

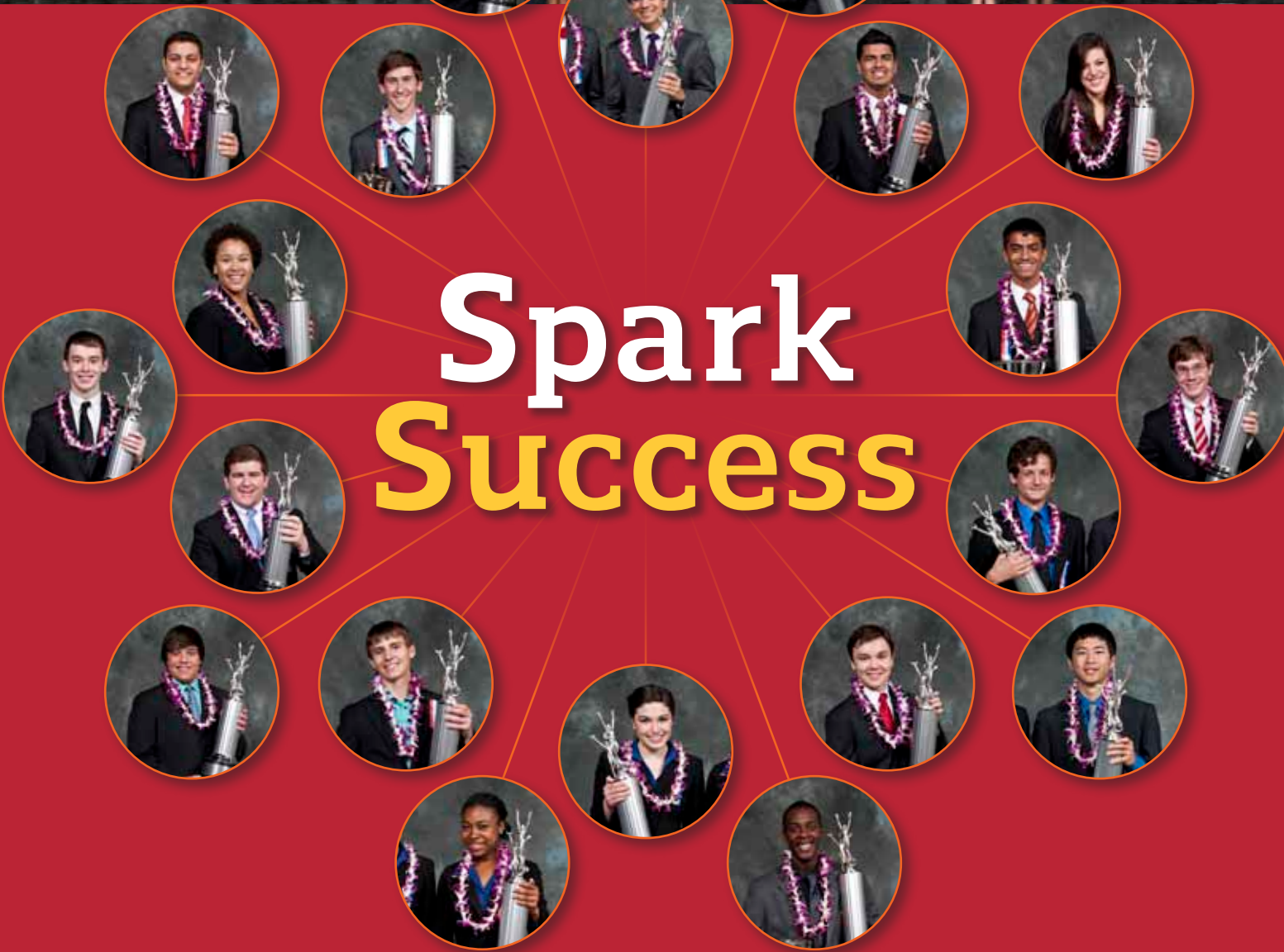
A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

# Rostrum

NATIONAL  
FORENSIC  
LEAGUE  
SPEECH & DEBATE HONOR SOCIETY

VOLUME 87  
ISSUE 1  
SEPTEMBER 2012

## INDIANAPOLIS 2012



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## CONGRATULATIONS ON ANOTHER FANTASTIC NATIONALS!

The UTNIF would like to once again congratulate all of the very fine competitors and coaches who gave their all at last summer's National Forensic League National Tournament in Indianapolis, Indiana.

As the culmination of all the passion, dedication, and hard work of the season, the National Tournament truly represents the best of our community. In 2013, the UTNIF will continue to do its part in contributing to the League's long tradition of excellence and integrity in speech and debate education.

As you begin the new competitive year, we encourage you to keep us in mind. Join us next summer and see for yourself why the UTNIF is one of the largest and most successful speech and debate workshops in the country. Our alumni have won League championships and League final rounds in the House, the Senate, Public Forum, Policy Debate, U.S. Extemp, Extemp Commentary, Impromptu Speaking, Dramatic Interpretation, Humorous Interpretation, Poetry, and more.



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Dept. of Communication Studies  
1 University Station, A1105  
Austin, TX 78705

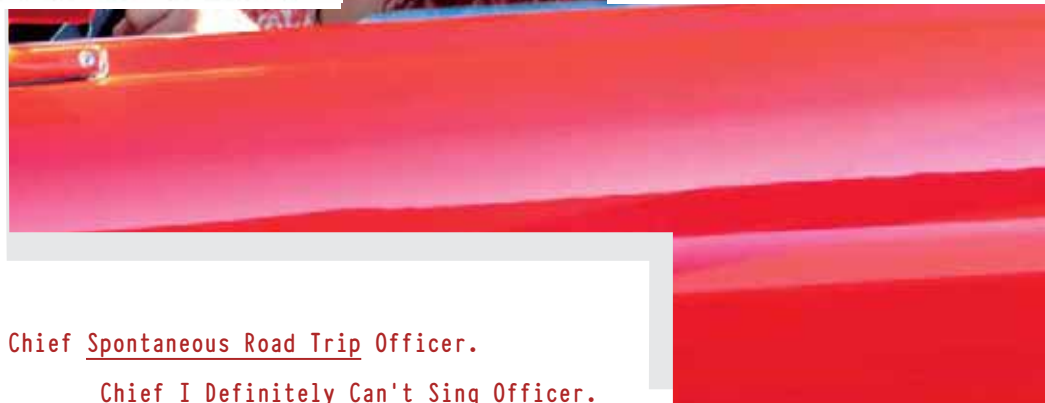
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Chief I Definitely Can't Sing Officer.

Chief Retire Younger Than My Dad Did Officer.

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**NATIONAL  
FORENSIC  
LEAGUE**  
SPEECH & DEBATE HONOR SOCIETY

***Powering speech.  
Launching leaders.***



# From the Editor

Dear National Forensic League,

This issue of *Rostrum* celebrates an outstanding National Tournament this summer in Indianapolis. I applaud our organized and enthusiastic host committee, including Dave McKenzie, Samantha O'Conner, Don Fortner, Matt Rund, Michael Yeakey, Sarah McKenzie, Jeff Stutzman, Holly Hathaway, Kirby Volz, Bill Hicks, and J.D. Ferries-Rowe, for their tireless efforts. Thanks also to our dedicated volunteers, whose commitment to speech and debate goes above and beyond the call of duty.

I also extend our deep appreciation to the national and local sponsors who made the National Tournament possible. A special thank you to our Grand National Sponsor, Lincoln Financial Group, for its continuing support of speech and debate education.

As you remember our previous tournament, I encourage you to look ahead to our next National Tournament in Birmingham, Alabama. I look forward to seeing all of you there, June 16-21, 2013, for more interaction, competition, and celebration.

Sincerely,



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

***Powering speech.  
Launching leaders.***

## Rostrum

**A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE**

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# 2012-2013 Topics

## SEPTEMBER 2012

### Public Forum Debate

Resolved: Congress should renew the Federal Assault Weapons Ban.

## SEPTEMBER / OCTOBER 2012

### Lincoln-Douglas Debate

Resolved: The United States ought to extend to non-citizens accused of terrorism the same constitutional due process protections it grants to citizens.

## 2012-13

### Policy Debate

Resolved: The United States federal government should substantially increase its transportation infrastructure investment in the United States.

## 2012-13 PARTNER CONTEST

### International Public Policy Forum

Resolved: Adaptation should be the most urgent response to climate change.

## Topic Release Information

### Lincoln-Douglas Topic Release Dates

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

### Public Forum Topic Release Dates

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

### 2013-14 Policy Debate Topic Voting

- Topic synopsis printed in the October *Rostrum*
- Final vote to occur online in December
- Topic for 2013-14 released in the February *Rostrum*

Other topics are available by visiting us online at [www.nationalforensicleague.org](http://www.nationalforensicleague.org).

## Vote Online for 2012-13 Lincoln-Douglas Topics

Chapter advisors are allowed to vote online for a new slate of LD topics until 4 p.m. CDT on September 10, 2012. Log in to the Points Application and select **LD Topic Selection** from the left side menu. You will be required to log in to vote. Only chapter advisors are permitted to vote.

Questions? Email us at [info@nationalforensicleague.org](mailto:info@nationalforensicleague.org).





# GEORGE MASON INSTITUTE OF FORENSICS 2013

JULY 7<sup>TH</sup> – 21<sup>ST</sup>

EXTENSION: JULY 21<sup>ST</sup> – 24<sup>TH</sup>

## GMIF Students Have the Opportunity to:

- Tour the Newseum and Smithsonian in Washington, DC
- Attend World Premier Theatrical Productions in 2013: The Book of Mormon at the Kennedy Center
- Foreign Policy Lectures from the US State Department
- Engage in a Poetry Slam
- Work with Students from Around the World

## GMIF Alumni Outstanding Appearances in 2011-2012

- Half of the Harvard Extemp Final
- Harvard DI Champion
- 6 Columbia Champions
- 7 Patriot Games Champions
- Glenbrooks OI Champion
- 2 Blue Key Champions
- Yale Extemp Champion
- 4 of the top 5 at the 2012 Extemp MBA Round Robin
- Top 2 at Extemp TOC
- Prose NIETOC Champion
- 2 DI NIETOC Finalists
- CFL OI Champion
- CFL Extemp Champion
- NFL DI Finalist
- NFL Duo Final Round Champions
- NFL Domestic Extemp Finalist
- NFL International Extemp Finalist
- Countless elimination round participants from all over the country!

## GMU Forensics

*A Legacy of Excellence*

Sign up and pay in full before January 1, 2013 and get a \$200 discount on GMIF tuition.

For more information:

[www.gmuforensics.org/gmif](http://www.gmuforensics.org/gmif)

For more information about GMIF contact:

Director of Forensics

Dr. Peter Pober / [gmif2013@gmail.com](mailto:gmif2013@gmail.com)

(703) 993-4119

Good luck to all of our GMIF alumni this 2012-2013 season!!!

# Patriot Games Classic 2012

December 1st & 2nd

Individual Events Round

Robin:

November 30th

Dramatic Performance

&

Extemporaneous Speaking

## FEATURED EVENTS!

Humorous

Poetry

Dramatic

Duo

Declamation

Storytelling

Prose

Congress

Original Oratory

Impromptu

Extemporaneous

Public Forum

Lincoln Douglas

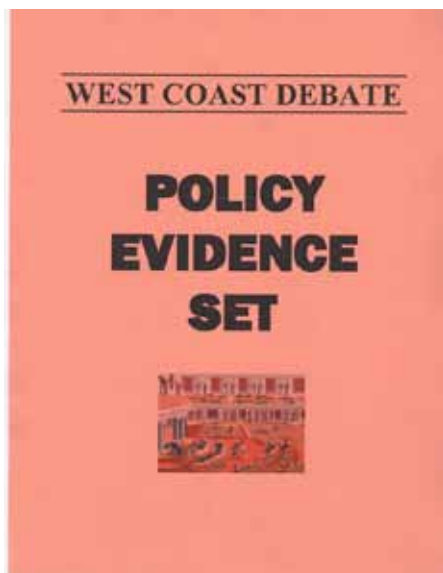
Tournament Registration Deadline: Tuesday, November 20th at 5:00pm EST

# West Coast Publishing

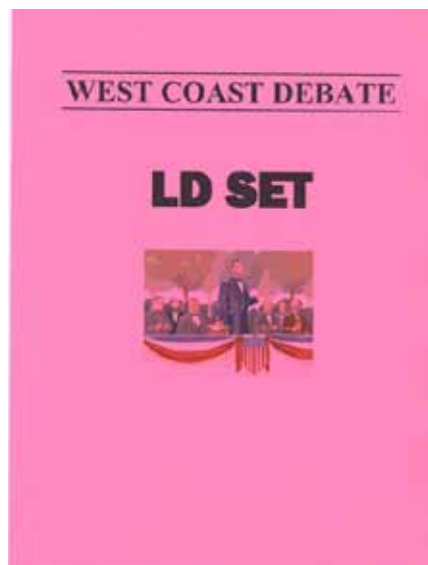
## THE ULTIMATE PACKAGE

includes all 4 sets listed below

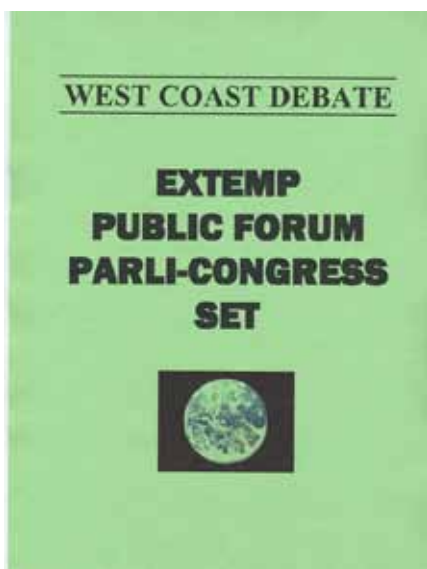
All West Coast products are electronic to lower your costs and to make them accessible at all times to you.



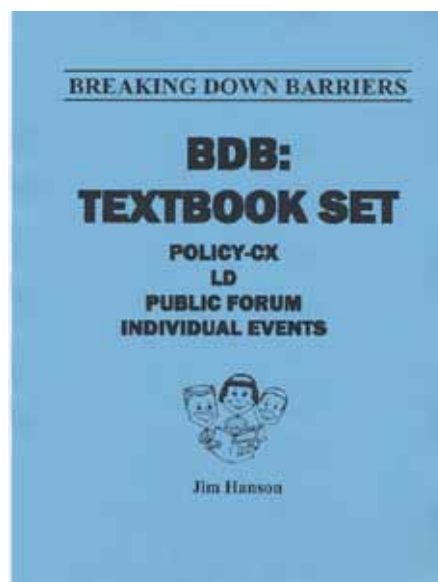
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More Info, Previews, Online & Printable Order Form at the Website



# Looking for college scholarships?

## Look no further.

### ***American Legion Oratorical Contest***

As part of the National Forensic League and American Legion partnership, the top three finishers from the Legion's National Oratorical Contest may earn a berth in Original Oratory or U.S. Extemporaneous Speaking at the National Forensic League National Tournament. The first place finisher is awarded an \$18,000 scholarship, second place \$16,000, and third place \$14,000. The scholarships may be used at any college or university in the United States.



---

➤ **Want to get involved?** Follow these simple steps!

---

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



*Rebecca Frazer, 2012 National Champion*



# Leadership

## Board of Directors Spring Minutes

May 6-7, 2012  
Phoenix, AZ

The National Forensic League Board of Directors held its spring meeting in Phoenix, AZ on May 6-7, 2012. Present were President Billy Tate, Vice President Don Crabtree, Brother Kevin Dalmasse, Pam McComas, Kandi King, Pam Cady Wycoff, Tim Sheaff, Tommie Lindsey, Jr., and Dave Huston. Alternate Jay Rye was also present.

Staff in attendance included Executive Director J. Scott Wunn and Cherian Koshy. Guests in attendance included Melissa Tatge of Melissa Tatge Creative, LLC, and Howard Levy of Red Rooster Group.

*President Billy Tate called the meeting to order at 9:00 a.m.*

### **League Development**

#### **Branding**

The Board of Directors was presented with the extensive findings of the branding survey, study, and analysis of the National Forensic League brand conducted in the spring of 2012. Representatives from the two companies that conducted the review (Melissa Tatge Creative, LLC, and Red Rooster Group) provided the Board of Directors with a complete analysis of the data and offered recommendations for future actions concerning the entire League branding direction.

**By unanimous consent:** "To promote the mission and vision of the League, the Board of Directors should continue the exploration of the branding strategies presented to enhance the image of the League."

The Board has agreed to continue its work in developing a renewed branding vision for the League. Branding will be further explored during lunch sessions with District Chairs at the National Tournament and at the 2012 Summer Leadership Conference.

### **State of the League Report**

The Executive Director presented his annual State of the League report to the Board of Directors, which included membership and financial development statistics, key action step updates, areas of concern, and suggestions for future organizational planning. A similar presentation will be offered at the 2012 Summer Leadership Conference.

### **NJFL Advisory Committee**

**Moved by Wycoff, seconded by Crabtree:** "Establish an NJFL advisory committee to further the development of this organization within the League."

**Passed: 9-0**

The League is committed to the development of its middle school level programming. An advisory committee will be established in 2012-2013 to work with staff to foster the development of forensic activities for this age / grade level.

(continued from previous page)

### **National Tournament Update and Preparation**

The Executive Director provided the Board with an overview of the upcoming 2012 National Tournament. The Board asked logistical questions and developed a plan to equally share appropriate leadership responsibilities at the event.

### **Summer Leadership Conference Preparation**

The Board of Directors spent substantial time collaborating and creating a proposed schedule for the 2012 Summer Leadership Conference. The draft schedule and session ideas will be vetted by the leadership at the 2012 District Chair meeting in Indianapolis and appropriate adjustments will be made.

