110
Hannah Shilling	Cleveland High School	OR	109
Tim Angeliu	Buffalo Grove High School	IL	108
Courtney Kaufman	The Bronx High School of Science	NY	106
Erin Begnel	Buffalo Grove High School	IL	104
Mallory Keller	Belton High School	MO	104
Julia Talavera	Gabrielino High School	CA	104
Andrew J. Markes	Marshall High School	MO	102
Diana Ramirez	Buffalo Grove High School	IL	102
Evan Yu	Gabrielino High School	CA	102
Zachary Barlow	Pascagoula High School	MS	101
Chelsea Bateman	Belton High School	MO	101
Xavier Clark	Smithville High School	TX	101
Naima Drecker-Waxman	The Bronx High School of Science	NY	101
Abby Schafer	Danville Area High School	PA	101
Xavier Amarille	The Bronx High School of Science	NY	100

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Cole Steffensen El Modena High School
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Lena Melillo La Reina High School
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In Defense of International Fiat

by Varsha Ramakrishnan

As this issue's *Rostrum* celebrates global awareness, no question in debate seems more pertinent to the cause than the legitimacy of international fiat. Counterplans that utilize global actors have always been a point of contention. Recently, however, there seems to be a shifting in the tectonic plates of the debate community. The disallowance of international counterplans appears to be at risk of becoming a norm.

There are a few critical arguments that negatives can take advantage of when answering theoretical objections (and defending the side of truth and justice).

Global Education

The first and most intuitive reason to allow for international counterplans is that they promote research and articulateness on a host of global issues. A bird's eye view of comparative country studies allows for a more comprehensive understanding of policymaking in an interconnected world. An approach that assumes the perspective of a single individual or country unnecessarily oversimplifies the collective nature of decision-making.¹ Although relations and

foreign politics disadvantages open the door for these discussions, they do not satisfy the search for the best policy option. Domestic agent counterplans have become fairly stale—judges hear the executive order and courts counterplans ad nauseam. By contrast, international fiat provides in-depth exposure to the workings of global bodies, from the Chinese plenum to the UN Security Council to the WTO arbitration panel.

For those who believe that domestic education should be prioritized first, international counterplans are still the best way to achieve this education. International fiat also tests the affirmative's claim that action by the United States federal government is necessary.

Testing the U.S. Key Warrant

As Ross Smith pointed out in the *Debate's Research Guide*, there are three types of net benefits to international counterplans. The first is a simple disadvantage to the plan that the counterplan avoids. The second strategy argues the counterplan solves better than the plan and introduces a disadvantage to the permutation (e.g. Japan solves better than the U.S. and both acting together creates confusion).

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

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

"There are a few critical arguments that negatives can take advantage of when answering theoretical objections (and defending the side of truth and justice)."

The third is through an advantage to the counterplan that the affirmative does not capture—for example a Chinese counterplan with the argument that Chinese hegemony is good.²

In all three, an affirmative with a solid U.S. key warrant could defeat the counterplan, regardless of the actor. However, the net benefit that consists of the advantage to the counterplan is the hardest to defend. This is because counterplan does not test the affirmative; it instead creates an external reason why another country should do the plan. This falls prey to the same criticisms of the consultation and conditions counterplans, where focus is shifted away from the affirmative plan to the external plank. That said, the very reason these net benefits are arbitrary and tenuous is the same reason that negatives should be allowed to read international counterplans to begin with! Having the negative read a counterplan that says Chinese action is needed because Chinese hegemony is good is no worse than having an affirmative say U.S. action is needed because U.S. hegemony is good. Neither debate the plan mechanism and instead shift focus to an arbitrary

advantage. Lazy affirmatives can just tack on a hegemony or soft power advantage to artificially create a U.S. key warrant. For example, on this year's space topic, a team might read that space based solar power (SBSP) is critical to solving for energy shortages. They have established a reason that the mechanism is critical that can be leveraged against a counterplan that does not do SBSP. They then read an advantage that claims US technological leadership sustains hegemony. The affirmative may have a reason why U.S. action is needed, but they do not have an argument for why it is needed *in space based solar power*. Only a counterplan that has another country do SBSP and an advantage counterplan that solves hegemony could test whether the U.S. is truly needed to accomplish both advantages.

In running international counterplans, negatives will have to be weary of two primary theoretical objections. The first is one that many debaters are likely familiar with from debating the states counterplan.