### **Rules and Policies**

#### **National Tournament Speech Points**

**Moved by King, seconded by McComas:** "Align points assigned to all speech events at the National Tournament."

**Passed: 9-0**

All main speech events (EXT, OO, HI, DI, DUO) will receive the same points at the 2012 National Tournament.

#### **School of Excellence**

**Moved by Wycoff, seconded by Crabtree:** "Create a subcommittee charged with evaluating the current School of Excellence Awards structure and looking at alternative formulas to ensure parity."

**Passed: 9-0**

With the establishment of additional team events and changes in entry rules since the creation of the School of Excellence Awards, the Board has decided to study the award criteria and determine if the current formula still provides parity for all schools and best represents standards of excellence for programs.

### **National Tournament Ombudsmen**

**Moved by Dalmasse, seconded by King:** "For coaches initiating protests, decisions of the ombudsman are final. If a perceived violation occurs in a subsequent round, another protest may be filed. The coach of the accused may appeal the decision of an ombudsman to the tournament director. The tournament director's ruling may be appealed to a committee of present or former Board members whose decision is final."

**Passed: 9-0**

This procedure has been identified to clarify the nature of the current protest process used at Nationals.

### **Special Recognition**

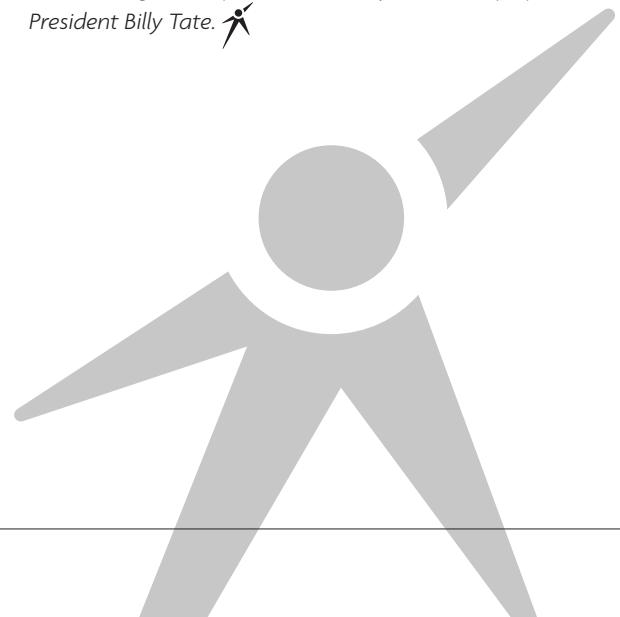
#### **Principal of the Year**

**Moved by King, seconded by Huston:** "Accept John LaCasse of Nova High School, FL as the 2012 Principal of the Year."

**Passed: 9-0**

Applications were submitted and three potential candidates were recommended by a Board subcommittee for the Board's consideration. Principal LaCasse was selected unanimously by the Board for his outstanding support of speech and debate activities and his commitment to the Broward County Speech and Debate Initiative. To read more about this initiative, visit [www.nationalforensicleague.org](http://www.nationalforensicleague.org).

*The meeting was adjourned at 5:00 p.m. Monday by President Billy Tate.* 





ALSO AVAILABLE AT THE NFL ONLINE STORE



# IT'S NOT BUSINESS AS USUAL.

## NATIONAL FORENSIC LEAGUE SUMMER LEADERSHIP CONFERENCE

LAS VEGAS | 2012



▲ District leaders previewed a fresh approach to the organization's brand during the 2012 Summer Leadership Conference. Our traditional key will remain the primary honor society insignia throughout the transition.

The National Forensic League's Summer Leadership Conference featured a fire alarm, a flash flood warning (yes, in Las Vegas), and fantastic sessions that made it one of the most productive and memorable leadership conferences in League history.

The gathering began the evening of Monday, July 30 with Executive Director J. Scott Wunn, who set the tone for the conference with his keynote address. He reviewed the League's recent history and made it abundantly clear that the ultimate goal of the League is to be THE organization for speech and debate education, competition, and honors. His inspiring words left everyone eager to learn how each and every leader could do more.

Wunn then provided an overview of the national office staff hierarchy, leadership and committee infrastructure, and overall organizational plan. District leaders were invited to volunteer for several ad hoc leadership committees, including the Lincoln-Douglas Debate Committee, Interp Committee, and new National Junior Forensic League (NJFL) Advisory Committee.

The highly anticipated branding and marketing session kicked off day two and offered district leaders a preview of a refreshed brand image as the League renews its commitment to be a catalyst for transformative teen

expression. Current obstacles in reaching potential new members and donors were highlighted, include confusion of the acronym "NFL" with the National Football League, lack of understanding the word "forensics" beyond the television show CSI, and so on.

The conversation about the brand, mission, and vision got everyone thinking about what makes the National Forensic League stand out, and how best to convey its identity to its members as well as external audiences. Additional discussion time was allotted for attendees to provide feedback on the new look and brand direction.

Another popular general session featured a lively discussion about service points and the role they might play in the future of the League. The open and honest dialogue gave staff and Board members insight into the issues at hand and the variety of opinions on the subject.

The conference was filled with smaller rotating sessions, as well. These sessions included strategies for retention and growth, creating accessibility for programs of all shapes and sizes to consider League membership, and determining the best methods for ensuring district vitality. Many productive conversations were held in these breakouts. District leaders literally provided pages and pages of notes advising the Board of Directors and

# “Together, we’re charting a course from good to great.”

— Executive Director Wunn, in reference to Jim Collins’ inspirational book, *Good to Great: Why Some Companies Make the Leap... and Others Don’t*

national office staff as they work to shape the future of the League.

The conference continued on Wednesday with many vital sessions, including an overview of the new online Interp source rules and procedures. The new Literary Digital Publications Rubric includes criteria for printable, HTML web pages (not downloadable PDFs); the importance of universal access (e.g., published for more than two years); and the existence of clear editorial review. The list of approved websites for the 2012-13 school year, along with additional rules clarification, may be found online at [www.nationalforensicleague.org](http://www.nationalforensicleague.org). There was substantial discussion regarding the future development of online source rules and maintaining parity with the existing “printed and published” literary standards.

The conference also featured several breakout sessions focused on specific debate events. Congressional Debate procedures were discussed in one breakout, including a discussion of district judging requirements, on-floor debating time requirements, and the complexity of the Congressional Debate manual. The Lincoln-Douglas Debate session explored issues of concern and potential solutions surrounding LD. The goal of the discussion was to ensure that the best interests of the event are maintained both educationally and competitively.

The other two debate events had their own sessions, as well. District leaders focused attention on how Public Forum Debate has become the most popular debate event, encouraging the promotion of debate activities and the development of new programs across the country. The discussion explored the best methods for topic selection and a review of the resolution writing process for this

unique event. Meanwhile, the Policy Debate session featured a leadership panel of coaches and how they have developed Policy Debate programming in their states. The future of the event was openly discussed. With technological advancements, there are opportunities to expand accessibility of Policy Debate to serve students for generations to come.

Other rotating sessions were featured throughout the conference, including the use of technology in multiple ways to advance various speech and debate activities. The Joy of Tournaments session provided an opportunity for participants to discuss the technology with owner/operator Brent Hinkle and identify ways to make the running of tournaments less stressful and more productive. The NJFL also was highlighted in a general session to provide information on the structure and recruitment of middle school feeder schools into high school programs in addition to plans for future growth.

With the advent of the new common core state standards comes a very unique opportunity for speech and debate education. This session reviewed the new common core and the connection between these standards and outcomes associated with forensic participation.


Another highlight of the conference presented an opportunity for leadership to preview a sample of the League’s new website. There are a substantial number of new features accompanying the introduction of the new site, including opportunities for eLearning instruction, newly released scripts, a topic/concept



database for Oratory, and many new materials for each of the main debate events. (See pages 14-15 of this *Rostrum* for additional information. A full feature article on the elements of the new site will appear in the October issue.)

The conference wrapped up on Thursday, August 2 with suggestions for improving the League’s overall communication strategy. Attendees also had the opportunity to speak one-on-one with the Board of Directors and members of the national office staff.

While the dates and location of the next Leadership Conference are yet to be determined, written feedback showed clear enthusiasm for the event. One-hundred percent of the survey respondents said they would attend again if given the opportunity.

“The positive energy was wonderful,” wrote one participant. “This is my second conference,” stated another attendee. “Both times, I have left feeling energized, excited, and having made new and lasting friendships that I would never have made otherwise.” 

See a topic you’d like addressed in-depth?  
Interested in writing for *Rostrum*? Email your ideas to [editor@nationalforensicleague.org](mailto:editor@nationalforensicleague.org).

We've expanded our focus far beyond our National Tournament to bring a rich variety of programs and services to our teens, offer comprehensive teacher training resources, and play a stronger advocacy role in the larger educational community.

## \$99 School Membership ..... What's Included?



### ***Spark Leadership.***

**We want you and your students to succeed just as much as you do!** That's why we've expanded the number of educational tools, online resources, and advocacy and recognition benefits of League membership—all while keeping prices affordable.

- ✓ **\$99** annual chapter dues
- ✓ **\$15** lifetime student membership
- ✓ **Benefits** *(see right for details)*

### ***Spark Success.***

In addition, you and your students now have the option to customize your League experience with our **Team and Individual Resource Packages**. These packages include event-specific materials that aren't available anywhere else!

- ✓ **Team Resource Package**
  - Active schools – \$150/year
  - Inactive and non-member schools – \$299/year
- ✓ **Individual Resource Package**
  - Student access with team package – \$9/year
  - Access without team package – \$18/year
  - Non-member access – \$150/year
- ✓ **Benefits** *(see opposite for details)*

### **Empower your team through the League!**

- **Honor Society Membership** – student seals, hand-engrossed certificates, honors, and service citations; coach hand-engrossed certificates, honors, and service citations; online database and points tracking; automatic points uploading from Joy of Tournaments, TRPC/TRIEPC, and SpeechWire
- **Resources** – two complimentary print issues of *Rostrum* per school, per month; National Tournament final round online video archive, including all Interp videos (1983-2009); topic analysis videos, skill videos, and other teaching/coaching videos (note: total NFLtv offering exceeds 600 videos); monthly Extemp questions for practice use; event-specific resources including textbooks, lesson plans, activities, and more; access to the League's fundraising portal, GiveYouthAVoice.org
- **District Tournaments and Specialty Awards** – access to National Tournament qualification series; awards for district-level achievement; Student of the Year award; coach Diamond awards; All American and Academic All American awards; State All American awards; student and coach service citations
- **Advocacy and Recognition Promotion** – more than 125,000 pieces of support and recognition material distributed to administrators, alumni, parents, and coaches annually; access to a clearinghouse of advocacy and support materials available for public use

### **Enjoy additional benefits in 2012-13!**

- **Discounts** – GEICO (up to 15% off); Playscripts (10% off all purchases); access to Individual Resource Package (\$18/year vs. \$150/non-member); student and coach access to 2013 Online Institute (25% off, a \$35 value)
- **2012 Nationals Script List** (\$10 value)
- **Four eTextbooks, lesson plans, and activities**; additional coming in Fall 2012 (\$300 value)
- **2012 NJFL Final Rounds** available online (\$10 value)
- **2012 NFL Semifinal Rounds** available online (\$10 value)
- **Free eLearning** evening classes for students and coaches each month (\$150 value – including topic analysis, new coach workshops with Q&A, district leadership seminars, and more)
- **Several thousand** additional pieces of recognition material to administrators



## Powering the voice of our future.

### \$150 Team Resource Package ..... What's Included?



For more information about our new programs and services for 2012-13, visit [www.nationalforensicleague.org](http://www.nationalforensicleague.org).

**Questions?** Email us at [info@nationalforensicleague.org](mailto:info@nationalforensicleague.org) or call (920) 748-6206.

#### ► Individual Resource Package

Below is the initial offering for 2012-13. The list of available resources will continue to expand throughout the year! (For pricing, see opposite page.)

- **Analyses of previous year's semifinal and final round performances** including Policy, Congress, Extemp, Interp, Oratory, Lincoln-Douglas, and Public Forum
- **A minimum of two eLearning evening classes per month** on Policy, Congress, Extemp, Interp, Oratory, Lincoln-Douglas, and Public Forum; topics as advertised
- **Policy Debate** – a demonstration debate on the 2012-13 topic with commentary; a monthly update file of 100 pages including answers to major cases, disadvantages, and counterplans; topic analysis videos including breakdowns of major cases, disadvantages, and counterplans
- **Congressional Debate and Extemp** – two topic area video briefings per week; 20 unique practice questions per week; two original pieces of legislation with resources per week
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Once you've signed up, coaches and students will be able to log in and view a customized dashboard at [www.nationalforensicleague.org](http://www.nationalforensicleague.org). There, you will receive more information about accessing the Team and Individual Resource Packages.

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Where: Saint Joseph's University  
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If you have any questions, please contact the 2012 tournament directors:

Margaret Durkin: (215) 805-1976

Laur Fiatoa: (215) 715-9381

Gabrielle Richards: (570) 592-5712

Team Office: (610) 660-1080

Email: [villigerdebate@yahoo.com](mailto:villigerdebate@yahoo.com)

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



The Villiger Team hopes  
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# International Public Policy Forum Invites Teams to Take on the World

by Alexandre Pouille



*Bickel & Brewer / NYU International Public Policy Forum Brings Together Students from Diverse Forensic Events Across the Globe*

Do you want to be crowned a World Champion? The Bickel & Brewer/New York University International Public Policy Forum (IPPF) extends a special invitation to all National Forensic League schools to engage in one of debate's most innovative and challenging contests.

Founded in 2001, the IPPF remains the only competition that gives students the opportunity, at the global level, to engage in written and oral debates on issues of public policy. The contest welcomes students from all debate and forensic events and it is open to all schools, public and private, for free.

New for the 2012-2013 season, the competition will accept more than one entry per school and announces an internationally-minded topic: "Resolved: Adaptation should be the most urgent response to climate change." In addition, the National Association of Secondary School Principals has placed this program on the NASSP National Advisory List of Student Contests and Activities for 2012-2013.

Over the last 12 years, the IPPF has expanded to annually involve more than

◀ **Making Its Case:** *The team from Lakewood High School debates the merits of human space flight during the 2011-2012 IPPF Finals.*



300 debate programs from 42 states and 36 foreign countries. As the contest has grown, so have the stakes. Students now compete for National Forensic League points, more than \$50,000 in awards and prizes, and the chance to be one of eight teams to earn an all-expenses-paid trip to the IPPF Finals in New York City.

So how does the IPPF work? The competition begins in October, as each team submits a 2,800 word qualifying round essay either affirming or negating the IPPF topic. To assist teams, a topic primer is available online at [www.bickelbrewer.com/ippf](http://www.bickelbrewer.com/ippf). As a special incentive to League teams, students receive points simply for submitting a qualifying round essay prior to the October 30, 2012, deadline and accrue points throughout the competition.

Next, a panel of judges score and rank the submissions. From there, the “Top 32” teams enter into a single-elimination, written debate tournament. Like a conventional debate round, teams are assigned sides and must either defend or attack the resolution. The sides volley constructive and rebuttal papers back and forth via email. At the end, judges review the essays in the order they were presented and select which school advances. This process continues for several rounds.

Written debate permits the world's best debaters to compete against one another while adapting to different debating styles and world perspectives. Irena Kotíková, who coached Team Czech Republic to the 2011-2012 IPPF championship title, agrees.

“In the Czech Republic, we are quite experienced in oral debating, but the written aspect of this competition was something new,” said Kotíková. “It was very interesting to see how different teams had different styles of writing and argumentation. We really learned a lot from every team in each round.”

The competition also provides a unique analytical and strategic challenge.

“Students gain experience expressing their ideas in writing, working with a

## Just the Facts:

### What is the IPPF?

The IPPF is an international debate competition for high school students—but this is not your average debate tournament. The IPPF is the only debate contest that combines persuasive essay writing with oral argumentation. Participants submit research papers on the IPPF topic, and 32 qualifying teams move on to a single-elimination tournament. A series of written debates ensues, with teams volleying back and forth affirmative and negative essays via email. After a few rounds of written debate, the remaining eight teams win an all-expenses-paid trip to New York City! There, the final rounds of oral debate take place in front of a prestigious panel of judges. The winning team takes home the \$10,000 grand prize and the Bickel & Brewer cup.

### What's the 2012-2013 Topic?

This year's topic is, “Resolved: Adaptation should be the most urgent response to climate change.” Like Public Forum or Lincoln-Douglas, the debate is whole-resolution. Teams are expected to defend or attack the merits of the topic statement without debating specific policy proposals.

### Who can participate?

The IPPF is offered to all public and private high school students for free. Teams are typically comprised of three to eight students. If your school has a large debate team or multiple student groups that are interested in participating, you may want to register more than one team.

### How do you register?

Register online at [www.bickelbrewer.com/ippf](http://www.bickelbrewer.com/ippf). There is no registration fee.

### What's the deadline?

October 17, 2012 is the registration deadline.

The 2,800-word qualifying round paper (negating or affirming the resolution) is due October 30, 2012.

### Benefits to League schools?

The IPPF is a great compliment to any National Forensic League speech or debate program. In addition to the cash prizes, students and schools receive points for their participation. League teams are awarded points simply for submitting a qualifying essay.

### More information?

Visit [www.bickelbrewer.com/ippf](http://www.bickelbrewer.com/ippf) to register and to access sample essays, video archives, and more!



**IPPF World Champions:** For only the second time in the IPPF's history, an international team took home the grand prize during the 2011-2012 competition. The team from Prague, Czech Republic, received the \$10,000 grand prize and the Bickel & Brewer Cup.

group, and doing meaningful research—skills that will all be critical to their success in college and beyond,” said Gregory Davis, coach at Lakewood High School in Colorado. “Even without a trip to New York for oral arguments, this was the best debate experience I have ever coached.”

As a champion in the 2006 and 2007 IPPF competitions, I would like to echo these sentiments. In my final round interview to become a Global Management Trainee at Anheuser-Busch InBev, the IPPF competition was identified as a unique example of my debating spirit—a spirit that would help me challenge the status quo within the organization.

The IPPF has been described as “the NCAA tournament of debate.” In the IPPF bracket, perennial “underdogs” can take on the big names—and win. There are no entry fees or travel expenses. Teams and school districts that may never have the money to attend large, national-circuit tournaments now have the opportunity to showcase their skills against the world’s best. Moreover, the written format gives competitors ample time to individually research and prepare each paper, helping close the resources gap between larger and smaller programs.

“From the beginning, we have been committed to making this competition available to all students, completely free of charge,” says William A. Brewer III, Bickel & Brewer partner and a founder of the IPPF. “It is important to us that the IPPF field represent students from a wide variety of geographic and economic backgrounds.”

After advancing through several written rounds, the final eight schools win an all-expenses-paid trip to New York City to participate in the IPPF Finals. During the Finals, students supplement their written scholarship with oral advocacy before a prestigious panel of judges. Last year’s judges included Bickel & Brewer Partner William A. Brewer III; NYU President John Sexton; Emory Director of Forensics Melissa Maxcy Wade; The University of Texas at Dallas




*The Judges: The 2012 IPPF Final Debate was judged by (l-r) The University of Texas at Dallas Director of Debate Chris Burk; FLIR Systems President and CEO Earl Lewis; Emory University Director of Forensics Melissa Maxcy Wade; Bickel & Brewer Partner William A. Brewer III; NYU President John Sexton; and NASA Astronaut Mike Massimino.*



*New York, New York: The team from Brooklyn Technical High School enjoys the skyline view during the IPPF Welcome Reception at New York University.*

Director of Debate Chris Burk; FLIR Systems President and CEO Earl Lewis; and NASA Astronaut Mike Massimino.

With such an innovative format and so many benefits, it is no wonder that the IPPF has gained widespread support in the forensic community. The IPPF is also backed by leading debate organizations, including the National Forensic League, the National Association for Urban Debate Leagues, the International Debate Education Association, the Associated Leaders for Urban Debate, and the National Debate Coaches Association, among others.

Now that you know about the competition, there’s nothing between you and the title of World Champion—except the world’s best debaters. Are you ready? Good luck. 

For more information or to register, visit [www.bickelbrewer.com/ippf](http://www.bickelbrewer.com/ippf). You may also join us on Facebook at [www.facebook.com/IPPFdebate](http://www.facebook.com/IPPFdebate).

**Alexandre Pouille**, now a Global Management Trainee at Anheuser-Busch Inbev, was a two-time IPPF champion for Alexander W. Dreyfoos, Jr. School of the Arts in Florida. He remains an active supporter of the IPPF, volunteering services for the Bickel & Brewer Foundation and founding the alumni chapter of the IPPF.



# RESOLVED: ADAPTATION SHOULD BE THE MOST URGENT RESPONSE TO CLIMATE CHANGE.



The Bickel & Brewer Foundation and New York University proudly announce the 12th Annual International Public Policy Forum (IPPF) – the only contest that gives high school students across the globe the opportunity to engage in written and oral debates on issues of public policy!

This international contest is open to all schools – public and private – for free. It welcomes students from around the world and across the spectrum of debate and forensic events. High school teams compete for more than \$50,000 in awards and scholarships. In addition, the top eight schools win all-expense-paid trips to the IPPF Finals in New York City!

## HERE'S HOW TO PARTICIPATE:

1. Work with your debate coach, English or Social Studies teacher to form a team, then go to [www.bickelbrewer.com/ippf](http://www.bickelbrewer.com/ippf) and register by October 17, 2012. Teams are typically comprised of three to eight students. If your school has a large debate team or multiple student groups that are interested, you may want to register more than one team.
2. After you register, prepare a qualifying round essay on the 2012-2013 IPPF topic:

**"Resolved: Adaptation should be the most urgent response to climate change."**

The IPPF topic offers students the opportunity to debate what is perhaps the most important issue of the new century. In the coming years, global policy concerning climate change will affect everyone, everywhere.

The IPPF topic tasks participants to debate the priority of action – whether adaptation should be a higher priority than other possible responses, including attempts to prevent climate change. The IPPF Topic Selection Committee decided that the core of the climate change debate concerns the prioritization of the global response.



Teams should focus their research and writing on which course of action should be the "most urgent" response to climate change. Affirmative support for the resolution requires a defense of adaptation as the more urgent response, while negating the resolution will require challenging adaptation as the most urgent course of action.

3. Essays are limited to 2,800 words and may be written from an affirmative or negative perspective. Visit [www.bickelbrewer.com/ippf](http://www.bickelbrewer.com/ippf) to view sample essays and learn how to format your essay. Essays must be submitted by noon CST on October 30, 2012, to [ippf@bickelbrewer.com](mailto:ippf@bickelbrewer.com).
4. Qualifying round essays will be evaluated by judges, and the top 32 teams will be announced November 14, 2012. These 32 teams all earn cash prizes and advance to the elimination rounds, where they continue their participation in a written debate tournament.

Individual matches begin immediately, with one school affirming the resolution and the other negating it. The essays are again reviewed by judges, and winning teams advance to the next round. This process continues until the final eight teams emerge!

5. **PACK YOUR BAGS!** The final eight teams earn all-expense-paid trips to the April 12-14, 2013, IPPF Finals in New York City. In New York, students will have the opportunity to participate in an oral debate competition before some of the world's foremost experts in debate, business, law, and politics. Previous judges have included NYU President John Sexton, NASA Astronaut Mike Massimino, Ret. General Wesley Clark, and Bickel & Brewer Partner William A. Brewer III.

The winning team takes home a **\$10,000 grand prize** and the "Bickel & Brewer Cup."



Register today at: [www.bickelbrewer.com/ippf](http://www.bickelbrewer.com/ippf)

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# Investments in U.S. Transportation Infrastructure: Planes, Trains, Automobiles

## (The U.S. Military, Natives, the Communists, and Others in Need)

*by Stefan Bauschard,  
Priten Shah, and  
Mihir Paradkar*

The topic *area* presented for vote for 2012-13 was transportation, and the focus of the topic proposal was how to improve federal investment in various transportation infrastructure, particularly roads and bridges, in the United States. The topic paper was written in reaction to the well-known bridge collapse in Minneapolis and many media reports about the rapid deterioration of the nation's transportation infrastructure.

Although many affirmative cases have retained a focus on conventional approaches to increasing infrastructure investment, many cases have branched out beyond this area because the states also are capable of making these investments and have focused on areas that are uniquely controlled by the federal government (Native American reservations and military areas) and other more novel forms of "transportation infrastructure" (energy pipelines). These cases present interesting strategy and topicality questions for the negative.

In this essay, we review some of the key terms in the resolution and the potential topicality arguments and strategies that those terms set-up. We then work through a comprehensive review of major topic arguments with a particular focus on those written at the summer debate camps and conclude with important strategy suggestions that will facilitate negative preparation during the year.

### **Topicality and the Resolution**

The actor in this year's resolution is the "United States federal government." Generally, the term refers to the central government that operates out of Washington D.C. and whose authority extends where appropriate across all 50 states, territories, and appropriate places in foreign lands.

A possible dispute will be whether or not the "United States federal government" includes only the head of our central government and its agents that operate out of Washington, D.C. or whether that actor also includes the state governments, as the state governments are part of the federal system. Some definitions point to the central authority in Washington and others include the state governments. In debate, it is generally accepted that the "U.S. federal government" refers to the central government in Washington, D.C. Negatives, however, should be prepared to fight off unconventional interpretations that include the states because the states counterplan will be a core negative strategy this year.

The term "should" in the resolution is typically interpreted to mean "ought"—expressing "obligation, duty, propriety, or desirability," recommending a course of action, or suggesting that something is desirable. Generally, it really does not have any significance in most topicality debates. It exists primarily to provide a contextual basis for fiat so that the

affirmative is arguing that the plan *should* be done, not necessarily that it *would* be done. Other definitions of “should” suggest a duty or obligation and others say it implies mandatory action.

In the resolution, “substantially” modifies the word “increase.” The “increase” in the investment of transportation infrastructure must be “substantial.”

It is difficult for the negative to use the word “substantial” to limit much affirmative action because there are no precise, generally agreed upon, definitions of the term. Dr. Rich Edwards, the author of the yearly *Forensics Quarterly*, state three years ago said that the “legal encyclopedia *Words and Phrases* presents more than 500 pages of fine-print definitions of this term.” He explains the origin of such different definitions: “The context for these definitions should be understood: each one involves the judgment of a court in a particular case concerning what the word meant in the context of that case. It is natural that debaters will try to make use of these legal definitions, but it must always be done with a key question in mind: ‘Is the context for this court case similar to the way that the word *substantially* is used in the debate resolution?’”

Definitions of “substantial” as “real” suggest that the incentive must be financially or physically tangible. Since definitions of “investments” do not seem to require that the investment be tangible, a substantial topicality violation may be an important way for the negative to access that argument.

Substantial can also be defined as “without material qualification.” Debaters use this to argue that the affirmative cannot add any conditions to the plan. For example, they may argue that the affirmative cannot limit the investment

to any particular form of transportation infrastructure.

“Increase” is generally defined as to “become greater or larger.” So, after the plan there needs to be more investment in transportation infrastructure than there is now. One topicality argument that has centered around “increase” is whether or not the increase has to be of pre-existing incentives, or whether or not the affirmative can increase from zero.

“Its” is a possessive term. This means that the transportation investment that occurs has to be the federal government’s investment. The plan cannot topically act to simply stimulate the investment of other actors.

Transportation generally involves the movement of things—people, goods, information, and energy. All of these things can be transported, and they can be transported in the air, by land, and even through the ether (the Internet). Items that are transported can arguably be either physical or non-physical (information).

Although there are definitions of transportation that include the movement of energy through pipelines and information through the Internet, most negative teams in the summer have been successful at using topicality to limit the affirmative cases to those that involve the transportation of goods and people through physical means. Although it is certainly possible to argue for a more expansive interpretation of the resolution to include transportation of non-physical items and through means such as pipelines, it seems that the negative is likely to prevail in the topicality debates on these issues.

The second major topicality issue related to transportation is what constitutes “investment.” Most definitions say it includes government

spending (grants, loans, subsidies) to companies that build infrastructure, as well as tax incentives that are designed to stimulate investment. So, there is a bit of a grey area in terms of what constitutes a direct investment by the government and what constitutes an indirect investment (incentivizing others to invest) because a tax credit could be seen as something the federal government does to incentivize the investment of others, but the literature does clearly refer to it as an incentive.

In some ways, this direct vs. indirect investment question is not terribly important because most affirmative plans will simply say, “increase its investment for X,” but if the negative can win that the affirmative has to be a direct investment, then they can counterplan with an indirect one. Indirect investment may be less politically controversial and more capable of setting up private sector action and its attendant net-benefits (see the later discussion of the privates counterplan for more details).

The resolution does call for the investment to occur in the United States. What is important to note is that it is the investment that has to occur in the United States and not necessarily the infrastructure project. Space affirmatives, for example, are topical because the investment occurs in the United States but the project occurs outside of it.

### Common Advantages

Despite the fact that there are many different plans, there are a number of advantages that are common to many cases.

*Injuries/Sickness.* Overcrowded and broken down roads produce a number of accidents that lead to injuries and prolonged health issues. There is some evidence that ties the percentage of

## 2012-13 Policy Topic Overview

*Resolved: The United States federal government should substantially increase its transportation infrastructure investment in the United States.*

accidents to premature death and extended sickness. This is not a very popular advantage due to the limited size of the impact, but if you debate in an area where more “real world” impacts are common, this may be popular there.

*Economy.* There are two links from transportation affirmative cases into the economy. The first link is that poor (overcrowded, inefficient) transportation networks drain productivity (takes people longer to get to work, they work less) and make it more expensive to export goods (which makes it more difficult to sell those goods abroad). The second link is completely independent of the impacts of the poor infrastructure on the economy. The second link implies that new transportation projects will create (hundreds of) thousands of new jobs, stimulating an economy that is weak for a number of reasons.

In addition to general economy impacts, teams also read impacts about the state economies. Teams argue that a weak economy is reducing tax revenues for states and that these weakened revenues are leading to cut-backs in programs such as education and bioterror prevention. This is a very strategic advantage to read because counterplans that have the states fund these programs will not solve these advantages and will even aggravate the problems that state economies face.

*Competitiveness.* The competitiveness advantage really stems from the first link to the economy advantage—poor transportation networks make it more costly to export goods from the U.S. When the price of exporting U.S. goods is high, it costs more to sell them overseas compared to what other countries with efficient transportation networks can sell them for. A loss of U.S. competitiveness not only generally hurts our economy but also hurts our overall leadership in the world.

*Military Power Projection.* Since the military uses many of the same transportation networks that civilians use, poor transportation infrastructure makes it more difficult to project U.S. military power abroad, undermining the ability of the U.S. military to deter global conflict. Improvements in our aerospace industry

and our transportation networks in space also make it easier for the U.S. to project military power abroad and to control outer space.

*U.S. Hegemony.* United States hegemony refers to the notion that the U.S. needs to be a global unipolar power in order to deter the outbreak of global conflict. If U.S. power were to decline, a multipolar world (and the transition to a multipolar world) could result in conflict. Two of the most important factors in determining a country's overall global power are the strength of its economy and the strength of its military. A loss of either one of those (see above) could seriously weaken the U.S. global economy.

*Trade Leadership.* Strong transportation networks are important to U.S. global trade, and increasing trade is likely to increase U.S. leadership in trade. There is some general evidence that strong U.S. trade leadership promotes global free trade.

*Increased Oil Consumption/Dependence.* Inefficient transportation networks result in greater consumption of fossil fuels because cars, trucks, and planes often sit idle (or move very slowly) and burn a lot of fuel. Increasing oil consumption increases our dependence on foreign oil, triggering U.S. involvement in foreign military conflicts. For example, if the U.S. wasn't dependent on Middle Eastern oil, it probably would not need a substantial military presence in the Gulf.

*Environmental Harms.* When vehicles sit idle on roads and runways, they burn more fuel that increases air pollution. Many major cities experience substantial air pollution due to the congestion of motor vehicle traffic in those cities. The burning of fossil fuels for transportation does generate the release of carbon dioxide and that causes climate change/global warming. Some transportation projects themselves also create a substantial amount of environmental harm that investments could remedy. Although this was not a case area for the 2012 summer camps, it is a good area for new affirmative cases.

One particular/unique spin on the environmental harms is *environmental justice*. This advantage contends that

poor, usually minority communities bear the brunt of environmental harms (particularly air pollution) and that they are trapped economically by their location. The impact is that this pollution has racist and classist implications.

*Terrorism.* Terrorists who are able to exploit weaknesses in U.S. transportation infrastructure, particularly in our seaports, are capable of smuggling in weapons of mass destruction (WMDs) that, when activated, could kill hundreds of thousands of people and threaten the U.S. economy.

*Elections.* The biggest factor in the 2012 election will likely be the U.S. economy. Some affirmative cases claim that boosting the economy will make it certain that Obama will win the election and will read impacts relating to why it is better to have an Obama presidency than a Romney presidency.

*Case-Specific Advantages.* There are other advantages that stem exclusively from particular plans. Those advantages are discussed in the next section on affirmative cases. The advantages discussed in this section are general advantages that are claimed by multiple affirmative cases.

## Affirmative Cases

For the 2012-13 topic, the affirmatives span a diverse range of categories. Throughout this section, common advantages are often indicated in the parenthesis around their internal links. The first category is classic transportation projects. These are the affirmatives that came to mind when first reading the resolution. These include:

*Airport Improvement Program.* This is a federal grant program to increase safety and efficiency in airports. The grants could be used for security measures, decreasing congestion, and improving fuel efficiency. Terrorism, economy, and environment are the likeliest advantages with this affirmative.

*Freight Rail.* Freight rail helps transport cargo containers once they are received at ports. This affirmative increases the infrastructure to allow for more containers to be moved. The urgency is predicated off of the Panama Canal Expansion, which will result in increased



traffic to U.S. eastern coastal ports. The common advantages on this affirmative are economy and environment. The environment internal link is that absent freight rail improvement, the industry will use more trucks and cars, increasing pollution greatly.

*High Speed Rail.* Probably the most popular affirmative during camp season, this affirmative has the government build high speed railways, such as the ones built in Europe, China, and Japan. The high speed railway system would allow passengers to travel vast distances faster and more efficiently than the current railway system. This would reduce the usage of airplanes and cars saving fuel. Common advantages are economy and environment on this affirmative.

*Inland Waterways.* This affirmative was fairly popular at camps this summer. Inland waterways include major rivers, lakes, and canals—mainly the Mississippi River System. The current lock and sealift system are extremely outdated and inefficient. The affirmative increases funding for improving the inland waterway transportation infrastructure. This repairs locks and makes sealift easier to use for military purposes. The affirmative claims that failure is inevitable and when it fails, it will send shocks to the agriculture sector as well as the alternative energy sector. This affirmative also claims environment and economy advantages.

*Intelligent Transportation System.* This is a project currently being underfunded by the Department of Transportation that would improve our highways by implementing data connections in our national highway system and vehicles. This would provide data to reduce traffic and to reduce accidents by forewarning drivers of upcoming obstacles. This affirmative has been written with economy and competitiveness advantages.

*Mass Transit.* This affirmative invests in different forms of mass transit to help reduce car and road usage, claiming to solve for the environmental impact of urban sprawl by reducing automobile dependence. The current political system seems to favor roads and private transit over mass transit which, according to the

affirmative, will increase oil dependence (oil/warming) and reduce economic efficiency (competitiveness/economy).