Jurisdiction

This argument claims that the judge must inhabit a position of a policymaker, paralleled to a similar real world position. The affirmative

argues that no real policymaker chooses between pursuing policies in different countries. That is not necessarily true. National leaders often consider which country is best situated to deploy troops to post-conflict settings or pressure rogue nations into conforming before committing to a course of action domestically.^{3,4} The World Bank takes into account which countries are best able to support certain development programs, and then uses its economic leverage to get nations to take the concrete action it proposed.⁵ Even assuming these real world policymaking examples did not exist, if the negative wins that international education is important, the judge could adopt a position such as an advocate or activist who is choosing what arena would best support their goals.

Limits

Finally, the negative must be ready to respond to the claim that there are simply too many actors that they could fiat. There are 196 countries and the count of international organizations depends on how they are defined. Affirmatives will argue that it is unfair that they be expected to have done research on all of them. To



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counter, negative teams may be best served in offering a more limited interpretation of who they should be allowed to fiat (e.g. only topic countries). However, there are also options for those who prefer not to compromise. Negatives can argue that they are functionally limited by the literature base needed to support the solvency mechanism of the counterplan and the net benefits (for example, it is likely difficult to find that Romania should pave the way on SBSP development). The less specific the evidence the negative has, the less likely the counterplan solves the affirmative. Either way, affirmatives with a strong reason why the U.S. is needed can leverage that against any international counterplan.

Policy Debate is one of the most educational activities in which students can engage. In part, this stems from quality research and in part, from its constant evolution through the round-to-round renegotiations of the rules that

govern it. The international fiat debate remains at the nexus of both. ■

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End Notes

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NFL DISTRICT STANDINGS

(as of March 1, 2012)

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	321	Blue Valley North High School	915
2	--	Florida Manatee	247	Nova High School	687
3	--	Kansas Flint-Hills	217	Manhattan High School	417
4	1	East Los Angeles (CA)	213	Gabrielino High School	766
4	--	Rushmore (SD)	213	Sioux Falls Lincoln High School	607
6	1	Calif. Coast (CA)	209	Leland High School	929
7	2	Show Me (MO)	208	Blue Springs South High School	456
8	-2	Northwest Indiana	202	Munster High School	503
9	-2	East Kansas	200	Shawnee Mission East High School	551
10	2	Northern South Dakota	189	Aberdeen Central High School	460
11	-1	New York City	186	The Bronx High School of Science	875
12	2	Illini (IL)	178	Downers Grove South High School	427
12	1	San Fran Bay (CA)	178	James Logan High School	659
14	-3	Nebraska	173	Millard North High School	547
15	2	Southern California	168	Claremont High School	384
15	--	Eastern Ohio	168	Perry High School	395
15	1	Sierra (CA)	168	Sanger High School	823
18	--	Sunflower (KS)	164	Campus High School	349
19	4	West Kansas	159	Salina High Central	357
20	-1	Montana	158	Bozeman High School	331
21	4	Heart Of America (MO)	157	Liberty Sr. High School	651
22	-2	Northern Ohio	156	Canfield High School	377
23	-1	Rocky Mountain-South (CO)	154	George Washington High School	474
23	-3	Ozark (MO)	154	Central High School - Springfield	640
25	1	Utah-Wasatch	148	Sky View High School	360
25	-1	Northern Illinois	148	Glenbrook South High School	436
27	1	Southern Minnesota	147	Eagan High School	418
28	-2	New England (MA and NH)	145	Shrewsbury High School	298
29	2	New Jersey	142	Ridge High School	518
29	--	South Texas	142	Bellaire High School	679
31	-1	Carver-Truman (MO)	135	Neosho High School	442
32	--	Idaho Gem of the Mountain	133	Mountain Home High School	374
33	--	Central Minnesota	131	Eastview High School	576
34	--	Colorado	130	Cherry Creek High School	529
35	3	Idaho Mountain River	129	Blackfoot High School	314
35	-1	Eastern Missouri	129	Pattonville High School	430
37	3	South Kansas	128	Fort Scott High School	303
37	-1	South Carolina	128	Southside High School	413
39	--	Golden Desert (NV)	127	Green Valley High School	380
40	1	Western Ohio	126	Mason High School	250
41	10	Great Salt Lake (UT)	121	Skyline High School	332
42	--	Southern Wisconsin	119	Brookfield East High School	316
42	--	East Texas	119	William P. Clements High School	312
44	--	Deep South (AL)	118	The Montgomery Academy	301
45	9	Wind River (WY)	117	Green River High School	336
45	1	Central Texas	117	Winston Churchill High School	328
45	-9	Sundance (UT)	117	Bingham High School	384
48	7	Arizona	116	Desert Vista High School	517
48	-4	Lone Star (TX)	116	Plano Sr. High School	249
50	9	Arkansas	114	Fayetteville High School	134
51	--	Big Valley (CA)	113	Turlock High School	198
52	-6	North Coast (OH)	112	Solon High School	249
52	-4	Florida Panther	112	Lake Highland Preparatory	300
54	-6	Tarheel East (NC)	111	Cary Academy	298