*National Infrastructure Banks.*

The second most popular affirmative during the summer, the NIB affirmative sets up a system to provide bonds, grants, subsidies, and loans towards transportation infrastructure projects. It is meant to jumpstart private investment in our infrastructure with government help. It would also work with the state to improve highways, dams, ports, and other forms of transportation. The internal links for this affirmative are well suited for economy and competitiveness advantages.

*Next Generation Air Transportation System.* The current air transportation system is based on radar and does little to solve for congestions and delays. The NextGen system would use satellites to track airplane movement. The system would be far more detailed and allow for planes to fly closer together, increasing efficiency. The system would reduce fuel consumption (environment advantage) and decrease delays and congestion in the aerospace near airports (economy/competitiveness advantages).

*Port Dredging.* This affirmative calls for an increase in port depth and infrastructure (mainly on the East Coast). The Panama Canal expansion will allow larger ships to enter East Coast ports; however, our current port system cannot accommodate the larger ships. The affirmative allows for the United States to keep its trade partners by creating infrastructure that supports the megaships (economy/competitiveness).

*Regular Rail.* There are two versions of affirmatives that increase railway infrastructure. One version electrifies the railway system, reducing fuel consumption (environment advantages). The other version increases information technology integration similar to the Intelligent Transportation System for highways (economy/competitiveness).

The second category is small projects, which is made up of affirmatives that only take place in certain areas. These include:

*Alaska Ports.* This affirmative has the federal government build ports in Alaska. It claims unique advantages from

increasing response to oil spills in the Arctic (environmental destruction) and allowing the Navy to deter Arctic conflict (Arctic security).

*Bering Strait.* This affirmative is based on a fiction book about a Tunnel of Love from Alaska to Russia. The policy version of the affirmative claims it will solve for U.S.-Russia Relations, while the critical version claims it will solve for our construction of Russia as a threat. The affirmative claims to only build the part of the tunnel in the United States, with the assumption that Russia would finish it.

*Dam Removal.* The affirmative mandates that certain dams (i.e. Ice Harbor, Lower Monumental, Little Goose, and Lower Granite dams) are removed, allowing the water to flow naturally. This affirmative claims to create a new method of transportation by creating a new passageway. The affirmative has an ecosystems advantage based off of the current dams killing wildlife.

*Desert Xpress.* This affirmative is a twist on the classic High Speed Rail affirmative. It has the federal government pay for California's recent High Speed Rail Project. Its economy internal link is based off of California's budget, which cannot afford the project. By having the feds pay for it, it saves California's economy but allows the project to continue.

The third category is climate affirmatives. Most of these affirmatives claim some sort of environment advantage. These include:

*Alternative Vehicles.* This affirmative increases charging stations for electric vehicles. It claims that the only hurdle to implementation of electric vehicles is a method of charging them. Another version creates stations to refuel hydrogen vehicles with similar internal links at the charging stations.

*Bicycles.* The bicycles affirmative increases infrastructure that makes bicycling easier and safer. This would include biking paths and increased lighting. It uniquely claims to solve for obesity by providing a more active way of getting places.

*Bus Fuel Cells.* There is significant research about fuel cells and the ability to commercialize them in mass transit.

This affirmative does just that by implementing electric buses. It claims a spillover into military technology, as well as a leadership advantage, asserting that China is on the road to implementation of electric buses.

*Carbon Pipelines.* This affirmative applies a more general definition of transportation infrastructure to create pipelines that transport the carbon collected from carbon sequestration. The advantages are based off of government action spurring increased private interest and confidence in carbon sequestration.

*Climate Change Adaptation.* Citing experts who claim climate change is inevitable, this affirmative changes our transportation infrastructure to be adapted to the increased temperatures, as well as increased rainfall. It mandates improvements in highways, airports, railways, and port systems. The majority of its solvency is based on making our infrastructure vulnerable to increased rainfall and the resulting flooding (economy/competitiveness).

*Keystone Pipeline.* President Obama has delayed implementation until late 2013 for the Keystone Pipeline, which would run from Canada and through the United States, transporting oil. The affirmative leads to a shift from where we get our oil. It claims to solve for U.S.-Canada relations by creating a mutual dependence, as well as preventing Canadian partnership with China. The internal link to environmental destruction is predicated off of the Keystone Pipeline being the safest way to transport oil, preventing future oil spills.

*Solar Roadways.* The Solar Roadways affirmative builds roads out of solar panels rather than asphalt. This concept has been advanced by the Department of Energy, but with inadequate funding. The power generated could be enough to power the entire world (competitiveness). The panels would also allow for integration of electric vehicles as they could continuously charge as they were being driven.

The fourth category is space affirmatives. These are affirmatives that increase our space transportation abilities. These include:

*GPS.* The GPS affirmative increases

funding for GPS III, which is a new system that increases accuracy and solves interference between satellites. The affirmative claims that interference in the status quo will hamper military functions, and that GPS III is needed to solve said interference. The second advantage is a drones advantage, which cites authors who say that the current system is vulnerable to hijacking putting our drones at a risk of failure.

*ORS.* This affirmative increases the infrastructure for the transportation of small satellites and other forms of operationally responsive space. This leads to a deterrent against space attacks from Russia and China (space deterrence). It also claims to increase commercial space development by making it easier for privates to launch satellites and rockets into space (aerospace industry/hegemony/economy).

*Space Elevator.* The space elevator system would create a tether from the ground to space which would stay put though the mix of centrifugal and gravitational forces. The system would allow easier commercialization and colonization of space. It would substantially lower launch costs and give the United States a huge edge in aerospace industry (competitiveness/space leadership).

*Space Ports.* Since the shuttle program retired, the United States has been relying on Russian shuttles to launch astronauts into space. The Space Ports program would create stations similar to airports which would allow easier launch of vehicles into space. This would reduce our dependency on Russia while increasing the domestic space industry (aerospace industry/economy/space leadership).

The fifth category is military affirmatives. These affirmatives increase the military's mobility or increases domestic security. These include:

*Guam.* The Guam affirmative increases infrastructure in Guam, which allows for the relocation of troops from Okinawa. Experts cite insufficient infrastructure as the primary obstacle to relocation. The relocation would improve our relations with Japan (U.S.-Japan relations). It would also allow our troops to remain in the

Pacific to continue acting as a deterrent to Asian War (Asian deterrence).

*Mayport.* This is a smaller affirmative that builds a port in Florida to be used for a CVN (i.e., a navy nuclear aircraft carrier). This affirmative claims unique advantages off of the ability to project power in South America (e.g., Columbia).

*Military Hydrogen.* There is a military version of the hydrogen affirmative with internal links that claim to strengthen our air power and prevent energy wars which are inevitable in the status quo.

*Military Bases.* One camp put out this affirmative which builds roads and other forms of transportation infrastructure around U.S. military bases. This improves the base's ability to move in and out with key resources, thereby strengthening our military (military readiness). The congestion problems are largely caused by the Base Closure and Realignment Commission. The Defense Access Roads was supposed to solve these problems, but did not keep up with changes.

*Military Ocean Terminal.* Similar to the bases affirmative, the affirmative increases efficiency in and around ocean terminals that are regularly used by the military. All of the internals are predominately predicated off of increased mobility (military readiness/hegemony/power projection).

*Port Security.* The House of Representatives mandated the Department of Homeland Security to ensure scanning of 100% of cargo containers that enter our ports to detect nuclear and biological weapons. The DHS has instead used a system where only high risk containers are scanned. This means that only 5% of incoming cargo is scanned. This leaves a huge potential for a terrorist attack on our ports (terrorism). The affirmative increases scanning for the weapons.

*Rail Security.* Similar to port security, the rail security affirmative increases scanning of people and cargo entering the railway system to avoid a terror attack (terrorism).

*Super Corridor.* The super corridor is a huge corridor connecting Mexico, the United States, and Canada. It is made up of freeways, rail, and infrastructure for the transportation of water, electricity,

and petroleum. The affirmative increases spending to create a strong connection between the NAFTA countries. It claims this will revive trade and create stronger infrastructure that will be resistant to terrorist attacks (economy/terrorism).

The last category is critical affirmatives. These include:

*Communism.* This affirmative mandates for total government control over transportation in order to remove the barriers to the working class put up by the rich elite. This affirmative is a staunch defense of socialism and Karl Marx's ideology.

*Disability.* These affirmatives are all predicated off of current transportation infrastructure being inaccessible by the physically disabled. One version simply adds accessibility to all current infrastructure. Another version of the affirmative mandates that all transportation infrastructure be universally accessible, thereby removing the stigma associated with current alternatives.

*Natives.* This affirmative was put out by two of the largest camps in the country. It has the federal government increase all forms of transportation infrastructure within Indian Territory. One advantage is claimed from solving for Native poverty (which arguably is the worst form of poverty in the United States). Another is claimed from increasing the flow of goods in and out of Indian Territory which would help the Native economy. The Tribal Transit Program was supposed to do exactly that, but the funds allocated are much less than what is needed.

This organization of affirmative cases is certainly one way to break them down. Another way is to think about what strong counterplans will likely be able to defeat most of these affirmatives. For example, the states counterplan can defeat almost any of the "classic" infrastructure project affirmatives because the states can increase investments in these areas. Many of the cases are also vulnerable to the private sector counterplan. One useful exercise for you and your partner and/or coach is to make a list of affirmative cases that can easily be defeated by

these counterplans. We strongly suggest running an affirmative case that is not vulnerable to these counterplans, and it is also important to know that you will have a more specific strategy against these other cases.

## Disadvantages

There are a number of disadvantages that have been written this summer. For the purpose of developing a negative strategy, it is useful to divide the disadvantages into categories. The first category includes disadvantages to federal government action. The second category includes disadvantages that will result if the affirmative solves. The third and final category includes disadvantages to government action.

It is useful to think of the disadvantages in different categories because the first set—disadvantages to federal action—all function as net-benefits to the states counterplan.

The third category of disadvantages—disadvantages to government action—is particularly useful when running a version of the privates/privatization counterplan.

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

*Spending Trade-Off.* This disadvantage argues that if the federal government spends more money on transportation, it will be forced to cut funding for other federal programs. One popular version this summer was the Biofuels Trade-Off disadvantage. The biofuels projects are currently being funded, but the negative will claim that increasing spending in infrastructure has empirically been funded through a trade-off. This will end the biofuels projects, preventing alternative fuels that would solve the

warming crisis as well as help the military by reducing its oil dependence. A less popular version claims that increased transportation funding will trade-off with water infrastructure funding. The water infrastructure the evidence talks about is the infrastructure used to prevent and cope with flooding.

*Political Capital.* The concept behind the traditional politics/Obama disadvantage is simple: the more power that Obama has in the Congress, the more likely it is that he will be able to get his agenda items passed through Congress. Since the President isn't a member of Congress, he needs to use his power/influence in the legislature to get this agenda passed. Negatives focus on one of two ways that Presidents acquire power in the Congress. First, the President can acquire power by sustaining high levels of public support, which can translate into Congressional support (politicians don't want to go against a popular President) or by directly building political support in the Congress through either influence or deal-making. One way the President can maintain his political support in the Congress is by not pushing policies that the Congress opposes. The amount of power/influence that a President has in the Congress is referred to as his political capital. The amount of political capital a President has is arguably limited. If he spends it on one thing, he will not have it available to use on something else. One popular argument this summer has been tax cut politics—if Obama loses political capital on the plan, then he won't be able to sustain support to extend the tax cuts that will expire.

*Elections.* Negative teams will argue that passage of a particular transportation policy could tilt the election in one direction or the other. This is a popular argument against affirmative cases claiming economy advantages—they argue that the passage of the plan would give Obama credit for improving the economy, resulting in him winning the election. The impacts focus on why an Obama presidency would be worse than a Romney presidency. The disadvantage can, of course, be run the other way—the plan could undermine Obama, causing Romney to win.

(continued on page 32)

Dear Educators, Parents, and Students,

On behalf of AASHTO, I'd like to congratulate participants in this year's national championship in Indianapolis. Your dedication and skill are astounding, and you should be very proud of your effort. I'm pleased to announce that we will be partnering with the National Forensic League for next year's championship in Birmingham, Alabama.

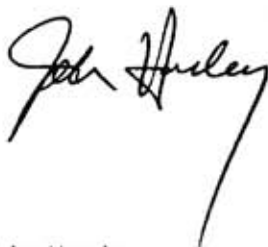
This year's topic of debate, *The United States federal government should substantially increase its transportation infrastructure investment in the United States*, is an important discussion that affects us all. For nearly 100 years, AASHTO has been the voice of transportation. Our partnership with the League is to provide resources on this topic, from videos and news articles to state examples and projects. Our goal is to be your one-stop-shop for information.

The challenges facing our nation's transportation sector are tremendous. Due to decades of underfunding, the nation's highway and transit systems have a massive backlog of investment needs. Transportation modernization will be vital to keep the U.S. competitive in the global economy. The system built over the last 100 years needs to be preserved and new capacity will be needed to meet the needs of America's population, which is expected to grow by 100 million by 2050. Two national commissions appointed by the Congress have determined that the U.S. is investing in highways, transit, rail, airports, and seaports at approximately 50% of the level needed.

We hope you will visit **[NFL.Transportation.org](http://NFL.Transportation.org)**, which we have created to be an information resource to help you prepare for local, regional, and national debates. The site will feature links to important reports, policy papers, and data on a range of transportation infrastructure topics.

We look forward to working with the National Forensic League, and are thrilled to provide information to students, parents, and educators on this critically important topic.

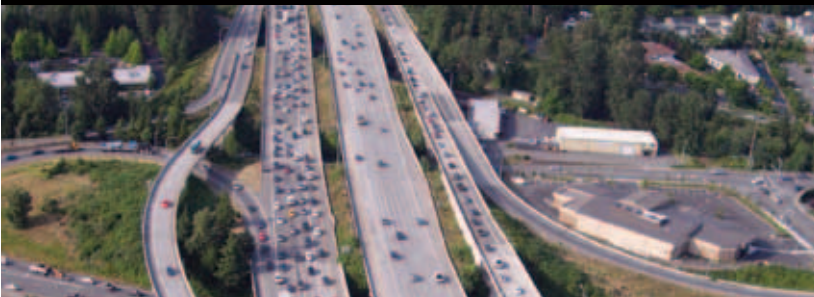
Sincerely,



John Horsley  
Executive Director



## AASHTO IS... *The Voice of Transportation*



### We Lead the Way



For nearly 100 years, AASHTO has been the Voice of Transportation. Today we are proud to sponsor the **National Forensic League** and are thrilled to provide information resources to help students preparing for the 2012–2013 National Policy Debate Topic:

*“The United States federal government should substantially increase its transportation infrastructure investment in the United States”*

Visit our NFL information resource page at:

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*Federalism.* The federalism disadvantage partially stems from the Tenth Amendment to the Constitution, which states that powers not explicitly given to the federal government are reserved for the states. The federal government possesses only those powers enumerated by the Constitution. Included among these enumerated powers are the powers to raise and coin money, the power to spend that money, the power to regulate foreign and interstate commerce, and the power to provide for the defense of the United States. Generally speaking, the states are responsible for policy action on domestic issues, including education, welfare, health, and criminal justice, whereas the Constitution does not provide authorization for the federal government to act. States do have some authority over environmental regulation and environmental protection. The purpose of federalism, striking a balance between the powers of the state and the federal government, is to ensure that one branch of government, particularly the federal government, does not obtain too much power. The trick is to determine precisely how and where to strike the balance. There is some evidence that the states are beginning to take more action in the area of transportation and the negative could argue that federal action in this area could trade-off with state action, concentrating too much power in the hands of the federal government. This argument is rather weak because the federal government clearly has the power to spend, but if the negative can win that the states counterplan will solve the affirmative advantages, they may be able to win on a small risk of the federalism disadvantage.

*Court Disadvantages.* If the affirmative team uses the courts, particularly the Supreme Court, as an actor there are a number of potential disadvantages.

- *Court Legitimacy.* Unpopular court decisions could lower the overall public legitimacy of the Supreme Court, making it more difficult for the Court to enforce its decisions and generally undermine respect for the rule of law.

- *Hollow Hope.* If the Court makes

a liberal decision, it could encourage other liberal interest groups to attempt court litigation to protect their interests, but since the courts are generally conservative institutions, they are likely to fail.

- *Judicial Activism.* If the Court interprets the law beyond its literal meaning, this means that the judges would be exceeding their authority, becoming “tyrannical” and leading to a loss of legitimacy for the courts.

- *Separation of Powers.* If judges make a ruling that exceeds their authority, and that ruling infringes on the authority of other branches (legislative, executive), then that threatens the separation of powers among the branches, and that separation of powers is an important check on government tyranny.

- *Executive Power.* Action by the Congress or the courts in an area of executive authority could threaten overall Presidential leadership. Although this is not usually run as an independent disadvantage, it is a common net-benefit to the Executive Order counterplan that will be discussed in the next section.

All of the previous disadvantages stem from action by the federal government. The next set of disadvantages all stem from the affirmative solving.

*Oil Prices.* One significant problem with reducing the consumption of oil is that the economies of many different countries throughout the world depend on oil exports to survive. Substantial reductions in the consumption of oil could threaten these economies, which could increase the risks of instability and war in particular regions. Popular oil disadvantages focus the economic impacts of reduced oil prices caused by a reduction in U.S. demand on many countries, including Russia, Saudi Arabia, Iran, Mexico, and Nigeria.

*Economic Growth Bad.* Many teams will claim to improve the economy. Negative teams can argue that improving the economy will destroy the environment and make it possible for countries to build-up their militaries, resulting in war.

*U.S. Hegemony Bad.* Strengthening U.S. global leadership can cause counterbalancing by other countries

against U.S. leadership, tempt the U.S. to start imperial wars, and increase terrorism against the United States. These are general arguments that negatives make and many specific scenarios have been run in the past.

*Economies of Other Countries.* Improving U.S. economic competitiveness could threaten the economies of other countries, particularly China and Japan.

*Industry Cost.* Improving one transportation industry could come at the expense of another industry. Improving rail could undermine the auto and airline industries. Improving air could undermine the rail and auto industries. Improving the auto industry could undermine the air and rail industries. All of these disadvantages were popular this summer.

*Inflation.* Inflation is currently low in the U.S. economy. If the economy improves, consumer demand could increase, creating upward pressure on prices. High prices could then subsequently force the Fed to raise interest rates, sending the economy into a tailspin.

*Materials Prices.* In addition to a general argument about inflation, negatives can make specific arguments about materials prices. For example, significantly expanding construction would increase the demand for, and hence the price of, concrete. High concrete prices could touch off concrete pricing inflation in China (where a majority of the world's concrete is poured), threatening China's economy. A similar argument can be made about steel.

*Environmental Destruction.* Expanding transportation construction could threaten the environment because the construction projects could occur in environmentally sensitive areas.

*Mass Transit Good.* Improving auto and rail transportation could discourage the development of mass transportation systems that are more environmentally sustainable.

This next set of disadvantages stems from having the government act to solve.

*Keynesianism Bad.* This general disadvantage incorporates many arguments against the federal

government spending money to stimulate the economy, including deficit spending and inflation.

*Privatization Good.* This disadvantage argues that it is better for the private sector to develop transportation projects and that federal action discourages private action in the sector. Some teams will argue this as part of their Keynesianism bad argument.

It is useful to note here that the spending disadvantage also fits in this third category.

### Kritiks

There are many strong kritiks on this year's topic. Like the disadvantages, the kritiks can be divided into categories. The first category focuses on kritiks to government action to provide transportation investment. The second category is general kritiks of improving transportation. The third category includes kritiks of the language choices we make when focusing on transportation, and the fourth category includes general kritiks that apply beyond the area of transportation. This section is not a comprehensive inventory of the latter, but highlights the ones that have been worked on this summer since they are likely to be popular during the year.

The first two kritiks are specific to government action to stimulate infrastructure investment.

*Biopower.* The literature for the biopower K on this topic is quite specific. The links are predicated off of the government using transportation projects to monitor and control the population. Airport security and port security both have link stories about the government using these means to extend the government's sovereign power over its citizens through surveillance. The alternative rejects the notion that complete control is inevitable and challenges the current system of domination.

*Coercion/Libertarianism.* This argument takes the opposite stance of the capitalism kritik. It accuses the affirmative of allowing the government to meddle in areas that are meant to be controlled by the private industry. Links are predicated off of crowding out the

private industry as well as off of coercion of the citizens for funding the projects. Its authors claim that taxation is unjust and citizens should be allowed to invest in projects on their own. The alternative embraces a smaller government with privatization becoming the backbone of future transportation infrastructure.

There is a substantial amount of critical literature on transportation infrastructure. Some topic specific kritiks are:

*Ableism.* This kritik claims that the current structure of transportation favors the able bodied population. It critiques the idea that the political sphere assumes everyone is born perfectly. The negative will claim ableism is the root cause of all other forms of oppression and that a rhetorical shift away from this is the only way to put an end to it. This is the more specific application of the traditional kritik that criticizes either the rhetoric of the team (people with disabilities, moron, lame, made, deaf, etc.).

*Autonomous Transportation.* This is a more specific application of the biopower argument. It asserts that government led infrastructure projects aim to control the movement of people and reduce autonomy within the population. One link argues that any policy to use mass transit and decrease cars use is inherently a government ploy to gain power. Another link argues that green infrastructure makes the population feel like they are helping the environment while actively giving away their ability to do so by engaging in the society of consumption. The alternative has control of the infrastructure shift to the population claiming to solve for the harms of the kritik, while creating better infrastructure.

*Capitalism.* The capitalism K was fairly popular this summer. It argues that the affirmative's actions entrench the capitalist system by making it easier for commodities to be transported. It claims that airports, bridges, and ports are what help prop up the capitalist system. Some links discuss the exploitation of the worker in the transportation projects, while others discuss the exploitation of the people who use the transportation infrastructure. The alternative rejects

capitalism altogether and allows for the economic system to be replaced.

*Everyday Life.* The everyday life kritik claims that transportation policy only concerns itself with the elite and their needs while ignoring the activities of normal life. This kritik's links are based on normalizing parts of life that could actually be changed. The alternative calls for a resistance and interruption to the normal life to help create change.

*Feminist Urban Geography.* This kritik claims that current transportation planning is done solely by men and women are treated as if they don't belong in that industry. Other links argue that current policies and practices make it hard for women to not only plan but also use the transportation infrastructure. The alternative engages in a restructuring of the topic to focus on larger social and cultural projects.

*Planning.* This kritik claims that current transportation planning disregards the poor and the minority. The links are predicated off of discrimination and ignorance towards minorities. For example, one author writes that only mass transit that can no longer be used by the majority is handed down to the minority. This violation of social justice is the root cause of all other impacts. The alternative is to reflect upon this inequality and create a movement towards integration.

*Sustainable Transportation.* This is structured more like a disadvantage, and claims that currently there is a transition toward sustainable transportation in the form of less car usage and more mass transit. The link is based off of expansion of automobile usage and highway expansion. This leads to a reversal of the status quo movement destroying the environment. The alternative is individual activism to increase sustainable transportation.

*Transportation Rationality.* This is a criticism of how decisions are made during the planning of transportation infrastructure. The model that is currently used (and is used by the affirmative) is the instrumental rationality model which involves using a top-down approach to making these decisions. This model takes into account expert opinions and

empirics. This hampers social justice and democracy as the public opinion is not taken into account. The alternative employs communicative rationality, which involves consulting the public and the stakeholders about decisions.

*Virilio.* Virilio argues that the drive to improve transportation infrastructure is one that worships speed. He claims that time has been accelerating at an ever faster rate and the affirmative's attempt to move faster will lead to further acceleration which will dissolve politics. This will make an "accident," which culminates in war and extinction, inevitable. The links on this topic discuss the need for us to be connected faster and faster, reducing space and distance to irrelevant dimensions. He claims that this obsession with speed and technology will destroy the value of human life and end in genocidal violence. The alternative puts a brake on the acceleration and allows for discussions that slow down and investigate the obsession with speed.

There are also kritiks that focus on the language choices we make when working to persuade others to increase transportation investment

*Competitiveness.* The competitiveness kritik argues that hegemonic framing of the economy allows the state to control lives. This framing results in the perpetuation of the myth of American superiority, which leads to violence and imperialism. One link states that when projects are framed as essential to competitiveness, it destroys the possibility of projects for common welfare. Another claims that the zero-sum mindset ensures exploitation of the rest of the world. The alternative calls for a cosmopolitan mindset or an egalitarian system.

*Security.* The most popular criticism, the security K argues that the affirmative's framing of the world as chaotic and full of threats that must be conquered is an attempt to fear monger and control the population. It states that the threats the affirmative talks about are not only not real, but also only possible because of the rhetoric like the affirmative's. The alternative is to reject securitizing discourse in order to prevent the threats from becoming real.

*Terror Talk.* This kritik argues that

when criminals are referred to as "terrorists," it supports the militarization of the fight against criminals and makes violence both by the "terrorists" and the government more likely.

*Anthropocentrism.* This argument criticizes the anthropocentric mindset of the affirmative that is evident in its human extinction impacts. This anthropocentrism is claimed to be fueling the inevitable destruction of the environment or the universe. Some topic-specific links talk about how our usage of land for transportation undermines the true potential for land. Other links are based on destruction of the environment resulting from these projects. A few links discuss the potential of natural networks of transportation as opposed to human-made ones. The alternative embraces a non-biocentric mindset for assessing consequences.

*Predictions.* The predictions K argues that the affirmative's linear analysis of policy leads to failure. The alternative engages in policy analysis of complexity, which assumes that many factors cannot be accounted for. The links to economy advantages are particularly good as they discuss the difference between mainstream economics (involving formulas and calculations) versus complexity economics (which makes more subjective, yet accurate predictions). The authors claim that using simple linear analysis dooms the affirmative's solvency and makes extinction level catastrophes unavoidable.

Most kritiks from other topics also apply well to this topic.

## Counterplans

Counterplans generally fit into three categories: the agent of action, the actor, and alternative actions to solve the same problem.

The first set of counterplans includes opportunities for the negative to change the agent of action.

*State Action.* The states counterplan is the most popular agent counterplan. This counterplan argues that the states should take the action to support infrastructure investment rather than the federal government. Since the states are capable of acting to fund infrastructure,

most plans can be adopted at the state level. Spending, political capital, elections, and federalism are all net-benefits to this counterplan.

*Executive Action.* Rather than having the Congress act (many teams will use the Congress as their agent), this counterplan has the Executive (the President) act to implement the plan using Executive branch resources. Political capital (since the counterplan doesn't have to be pushed through Congress) and politics are common net-benefits. Negative teams may also argue that Obama would be more or less likely to get blamed for the action and use the elections disadvantage as a net benefit.

*Court Action.* Rather than passing a new law through Congress, negative teams could have the courts interpret an existing law to require that the plan be implemented. Politics disadvantages are the best net-benefits to this counterplan.

*Congressional Action.* If the affirmative teams uses the courts, the negative can have Congress implement the plan and use the court disadvantages as net-benefits.

The second set of counterplans changes the actor. On the transportation topic, the most common actor for the negative to select is the private sector. Many different mechanisms exist for privatizing the transportation industry.

*Direct Private Action.* This is a very simple version of the privatization counterplan. The counterplan fiats that the private industry does the plan. This works well with case-specific evidence, as sometimes restrictions are in place which limits what the private industry can do.

*Public Private Partnerships (PPP/P3).* This counterplan creates public private partnerships for the development of the plan's project. The government basically invests in the private industry for doing the project. The counterplan has the private industry not only partially fund, but also operate the projects. This creates higher incentives to maximize lifespan and minimize costs. The negative claims that when private industry profits are on the line, the businesses have a better methodology for choosing investments to maximize returns.

*Prizes.* This has the government



basically create a competition in the private industry for doing the plan's project. The company with the most innovative and efficient project would win the monetary prize. This leads to better projects and less risk taking on the federal government's part.

*Sell-Off.* This works well with most privatization good arguments, as it creates uniqueness for the impact turn. The counterplan has the government sell all of its current transportation infrastructure to the private industry for maintaining and increasing.

*Tax Credits.* This counterplan gives tax credits to the private industry to do the project. This creates an incentive for the privates to pursue whatever project it is that the affirmative does.

Spending, politics, and the various forms of Keynesianism bad are great net-benefits to this counterplan. Kritiks of government action such as coercion/libertarianism and biopower also work as excellent net-benefits.

The final set of counterplans is advantage counterplans. These counterplans have the government take a different action to solve the affirmative's advantage(s). Popular examples include having the federal government subsidize renewable energy to solve climate change, having the Congress extend tax breaks to stimulate the economy, and having the U.S. deploy more aircraft carriers to improve force readiness and protect U.S. hegemony. Any disadvantages to investing in infrastructure that do not link to these counterplans (politics, Keynesianism bad) are net-benefits to these counterplans.

### Negative Strategy

If you look at the topic solely from a quantity of arguments perspective, the topic is rather large. You do not want to have to prepare to debate every single argument on the topic. With that in mind, we suggest a few strategies.

*States counterplan with politics, spending, and maybe federalism net-benefits.* If you prepare these three to four arguments, you will be able to defeat most affirmatives on the topic.

*Privates counterplan with spending, politics, coercion/libertarianism, and*

*Keynesianism bad net-benefits.* Since this strategy gets at most of the common cases as well, it may be strategically redundant with the states counterplan strategy. If you are not as fond of the states counterplan, however, you could develop this strategy instead. If you have time, you may want to develop both.

*Common advantages.* One way to approach the topic is to simply plan on attacking the common advantages through direct refutation and advantage counterplans. You can then outweigh the affirmative case with a politics disadvantage.

*Topicality.* It is important for the negative to be able to exclude cases such as pipelines and ether transportation in order to limit the size of the topic.

*Kritik(s).* You could also choose a kritik or two that link to most of the affirmative plans and affirmative advantage advocacies. Capitalism will likely be popular.

### Affirmative Strategy

We have five suggestions for making strategic choices on the affirmative:

*Write a topical case.* There are enough strong affirmative cases this year that you do not need to write a case about pipeline and ether transportation. You will simply lose too many debates on topicality.


*Have a strategy against states and private action.* The states and private sector counterplans will be popular this year, so you need to choose an affirmative cause that cannot be easily solved by these actors. Military affirmatives are effective weapons against both of these counterplans.

*Have a strategy against politics.* As mentioned in the discussion of negative strategy, politics is a great net-benefit to almost every counterplan, and it can also be used to simply outweigh the affirmative case. The election season will make this disadvantage even more popular. There is no escaping it, so you need to have a strategy to defeat it.

*Have a unique advantage.* Some cases have more unique advantages (not just the common ones) than others. If you have a unique advantage, negatives are more likely to be unprepared.

*Have strong advantages.* Make sure your case has as few as possible internal links to its impact. More internal links increase the probability that the terminal impact is caused by other factors than the ones for which the plan solves. Also, have answers to common negative case arguments so you can spend more time attacking their off-case positions and less time defending weak parts of your case.

### Conclusion

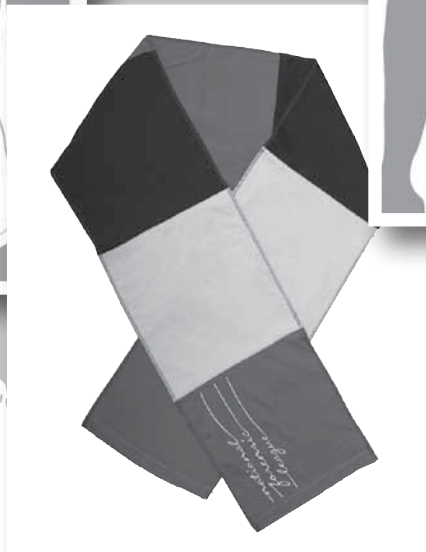
Although the original topic proposal came about through a desire to get our nation's debaters to focus on the "classic" infrastructure investment issues, the ability of both the state and private actors to address these concerns (almost) as well as federal action has resulted in a shifting of the topic focus over the summer to areas where these actors lack jurisdiction such as the military and Native American reservations. These cases represent strong strategic choices for the affirmative. Negative teams need to be prepared both to debate the specifics of these cases and also to develop strong generic negative strategies to defeat the more classic affirmative cases so that they can invest their time in case-specific attacks against affirmatives that are not easily defeated by the generic negative strategies. 

**Stefan Bauschard** is the Debate Coach for the Lakeland School District. He is also the President and co-founder of PlanetDebate.com, the co-founder and co-director of the Harvard Debate Council Summer Workshops ([hdcworkshops.org](http://hdcworkshops.org)), and a consultant to DebateHall.com, the National Forensic League (U.S.), the National Forensic League of Korea, Dipont Education Management (China), and [Nsdevil.com](http://Nsdevil.com).

**Priten Shah** is a senior debater for Panas High School and Captain of the Lakeland District Debate team. He is also the President of the Teach to Learn Foundation Inc. and Co-Executive Director of StandUp for Kids – NYC.

**Mihir Paradkar** is a junior debater for Lakeland High School and co-captain of the Lakeland District Debate team.

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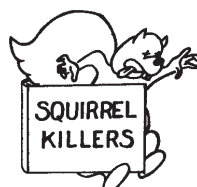
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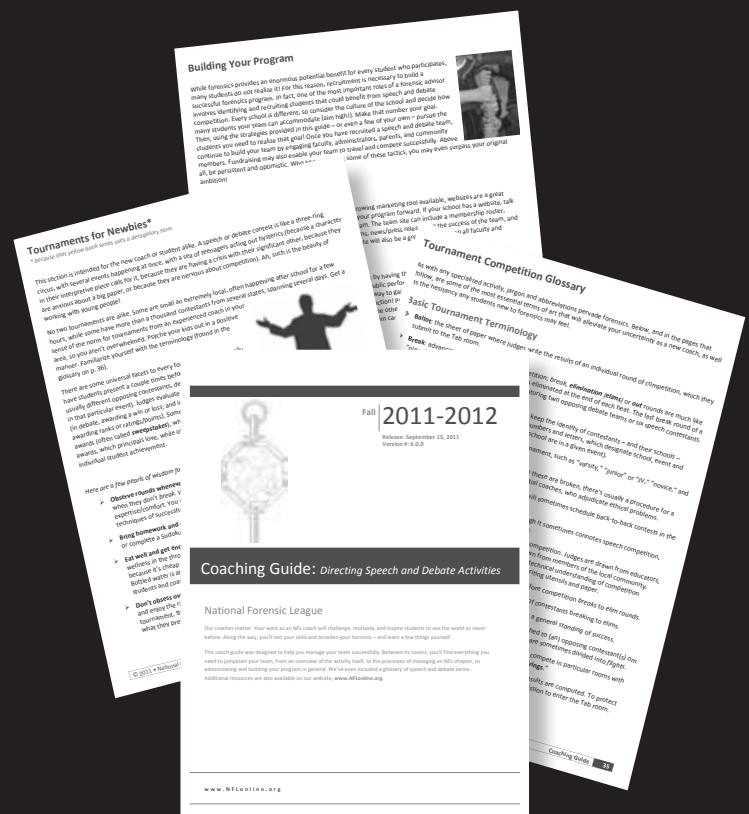
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# SUNDAY

## ► Registration – Indiana Convention Center

The convention center was abuzz with nervous excitement all day. Coaches and competitors began arriving early in the morning and continued late into the afternoon to pick up their registration materials. National office staff, tournament hosts, and volunteers were on hand to help with any questions. The site was filled with happy reunions of friendships spanning nationwide. Many visited the National Tournament Vending Expo to check out forensic and fundraising related vendors, as well as booths of prospective colleges and universities. The League's merchandise booth was the place to stop if you were looking for the latest trends in forensic t-shirts, bags, polos, jewelry, and more. Tournament officials hosted the Reception for First Time Coaches and New Schools. Afterward, district leaders gathered for the annual District Chair Luncheon and Seminar. With the rest of the day free, visitors took advantage of the local sites and attractions that Indianapolis has to offer.