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
54	-3	West Iowa	111	Dowling Catholic High School	320
56	-6	North East Indiana	109	Chesterton High School	418
57	5	Nebraska South	107	Lincoln East High School	244
58	--	Colorado Grande	106	The Classical Academy	156
59	9	West Los Angeles (CA)	105	Fullerton Joint Union High School	260
59	3	New Mexico	105	Albuquerque Academy	214
59	-3	North Texas Longhorns	105	Colleyville Heritage High School	224
62	4	Hole In The Wall (WY)	104	Cheyenne East High School	253
63	5	Inland Empire (WA)	102	Gonzaga Prep High School	187
64	-7	Heart Of Texas	101	Hendrickson High School	313
65	-5	Carolina West (NC)	100	Myers Park High School	203
66	-4	Chesapeake (MD)	98	Walt Whitman High School	355
66	--	Space City (TX)	98	Cypress Woods High School	295
68	3	Pittsburgh (PA)	97	North Allegheny Sr. High School	486
68	-8	Western Washington	97	Gig Harbor High School	287
68	14	Northern Lights (MN)	97	St. Francis High School	288
71	-3	Greater Illinois	95	University High School	168
72	4	Northern Wisconsin	94	Appleton East High School	353
72	--	Puget Sound (WA)	94	Kamiah High School	211
74	-9	Georgia Northern Mountain	92	Henry W. Grady High School	301
75	7	Florida Sunshine	91	Pine View School	264
75	1	Hoosier Heartland (IN)	91	West Lafayette HS and Fishers HS	204
77	-5	Rocky Mountain-North (CO)	90	Fairview High School	200
77	5	Western Slope (CO)	90	Central of Grand Junction High School	145
79	-5	Valley Forge (PA)	89	Truman High School	184
79	-5	South Florida	89	Ransom Everglades Upper School	219
81	5	New York State	88	Scarsdale High School	306
82	-4	East Iowa	87	West High School - Iowa City	231
83	-5	Mississippi	86	Oak Grove High School	189
83	6	North Oregon	86	Westview High School	253
85	1	Georgia Southern Peach	85	Carrollton High School	258
86	-8	Louisiana	84	Lafayette High School	206
86	3	West Oklahoma	84	Norman North High School	245
86	-4	UIL (TX)	84	Lindale High School	162
89	-1	Hoosier Crossroads (IN)	83	Kokomo High School	221
89	-11	Tall Cotton (TX)	83	Lubbock High School	171
91	-2	Kentucky	82	Danville High School	210
92	2	Tennessee	81	Morristown West High School	250
93	-1	North Dakota Roughrider	79	Fargo Shanley High School	183
94	-1	East Oklahoma	78	Jenks High School	255
95	-1	Capitol Valley (CA)	77	Granite Bay High School	213
96	--	LBJ (TX)	73	Princeton High School	188
97	--	Gulf Coast (TX)	72	Gregory Portland High School	209
98	--	Michigan	66	Portage Northern High School	134
99	1	Hawaii	65	Punahou School	134
100	2	South Oregon	64	Ashland High School	111
100	-1	Sagebrush (NV)	64	Reno High School	195
102	--	Virginia	61	Broad Run High School	250
103	-2	Maine	60	Cape Elizabeth High School	157
104	--	Pacific Islands	59	CheongShim Int'l Academy	110
105	--	West Texas	57	El Paso Coronado High School	144
106	--	West Virginia	48	Wheeling Park High School	126
107	1	Pennsylvania	46	Bellwood-Antis High School	101
108	-2	Iroquois (NY)	42	Towanda Jr.-Sr. High School	116

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