# MONDAY

► *Hall of Fame Banquet – Crowne Plaza at Union Station*

Four National Forensic League coaches were recognized during the 2012 Hall of Fame banquet Monday evening. Hall of Fame members and their guests were treated to a delicious meal amidst the historic backdrop of Grand Hall. Each of the inductees received a commemorative pin and were invited to speak for several minutes following dinner. **David Huston** of Texas, **Gail M. Naylor** of Kansas, **Cynthia Timmons** of Texas, and **Steven Wood** of Kansas were later presented with a special plaque for their outstanding leadership in the National Forensic League. The official induction ceremony took place Thursday evening during the Donus D. Roberts Diamond Coach Assembly at the Indiana Convention Center.



## 2012 NFL NATIONAL TOURNAMENT

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*Raising the Game*



◄ **David Huston**  
Texas



◄ **Gail M. Naylor**  
Kansas



◄ **Cynthia Timmons**  
Texas



◄ **Steven Wood**  
Kansas







# MONDAY

## ► *Competition – Ben Davis High School*

Hundreds of competitors arrived at Ben Davis High School to begin the weeklong competition. This year, the National Tournament spanned four different venues: Chapelwood Elementary School, Chapel Hill 7th and 8th Grade Center, Ben Davis High School and the attached Ninth Grade Center, and the Crowne Plaza at Historic Union Station. The League extends a special thank you to the Metropolitan School District of Wayne Township for being such gracious hosts during our stay in Indianapolis!



# TUESDAY

## ► *Top 60 Results – Ben Davis High School*

All eyes were on the enormous glass wall of the Ben Davis media center as tournament staff prepared to lower the highly anticipated paper postings Tuesday afternoon. Cheers and applause reverberated throughout the hallway as, one after another, each three-digit code revealed who had advanced to the next round. Students hugged and coaches beamed as cameras flashed constantly, taking in the entire spectacle.







► *Re-registration and Local Host Posting Party – Indianapolis Zoo*

Thousands flocked to the Indianapolis Zoo on Tuesday evening for the re-registration and local host posting party. Those not excitedly waiting in the party tent for results to be posted were touring the zoo by train, petting sharks with their bare hands, watching a dolphin show, and snapping photos of the zoo's collection of exotic creatures.





# *In special honor of* **BILLY TATE**

Several hundred guests were on hand Wednesday, June 13, to honor National Forensic League President William Woods Tate, Jr.

The evening was presented by Western Kentucky University President Gary A. Ransdell and the National Forensic League.

After a brief reception, Executive Director J. Scott Wunn welcomed Dr. Ransdell to the stage to present his keynote address.

Ransdell recounted how Tate began his coaching career at Alabama's Selma High School in 1975 and currently coaches at Montgomery Bell Academy in Nashville, TN. Over the years, Ransdell explained how Tate has achieved "unparalleled success."

"He has had multiple finalists in Extemporaneous Speaking and Policy Debate," Ransdell noted. "In 2006, his

Policy Debate teams made [League] history when two of them closed out the national final round.

"Perhaps even more impressive is Billy's leadership in the National Forensic League," Ransdell continued.

Tate was elected to the Board of Directors in 1987 and later became President in 1997. Ransdell cited Tate's role as District Chair of both the Deep South and Tennessee districts and his later induction into the League's Hall of Fame in 2000.

"Billy's commitment to his students spans nearly four decades of coaching," Ransdell said. "He has instilled in countless students the importance of learning research, writing, teamwork, argumentation, leadership, and presentation skills.

"One need look no further than Billy to find the activity's most vocal

advocate," Ransdell concluded. "His leadership and laugh will certainly be missed."

The evening progressed with heartfelt memories and life lessons shared by Director Emeritus James M. Copeland, ten-diamond coach Donus D. Roberts, and Executive Director Wunn.

As Tate approached the lectern to address the many friends and guests who had gathered in his honor, the emotional impact of this special evening became clear.

"The greatest person we had for saying the right word—one of the first Key Coaches at the Barkley Forum at Emory—was Sandra Silvers," Tate recalled. "A number of years ago, Jim [Copeland] called and said, 'We need to go to Sandra's celebration of her life.' It was held at her home in Georgia. She wasn't able to stand; she was seated [while] her





*"Preparing students for life after high school is one of the fundamental jobs of high school educators, and equipping them with the tools to succeed in college is often a thankless, yet irreplaceable task. It is difficult to find a high school educator who has embraced this task more readily than William Woods Tate, Jr."*


– **Dr. Gary A. Ransdell**, WKU President



people there, her former students, made wonderful comments.

"At the very end, she used every ounce of energy in her body to stand and make her final remarks: 'You only feel this kind of love once.'"

Tate concluded, clearly touched, "That's what you've done for me—this organization, and I do greatly appreciate it. I'm so very fortunate enough to have felt it tonight."

While Tate's term as League President ends September 1, he will continue teaching and coaching at Montgomery Bell Academy. "I'm not retiring," Tate was quick to remind the crowd with his signature laugh. 



presented by 



# WEDNESDAY

► *Competition – Ben Davis High School*

Speech and debate competition resumed with renewed vigor on Wednesday, which marked the start of the National Middle School Forensic Tournament. High school juniors and seniors who had been eliminated from main event competition had the opportunity to judge and offer constructive feedback to their middle level peers. High school students also had the opportunity to advance in several supplemental and consolation events. Main event speech semifinal rounds rounded out the day.







# THURSDAY

► *Final Rounds – Indiana Convention Center*

Thursday evening was arguably the highlight of the week for many National Tournament attendees, as thousands of spectators gathered to watch the final performances of Humorous, Dramatic, and Duo Interpretation on the big stage. Those who could not attend watched online via the League's livestream coverage. The Stennis Congressional Banquet also took place Thursday evening in Grand Hall and served as the capstone experience for young Senators and Representatives, rewarding them for their outstanding accomplishments throughout the year.



## THURSDAY

► *Diamond Coach Ceremony – Indiana Convention Center*

New and longtime coaches were recognized for excellence in speech and debate during the annual Donus D. Roberts Diamond Coach Ceremony. Competition paused as the League also took time to remember those individuals whose hearts were dedicated to the National Forensic League and who passed away this past school year. You could hear a pin drop as Executive Director J. Scott Wunn posthumously presented the Alumni Lifetime Achievement Award to Sgt. Daniel J. Patron's mother and coach, Kathleen A. Patron, who accepted the handmade wooden flag on his behalf. *(For additional photos of this year's award recipients, see pages 83-85.)*





# FRIDAY

► *Final Rounds – Indiana  
Convention Center*

Beginning with Original Oratory and concluding with Public Forum Debate, main event finals were outstanding this year. Blue ribbon panelists from across the nation had the monumental task of judging and deciding the fate of these talented individuals.



# FRIDAY

► *Final Rounds – Indiana Convention Center*

Supplemental and consolation events also concluded on Friday, as did the middle school competition. Later, the newly-minted middle school champions joined their high school peers on stage for their own special recognition. *(For middle school photos and results, see pages 96-99.)*







► *Awards Ceremony –  
Indiana Convention Center*

In the resounding words of awards emcee and three-diamond coach Timothy E. Sheaff, “at this time,” students, coaches, parents, and other guests gathered in eager anticipation to discover who would walk away with the most prestigious title in high school academics: National Forensic League National Champion. League and event sponsors assisted tournament officials in congratulating each of the deserving finalists. *For additional photos, visit us online at [www.facebook.com/NationalForensicLeague](http://www.facebook.com/NationalForensicLeague).*



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The University of Alabama .....	Bama Bowls (DI, HI, DUO)
Harland B. Mitchell Memorial .....	Harland B. Mitchell Trophy (CX Champions)
Phyllis Flory Barton Memorial .....	Phyllis Flory Barton Trophy (CX Top Speaker)

# Spotlight:

## National Student of the Year

by Quinlan Cao



*"The best things the League gives its members are not awards and points, but lifelong friends."*

Every year for the past four years, my classmates have voted me "Most Likely to Become President." It sounds like a great idea, except I'm going to need lots of money, lots of support, and a Constitutional amendment. None of those are easily attainable. I was born and adopted in Vietnam, so the natural-born-citizen clause in the Constitution vetoes any presidential aspirations I might have. My classmates promised me they would pass an amendment—I'm more of a realist. While I can't run for President, I know many people in forensics who would be excellent candidates for the Oval Office. I won't be surprised if I'm watching the news one day, and someone I knew from high school speech and debate will be announcing their candidacy.

That's the nature of the National Forensic League. Students with seemingly unfeasible dreams find themselves better prepared to achieve their goals through the exceedingly powerful skill of public speaking. Many high school students want to change the world, but feel utterly powerless with no idea where to begin. Others have hidden talents stored away—maybe they are excellent writers or captivating actors, but they don't know how to use those talents. The League brings out those passions, ultimately empowering its members to make a positive difference in society.



Someone unfamiliar with forensics might consider it an activity for "nerds" or the "uncool" kids on campus. National Forensic League members know that couldn't be further from the truth. I don't know how many of our members are familiar with the Code of Honor, but its five tenets—integrity, humility, respect, leadership, and service—are exhibited by our members each and every day. In my four years of speech and debate, I've met numerous people who make an effort to incorporate those tenets into their lifestyles, both in and outside forensics. I admire those people, even long after their competition days are over. If people are looking for "cool," inspirational role models, they don't have to look far, because National Forensic League members fit the mold.

When I entered high school, I was shy and feared public speaking—not so unusual for a freshman. I needed something to occupy my time outside the classroom, so speech and debate seemed like a good opportunity to make some friends and improve my abilities. I decided to join the team, not knowing the decision would change my life forever. I never expected to amount to anything more than average, never mind the National Student of the Year. That seemed about as far-fetched as an SUV-sized rover on Mars. Needless to say, people are pleasantly surprised when



the improbable occurs, as I was when the National Student of the Year finalists were announced.

During my interview at the National Tournament, the committee asked what aspect of speech and debate I like the most. Without hesitation, I answered, "The people." Truthfully, the National Student of the Year award is less about me and more about the people who make this journey possible. My teammates, coaches, and fellow competitors influence me—not the other way around. The League introduced me to some of the greatest people I know, starting with my coach, Trey Smith. When our team achieves a goal, he immediately creates a new one. He doesn't believe that anyone is "good enough" when there's always room for growth. Even when our team experiences defeat, he wastes no time in comforting us because he'd rather focus on turning our disappointment into success. Speech and debate would not be possible without the efforts of our coaches. They teach us how to debate and speak and act, but more importantly, how to achieve our fullest potential.

I know I'm not alone in saying that my teammates are a second family. Whether we're playing Frisbee at the National Tournament, singing awful renditions of "Call Me Maybe" by Carly Rae Jepsen, or spending long hours practicing and competing, we are united by unceasing support for one another.

The best things the League gives its members are not awards and points, but lifelong friends. For example, my Public Forum partner and I seem like an unlikely pair. We disagree on politics. He knows what kind of music and clothing is fashionable. Suffice it to say, I don't. When we decided to become partners at the beginning of our freshman year, we said to each other, "I don't know you that well, but you seem pretty cool. Neither of us really enjoys Policy or LD. Let's do PF!" At the end of senior year, we were still partners. Who knew?

In my junior year, my Original Oratory focused on one of my favorite quotes by legendary basketball coach John Wooden: "Success is peace of mind, which is a direct result of self-satisfaction in knowing you did your best to become the best you are capable of becoming." This quote is particularly meaningful because it does away with tangibles, such as trophies and ribbons. These reward accomplishment, but are not necessarily indicative of success. People always want to be successful in speech and debate, and I think the peace of mind John Wooden mentions is a great benchmark. Success doesn't result from throwing a wish in a well and hoping for good luck. In order to be successful, you have to convince yourself that you put forth nothing less than your best effort. Nobody can tell you whether or not you were successful—it's up to you to decide that for yourself.

Forensics changes lives. It improves speaking and acting abilities. Through speech and debate, teammates become friends. It transformed me from an introverted freshman into a national finalist. I don't think I did anything particularly earthshaking to become National Student of the Year, but I did my best to embody the values espoused by the National Forensic League. The National Student of the Year is tasked with advocating speech and debate and letting people know why this activity is special. I encourage you to do the same. Actively recruit some new members. Continue challenging yourself to exceed expectations. Some goals may seem outside the box, but no matter what we want to do in life, the League helps us get there. Speech and debate has taught me that life is unpredictable, but the world has some truly remarkable people who will support you every step of the way. Perhaps I'll never be elected to any political office, never mind President of the United States—but you never know. Best wishes for the upcoming year! ✨

**Quinlan Cao** is an alum of East Mountain High School in Sandia Park, NM. A state champion in Public Forum, International Extemp, and Original Oratory, he also was a national finalist in Extemp Commentary and holds a degree of Premier Distinction. He is currently studying Business Administration at The Ohio State University.



## National Student of the Year

presented by

**GUSTAVUS**  
GUSTAVUS ADOLPHUS COLLEGE

A total of six finalists participated in an interview process with the national panel of judges who selected the 2012 National Student of the Year, considered one of the most prestigious individual student honors presented by the National Forensic League. **Quinlan Cao** was presented with a \$1,000 scholarship and will represent the League in various public capacities throughout the 2012-13 school year.

Other finalists, in alphabetical order, include **Kelby McKay Czerwonka**, West Plains HS, MO; **Nicole Fisher**, Mesquite HS, AZ; **Robert Jackson**, Hastings HS, TX; **Gabriel Riekhof**, Savannah HS, MO; and **Prerana Vaddi**, Notre Dame HS, CA.

## National Winners

### Policy Debate

*presented by the Bickel & Brewer Foundation*



▲ **1st – Liam Hancock and Jeffrey Ding**  
West High School - Iowa City, Iowa  
*Coach: Melanie Johnson*

**2nd – Elsa Givan and Nicholas Yan**  
College Prep, California  
*Coach: Lexy Green*

**3rd – Donald Thibeau and Connor J. O'Brien**  
Glenbrook South High School, Illinois  
*Coach: Tara Tate*

**4th – Jordan Simundson and Katlyn Powers**  
Washington High School, South Dakota  
*Coach: Zach Pogany*

**5th – Simon Sheaff and Jon Langel**  
Dowling Catholic High School, Iowa  
*Coach: Timothy E. Sheaff*

**6th – Jackson Hermann and Aleksander Eskilson**  
Shawnee Heights High School, Kansas  
*Coach: Aaron Dechant*

### Policy Debate Top Speakers

*presented in memory of Phyllis Flory Barton*



▲ **1st – Collen Steffen**  
Buhler High School, Kansas  
*Coach: Jeriah Forbes*

**2nd – Connor J. O'Brien**  
Glenbrook South High School, Illinois  
*Coach: Tara Tate*

**3rd – Kanan Boor**  
Buhler High School, Kansas  
*Coach: Jeriah Forbes*

**4th – Joshua Reisman**  
The Meadows School, Nevada  
*Coach: Tim Alderete*

**5th – Nathaniel Haas**  
Reno High School, Nevada  
*Coach: Rebekah Foster*

**6th – Cameron James Colella**  
Saint Ignatius High School, Ohio  
*Coach: Joseph Buzzelli*

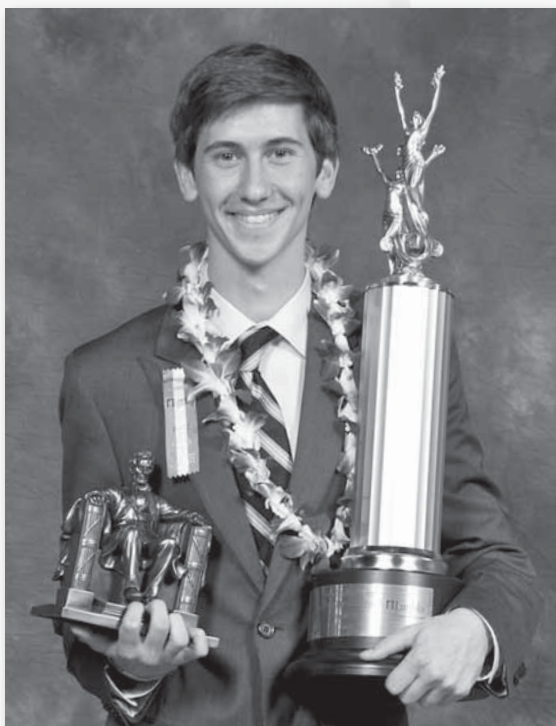
### Harland B. Mitchell Trophy



The national champion Policy Debate team receives the **Harland B. Mitchell Trophy**, named after the League's legendary debate coach.

## Lincoln-Douglas Debate

*presented by Lincoln Financial Group*



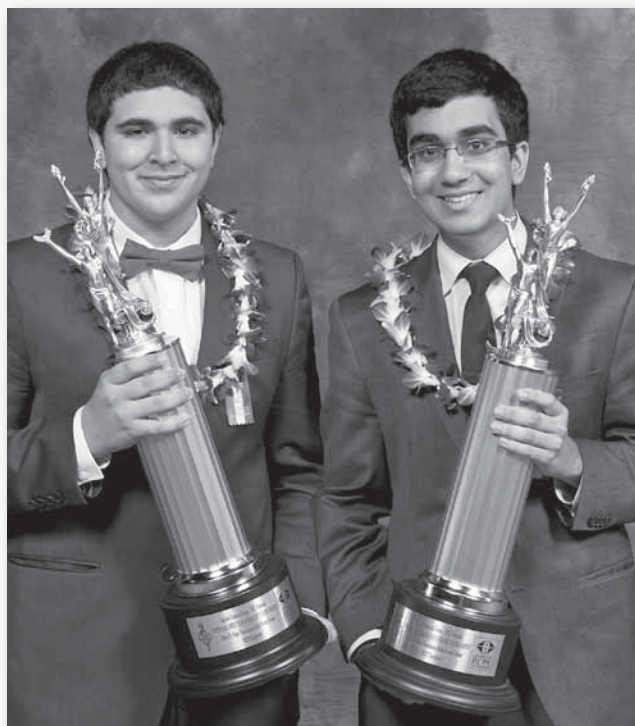
**▲ 1st – Gabe Bronshteyn**

Monte Vista High School - Danville, California

*Coach: David Matley*

## Public Forum Debate

*presented by the Arthur N. Rupe Foundation*



**▲ 1st – Aneesh Chona and Anuj Sharma**

The Harker School, California

*Coach: Carol Green*

**2nd – Brandon Mader**

Jackson High School, Ohio

*Coach: Leslie Muhlbach*

**3rd – Deep Dheri**

Montville High School, New Jersey

*Coach: Rebecca Hansen*

**4th – Matt DeLateur**

Bellarmino College Prep, California

*Coach: Kim Jones*

**5th – Kyle Allen-Nieson**

Brentwood School, California

*Coach: Victor Jih*

**6th – Sam Matthews**

Kent Denver School, Colorado

*Coach: Kurt Macdonald*

**2nd – Joseph G. Bennett and**

**Joseph Thomas Gene Summers**

Raytown South High School, Missouri

*Coach: Matthew Good*

**3rd – Samantha Franks and Alex W. Bailey**

Nixa High School, Missouri

*Coach: John Horner*

**4th – Adam Badrawi and Sam Klein**

Ridge High School, New Jersey

*Coaches: Lynne Coyne and David Yastremski*

**5th – Joseph Keuhlen and Alexa Jakusovsky**

St. Mary's High School, Colorado

*Coach: David Camous*

**6th – Eric Pool and Matt Marxer**

Byron Nelson High School, Texas

*Coach: Brian Simpson*



Senator John C. Stennis  
Congressional Debate



**House Final Session Presiding Officer**

**Rep. Justin Ying**

Plano Sr. High School, Texas

*Coach: Cheryl Potts*

**Senate Final Session Presiding Officer**

**Sen. Steven P. Tyler**

Belen Jesuit Preparatory School, Florida

*Coach: Luis Dulzaides*



**House Leadership Bowl**

**Rep. David Jakubowicz**

Nova High School, Florida

*Coaches: Lisa Miller and Casey Miller*



**Senate Leadership Bowl**

**Sen. Martin D. Page**

Milton Academy, Massachusetts

*Coaches: Susan Marianelli and Owen Caine*



**Senator John C. Stennis  
Congressional Debate  
House**



▲ **1st – Rep. Ananth Cherukupally**  
Dougherty Valley High School, California  
*Coaches: John Macmillian, Hari Cherukupally,  
and Armand Domalevski*

**Senator John C. Stennis  
Congressional Debate  
Senate**



▲ **1st – Sen. Noah Whinston**  
Evanston Township High School, Illinois  
*Coaches: Jeff Hannan and Ben Berkman*

**2nd – Rep. Noah Wuerfel**  
Chandler Prep Academy, Arizona  
*Coaches: Kevin Berlat, Brittney Stanchik,  
and Kimberly Bayan-Berlat*

**3rd – Rep. Shivam Patel**  
Ridge High School, New Jersey  
*Coach: David Yastremski*

**4th – Rep. Connor Meckfessel**  
Miramonte High School, California  
*Coaches: Kristen Plant and Sandra Maguire*

**5th – Rep. Justin Ying**  
Plano Sr. High School, Texas  
*Coach: Cheryl Potts*

**6th – Rep. Joe Russell**  
Brophy College Prep, Arizona  
*Coaches: Elizabeth Clarke, Kevin Berlat,  
and Steven Ebensberger*

**2nd – Sen. William Gonzales**  
Winter Springs High School, Florida  
*Coach: Luke Kupznick*

**3rd – Sen. Michael Ippolito**  
Mesquite High School, Arizona  
*Coaches: Cassie Alber and Kevin Berlat*

**4th – Sen. Christina Gilbert**  
Los Gatos High School, California  
*Coaches: Sharon Smith and Brandon Silberstein*

**5th – Sen. Martin D. Page**  
Milton Academy, Massachusetts  
*Coaches: Susan Marianelli and Owen Caine*

**6th – Sen. Sara Weiss**  
St. Andrew's Episcopal School, Texas  
*Coaches: Lauren Ravkind, Lauren Hug,  
and Reagan Opel*

## Karl Mundt Trophy

The Karl Mundt Trophy is presented to the school who has accumulated the most National Congress participation points, awarded as follows:

1. One point for each legislative day.
2. Two points for advancing, or for being elected Presiding Officer in a session.
3. Three points for placing 4th, 5th, or 6th.
4. Four points for placing 2nd or 3rd.
5. Five points for the national champion in the Senate and the House.
6. Upon earning this award, a school's total resets to zero.

The 2012 Karl Mundt Trophy was presented to **Trinity Preparatory School** in Florida. The team included students Sitaara Alia and Arushi Thaper, coached by Michael Vigars.



▲ **Sitaara Ali and Arushi Thaper**  
Trinity Prep School, Florida  
Coach: Michael Vigars

## Original Oratory

*presented by the Patrick Henry  
Memorial Foundation Auxiliary*



▲ **1st – Nader Helmy**

Apple Valley High School, Minnesota  
Coaches: Joseph Wycoff and Pam Cady Wycoff

**2nd – Andrew Braden**

Elkhart Central High School, Indiana  
Coach: Kevin Ong

**3rd – Patricia Alexis Reeves**

Apple Valley High School, Minnesota  
Coaches: Joseph Wycoff and Pam Cady Wycoff

**4th – Michael Ross**

Eastview High School, Minnesota  
Coach: Hilary Novacek

**5th – Josephine Kao**

Mira Loma High School, California  
Coach: Brooke Bingaman

**6th – Thomas Dyke**

Eagan High School, Minnesota  
Coach: Joni Anker

## A.C. Eley Memorial International Extemp

*presented by Ripon College*



▲ **1st – Asheshananda Rambachan**  
Eastview High School, Minnesota  
*Coach: Todd Hering*

## United States Extemp

*presented by  
Carmendale Fernandes*



▲ **1st – William McDonald**  
Brophy College Prep, Arizona  
*Coach: Steven Ebensberger*

---

**2nd – Linda Pei**  
Manhattan High School, Kansas  
*Coach: Shawn Rafferty*

**3rd – Lily Nellans**  
Des Moines Roosevelt High School, Iowa  
*Coach: Harry Strong*

**4th – Daniel Morgan-Russell**  
George Washington High School, Colorado  
*Coach: Maryrose Kohan*

**5th – Kohinoor Gill**  
Desert Vista High School, Arizona  
*Coach: Victor Silva*

**6th – Abhilash Sandireddy**  
James Madison Memorial High School, Wisconsin  
*Coach: Timothy Scheffler*

---

**2nd – Madhu Vijay**  
Bellarmine College Prep, California  
*Coach: Bill Healy*

**3rd – Richard Clark**  
Cardinal Mooney High School, Ohio  
*Coaches: Jen Gonda and Karen Wright*

**4th – Debnil Sur**  
Bellarmine College Prep, California  
*Coach: Deirdre Sullivan*

**5th – Alex Wasdahl**  
Jackson High School, Ohio  
*Coach: Carley Anne Barnes*

**6th – Chase Harrison**  
Millburn High School, New Jersey  
*Coach: Michael Paul*



## National Winners

### Humorous Interpretation

*presented by Western Kentucky University*



▲ **1st – Bailey Norton,**  
Marshfield High School, Missouri  
*Coach: Greg Holschneider*

---

**2nd – Jacob Guzior**  
Eagan High School, Minnesota  
*Coach: Michael Reynolds*

**3rd – Nina Grollman**  
Moorhead Senior High School, Minnesota  
*Coaches: Annie Bakken, Tasha Carlson,  
Andrew Eilola, and Rebecca Meyer Larson*

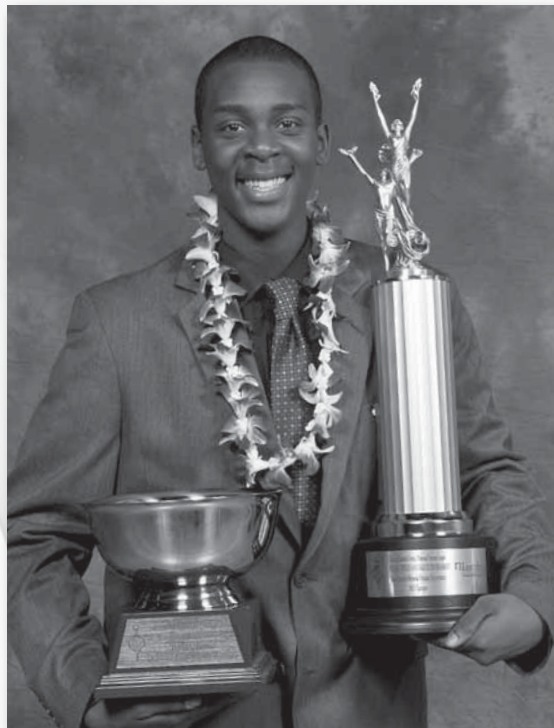
**4th – Stephen Brower**  
Tulsa Washington High School, Oklahoma  
*Coach: Kelly McCracken*

**5th – Marah Wilson**  
Grapevine High School, Texas  
*Coach: Grant Hahn*

**6th – Brent O'Connor**  
Nova High School, Florida  
*Coaches: Casey Miller, Lisa Miller,  
Ganer Newman, and Lindsey White*

### Dramatic Interpretation

*presented by the Lanny D. Naegelin Memorial*



▲ **1st – Deshawn Weston**  
Grand Prairie High School, Texas  
*Coach: Eric Porter*

---

**2nd – Alexa Curran**  
Mesquite High School, Arizona  
*Coach: Coach: Cassie Alber*

**3rd – Karina Devine**  
Eastview High School, Minnesota  
*Coach: Meg Krekeler*

**4th – Kristen Dupard**  
Ridgeland High School, Mississippi  
*Coach: Bonnie Ballard*

**5th – Justin Wirsbinski**  
Eagan High School, Minnesota  
*Coach: Seth Hammond*

**6th – Devon Manney**  
Moorhead Senior High School, Minnesota  
*Coaches: Rebecca Meyer Larson, Annie  
Bakken, Tasha Carlson, and Andrew Eilola*



## Sandra Silvers Memorial Duo Interpretation

*presented by Colorado College*



▲ **1st – Sarah Dahdouh and Deborah Witherspoon**

James Logan High School, California  
*Coaches: Tommie Lindsey, Jr., and James Doyle*

**2nd – Katherine Zhou and Lily Zhang**

North Allegheny Senior High School, Pennsylvania  
*Coach: Sharon Volpe*

**3rd – Rachel Evans and Lataya Williams**

Roseville Area High School, Minnesota  
*Coach: Bret Hemmerlin*

**4th – William Chengary and Michelle McCarthy**

Downers Grove South High School, Illinois  
*Coach: Jan Heiteen*

**5th – Tara Williams and Michael Cohen**

Independence Truman High School, Missouri  
*Coach: Kim Lenger*

**6th – Aaron Watson and Treya Brown**

Hattiesburg High School, Mississippi  
*Coach: Scott Waldrop*

## Unger Cup

*presented by the James J. Unger  
Memorial*



The Unger Cup, named in honor of one of America's finest debaters and coaches, former Georgetown Director of

Forensics, Professor James J. Unger, is awarded each year at the National Tournament by Professor Unger's alumni and friends to the Policy Debate program which has placed the highest, cumulatively, at five great national debate tournaments: National Public Policy Forum, NAUDL Nationals, NCFL Grand, the Tournament of Champions, and the National Forensic League National Tournament. An antique silver, three-handled loving cup, created by Tiffany at the turn of the century, remains at the national office with a professionally designed base to hold all future names. The winning team each year receives a replica trophy to honor this accomplishment.

This year, the 2012 Unger Cup was awarded to **West High School - Iowa City, Iowa.**



▲ **Liam Hancock and Jeffrey Ding**

West High School - Iowa City, Iowa  
*Coach: Melanie Johnson*

## 2012 PRESIDENT'S BOWLS

sponsored by  
Mr. and Mrs. Donus D. Roberts



**President's Bowl (USX)**

▲ **Madhu Vijay**

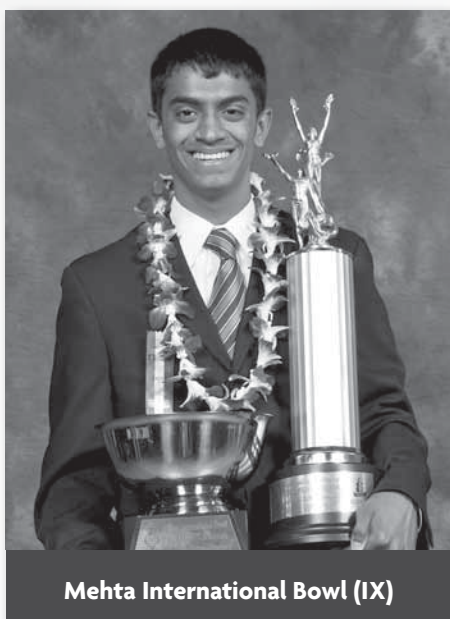
Bellarmine College Prep, California  
Coach: Bill Healy



**President's Bowl (OO)**

▲ **Andrew Braden**

Elkhart Central High School, Indiana  
Coach: Kevin Ong



**Mehta International Bowl (IX)**

▲ **Asheshananda Rambachan**

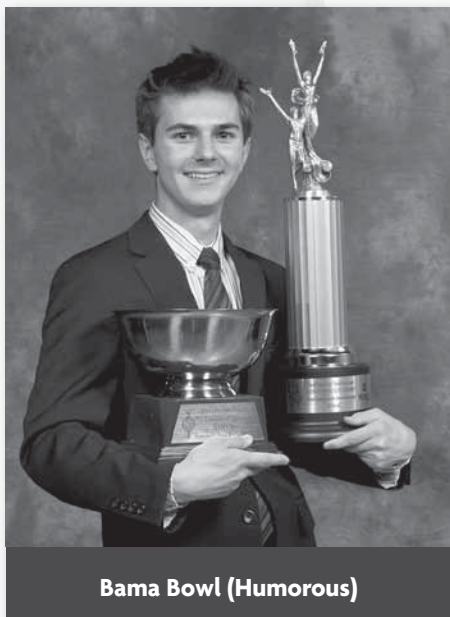
Eastview High School, Minnesota  
Coach: Todd Hering

## 2012 MEHTA INTERNATIONAL BOWL

sponsored by  
Jason Mehta and Family

## 2012 BAMA BOWLS

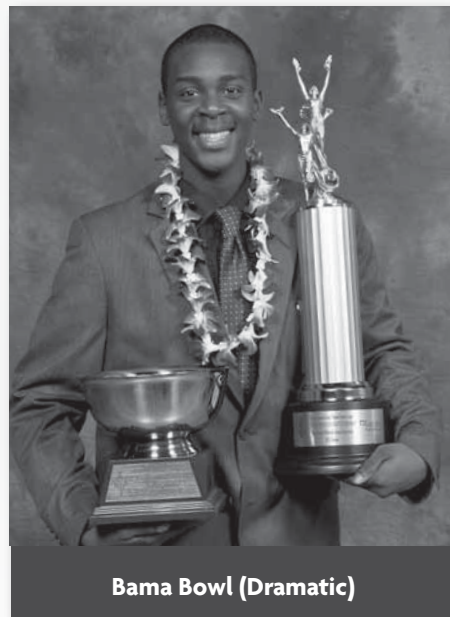
sponsored by  
*The University of Alabama*



**Bama Bowl (Humorous)**

▲ **Jacob Guzior**

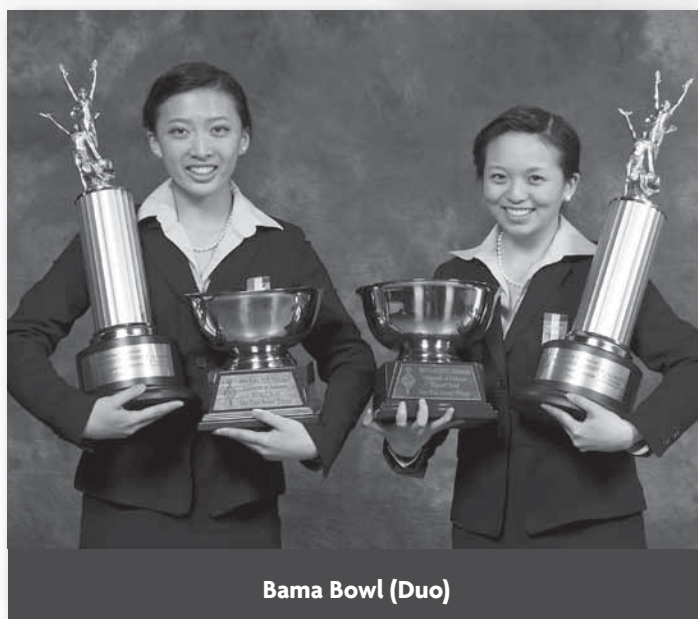
Eagan High School, Minnesota  
*Coach: Michael Reynolds*



**Bama Bowl (Dramatic)**

▲ **Deshawn Weston**

Grand Prairie High School, Texas  
*Coach: Eric Porter*



**Bama Bowl (Duo)**

▲ **Katherine Zhou and Lily Zhang**

North Allegheny Senior High School, Pennsylvania  
*Coach: Sharon Volpe*





National Forensic League  
**CODE OF HONOR**

— ● —  
INTEGRITY  
HUMILITY  
RESPECT  
LEADERSHIP  
SERVICE

## Supplemental Debate

*presented by Colorado College*



▲ **1st – Devon Smith**

Nixa High School, Missouri  
*Coach: John Horner*

---

**2nd – Justin Katz**

Durham Academy, North Carolina  
*Coach: Robert Sheard*

**3rd – Sean Oliver**

Plano Sr. High School, Texas  
*Coach: Cheryl Potts*

**4th – McKenzie Carmody**

Brentwood High School, Tennessee  
*Coach: Harriet Medlin*

**5th – Vera Ranneft**

Lamar High School, Texas  
*Coach: Eloise Blair*

**6th – Graham Deckard**

Park Hill High School, Missouri  
*Coach: Tyler Unsell*



## Brother René Sterner Memorial Commentary

*presented by Western Kentucky University*



▲ **1st – Dylan Dickens**  
Friendswood High School, Texas  
*Coach: Cheryl Ryne*

**2nd – Gregory Ross**  
Lamar High School, Texas  
*Coach: Eloise Blair*

**3rd – Teagan Alexander Lende**  
Fargo Davies High School, South Dakota  
*Coach: Denise Raeder*

**4th – Nigel Halliday**  
Pine-Richland High School, Pennsylvania  
*Coach: Barbara Bastianini*

**5th – Quinlan Cao**  
East Mountain High School, New Mexico  
*Coach: Trey Smith*

**6th – Lauren Moore**  
Cary Academy, North Carolina  
*Coach: Richard Pellicciotta*

## Expository

*presented by Western Kentucky University*



▲ **1st – Austin Kennedy**  
Desert Vista High School, Arizona  
*Coaches: Erik Dominguez,  
Victor Silva, and Erik Dorn*

**2nd – Ethan Wilkens**  
Raytown South High School, Missouri  
*Coach: Matt Good*

**3rd – Nathan Johnson**  
Danville High School, Kentucky  
*Coach: Steve Meadows*

**4th – Ryan Carrigan**  
Normal Community West High School, Illinois  
*Coach: Ellie Marvin*

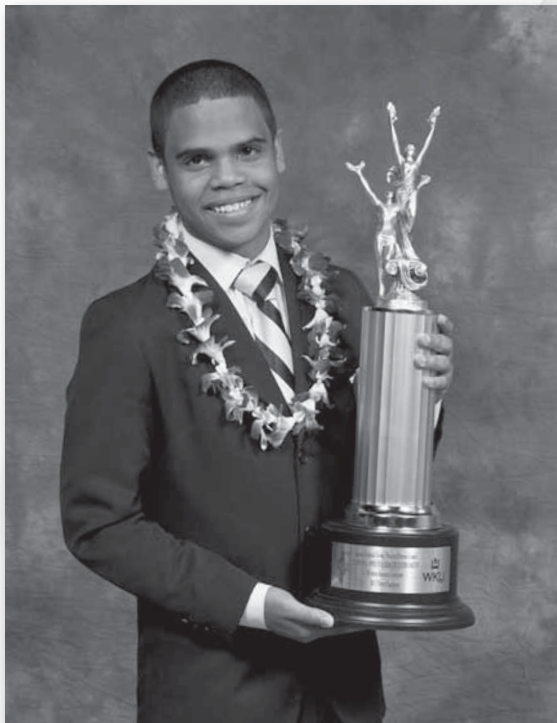
**5th – Delaney Marie Piggins**  
Holland High School, Michigan  
*Coach: Kevin Schneider*

**6th – Hannah Brenden**  
Aberdeen Central High School, South Dakota  
*Coach: Kerry Konda*

## National Winners

### Poetry

*presented by Western Kentucky University*



▲ **1st – Zak Linzy**  
Central High School - San Angelo, Texas  
*Coach: Julie Schniers*

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**2nd – Aldean Pearson**  
Mansfield High School, Texas  
*Coach: Kristy Thomas*

**3rd – Bobby Greeson**  
Norman High School, Oklahoma  
*Coach: Kasey Harrison*

**4th – Xavier Clark**  
Smithville High School, Texas  
*Coach: James Thompson*

**5th – Zaria Suggs**  
Munster High School, Indiana  
*Coach: Jordan Mayer*

**6th – McKenzie Eckels**  
John H. Guyer High School, Texas  
*Coach: Michael Bolen*

### Prose

*presented by Western Kentucky University*



▲ **1st – Christian Fary**  
Munster High School, Indiana  
*Coach: Helen Engstrom*

---

**2nd – Tatiana Padilla**  
Munster High School, Indiana  
*Coach: Jordan Mayer*

**3rd – Joy Akinfenwa**  
Bronx Preparatory Charter School, New York  
*Coach: Sarah Rosenberg*

**4th – Amber Olivia Contreras**  
Gregory Portland High School, Texas  
*Coach: Charlotte Brown*

**5th – Amy Cheong**  
Syosset High School, New York  
*Coach: Lydia Esslinger*

**6th – London Borom**  
Munster High School, Indiana  
*Coach: Jordan Mayer*

## Impromptu

*presented by Western Kentucky University*



**▲ 1st – Matt Rauén**

Pennsbury High School, Pennsylvania  
*Coaches: Steve Medoff and Scott Pollack*

## Storytelling

*presented by Western Kentucky University*



**▲ 1st – Kiki Laing**

Eastview High School, Minnesota  
*Coach: Brittany Parker*

**2nd – Ryan Janowski**

Cleveland High School, California  
*Coach: Jessica Osborne*

**3rd – Allison McKibban**

El Dorado High School, Kansas  
*Coach: Megan Hagaman*

**4th – Meghan Crowther**

Kamehameha Schools, Hawaii  
*Coach: Gabriel A. I. Alisna*

**5th – Sandhya Jetty**

Mira Loma High School, California  
*Coach: Suri Jetty*

**6th – Christopher Riley Gonya**

Burris Lab High School, Indiana  
*Coach: Fredrich Shears*

**2nd – Sam Scarlato**

Chanhassen High School, Minnesota  
*Coach: James Fedje*

**3rd – Emma Johnson**

Lakeville North High School, Minnesota  
*Coach: Joshua Allen*

**4th – Stephanie Callaghan**

Chanhassen High School, Minnesota  
*Coach: James Fedje*

**5th – Alexander D. Leehan**

Eastview High School, Minnesota  
*Coach: Brittany Parker*

**6th – Sean Jordan**

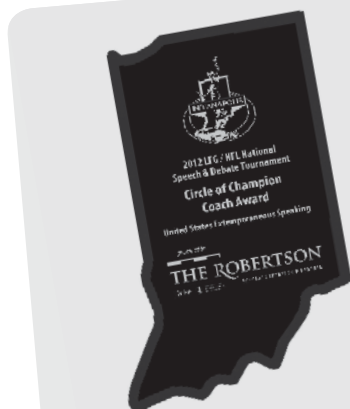
Holy Ghost Prep, Pennsylvania  
*Coach: Tony Figliola*



# Spark Leadership



(left to right) **2012 Circle of Champion Coaches**



*Champion coaches received a commemorative plaque in the shape of the state of Indiana.*

- ▶ **Eric Porter**, TX (Dramatic Interpretation)
- ▶ **Cheryl Ryne**, TX (Commentary)
- ▶ **Helen Engstrom**, IN (Prose)
- ▶ **John Horner**, MO (Supplemental Debate)
- ▶ **Greg Holschneider**, MO (Humorous Interpretation)
- ▶ **David Matley**, CA (Lincoln-Douglas Debate)
- ▶ **Carol Green**, CA (Public Forum Debate)
- ▶ **Brittany Parker**, MN (Storytelling)
- ▶ **Todd Hering**, MN (International Extemp)
- ▶ **Melanie Johnson**, IA (Policy Debate)
- ▶ **Jeff Hannan**, IL (Congressional Debate–Senate)
- ▶ **Steven Ebensberger**, AZ (United States Extemp)
- ▶ **Steve Medoff**, PA (Impromptu)
- ▶ **Scott Pollack**, PA (Impromptu)
- ▶ **Pam Cady Wycoff**, MN (Original Oratory)
- ▶ **Joseph Wycoff**, MN (Original Oratory)
- ▶ **Victor Silva**, AZ (Expository)
- ▶ **Tommie Lindsey, Jr.**, CA (Duo Interpretation)
- ▶ **James Doyle**, CA (Duo Interpretation)
- ▶ **Hari Cherukupally**, CA (Congressional Debate–House)



# FOUR-TIME QUALIFIERS

(in alphabetical order by state, then school, then last name)

<b>Daniel Morgan-Russell</b>	George Washington HS	CO
<b>Kyle Constable</b>	Lee County County HS	GA
<b>Christina Carey Trouten</b>	Mountain Home HS	ID
<b>Sam Bubnovich</b>	Glenbrook South HS	IL
<b>Lincoln Claus</b>	Fishers HS	IN
<b>Davis Schrock</b>	Muscatine HS	IA
<b>Collen Steffen</b>	Buhler HS	KS
<b>Eric Trey Mueller</b>	Field Kindley Memorial HS	KS
<b>Linda Pei</b>	Manhattan HS	KS
<b>Tony Trent</b>	Olathe Northwest HS	KS
<b>Randy Dolin</b>	Riverdale HS	LA
<b>Rami Blair</b>	Bangor HS	ME
<b>Adithya Balaji</b>	Eastview HS	MN
<b>Rachel Evans</b>	Roseville Area HS	MN
<b>Tim Shinn</b>	St. Joseph Catholic School	MS
<b>Emily Bell</b>	Ladue Horton Watkins HS	MO
<b>Bailey Norton</b>	Marshfield HS	MO
<b>Maisie Baldwin</b>	Park Hill South HS	MO
<b>Renee Ullrich</b>	Millard North HS	NE
<b>Casey Rosenberg</b>	Green Valley HS	NV
<b>Jason Singh</b>	Green Valley HS	NV
<b>Nathaniel Haas</b>	Reno HS	NV
<b>Cory Shrecengost</b>	Spring Creek HS	NV
<b>Indira Puri</b>	Durham Academy	NC
<b>Molly Griggs</b>	Terry Sanford HS	NC
<b>Bardia R. Rahmani</b>	University School	OH
<b>Stephanie Milligan</b>	Bishop McGuinness	OK
<b>Penny V. Snyder</b>	Edmond North HS	OK
<b>Erin Matheson</b>	Tigard HS	OR
<b>Christianna L. Friedrichsen</b>	Sayre HS	PA
<b>Nicholas R. Spencer</b>	Towanda Jr.-Sr. HS	PA
<b>Jessica Im Lee</b>	Marianas Baptist Academy	Saipan
<b>Sydney E. Scott</b>	Claudia Taylor Johnson HS	TX
<b>Robert Jackson</b>	Hastings HS	TX
<b>Justin Ying</b>	Plano Sr. HS	TX
<b>Abhilash Sandireddy</b>	James Madison Memorial HS	WI
<b>Grace Leppanen</b>	Sheboygan North HS	WI
<b>Madison Orcutt</b>	Natrona County HS	WY



## 2012 SHOW ME EXCELLENCE AWARD



For a larger photo, see page 3—or  
check out our Facebook photos online!



## Honors and Awards



### **Policy Debate**

*presented by the Bickel & Brewer Foundation*

#### ▲ **Liam Hancock and Jeffrey Ding**

West High School - Iowa City, Iowa

*Coach: Melanie Johnson*



### **Lincoln-Douglas Debate**

*presented by Lincoln Financial Group*

#### ▲ **Gabe Bronshteyn**

Monte Vista High School - Danville, California

*Coach: David Matley*



### **Public Forum Debate**

*presented by the Arthur N. Rupe Foundation*

#### ▲ **Aneesh Chona and Anuj Sharma**

The Harker School, California

*Coach: Carol Green*

## Harold Keller Public Service Leadership Award


At the 2012 National Tournament hosted in Indianapolis, Indiana, **Captain Joshua D. Swartsel** earned recognition as the recipient of the Harold Keller Public Service Leadership Award.

The honor, named for Hall of Fame Coach Harold C. Keller, recognizes former Congressional Debate participants who have made significant contributions to their community, state, or nation through public service leadership.

Swartsel is Deputy Chief with the Civil Military Operations Center in the United States Army's Special Operations Command, where he serves as a diplomat, intelligence officer, and team leader while helping our nation's most elite soldiers pursue terrorists, as well as supporting emerging democracies.

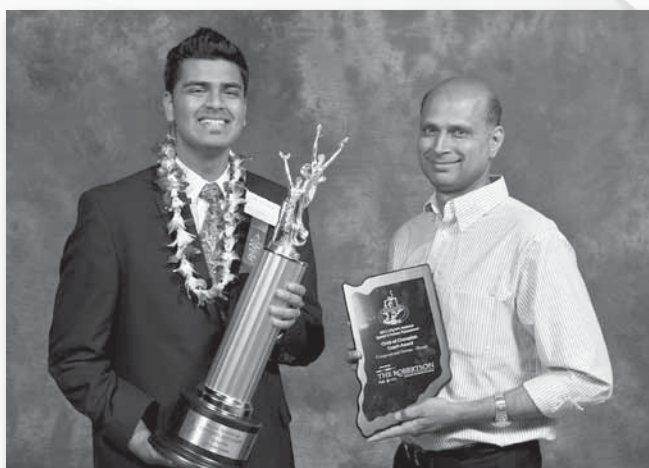
Swartsel participated in the Senator John C. Stennis National Congressional Debate in the Senate in 2001 and won the House of Representatives in 2003. He graduated from Lake Highland

Preparatory School in 2003 with 867 merit points accumulated for participation and success, reaching a degree of Superior Distinction.

Following graduation, he has supported debate in a variety of ways, serving as a featured speaker at the League's International Debate Exchange Program at the 2004 National Tournament in Salt Lake City, and as an instructor at the Florida Forensic Institute. 



Capt. Joshua D. Swartsel



**Senator John C. Stennis Congressional Debate**  
*Outstanding Representative*

▲ **Rep. Ananth Cherukupally**

Dougherty Valley High School, California

Coaches: John Macmillian (not pictured), Hari Cherukupally, and Armand Domalevski (not pictured)



**Senator John C. Stennis Congressional Debate**  
*Outstanding Senator*

▲ **Sen. Noah Whinston**

Evanston Township High School, Illinois

Coaches: Jeff Hannan and Ben Berkman (not pictured)



## Honors and Awards



### **Original Oratory**

*presented by the Patrick Henry Memorial Foundation Auxiliary*

#### ▲ **Nader Helmy**

Apple Valley High School, Minnesota  
Coaches: Joseph Wycoff and Pam Cady Wycoff

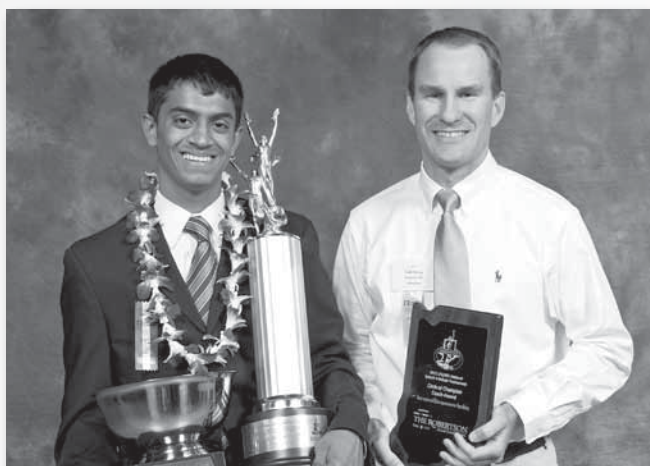


### **United States Extemp**

*presented by Carmendale Fernandes*

#### ▲ **William McDonald**

Brophy College Prep, Arizona  
Coach: Steven Ebensberger



### **A. C. Eley Memorial International Extemp**

*presented by Ripon College*

#### ▲ **Asheshananda Rambachan**

Eastview High School, Minnesota  
Coach: Todd Hering

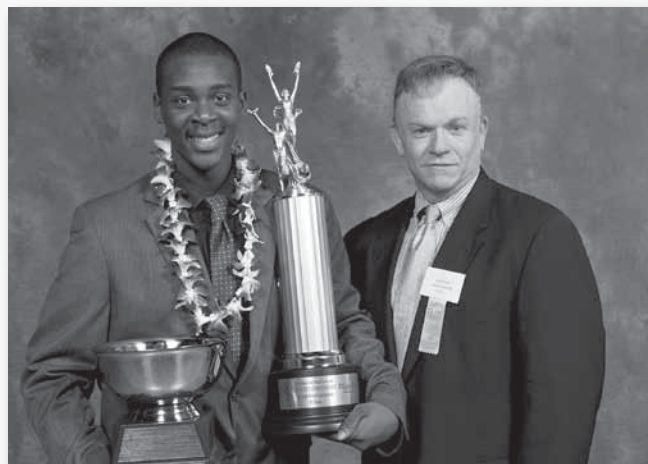






**Humorous Interpretation**  
*presented by Western Kentucky University*

▲ **Bailey Norton,**  
Marshfield High School, Missouri  
*Coach: Greg Holschneider*



**Dramatic Interpretation**  
*presented by the Lanny D. Naegelin Memorial*

▲ **1st – Deshawn Weston**  
Grand Prairie High School, Texas  
*Coach: Eric Porter*



**Sandra Silvers Memorial Duo Interpretation**  
*presented by Colorado College*

▲ **Sarah Dahdouh and Deborah Witherspoon**  
James Logan High School, California  
*Coaches: Tommie Lindsey, Jr., and James Doyle*

## Honors and Awards



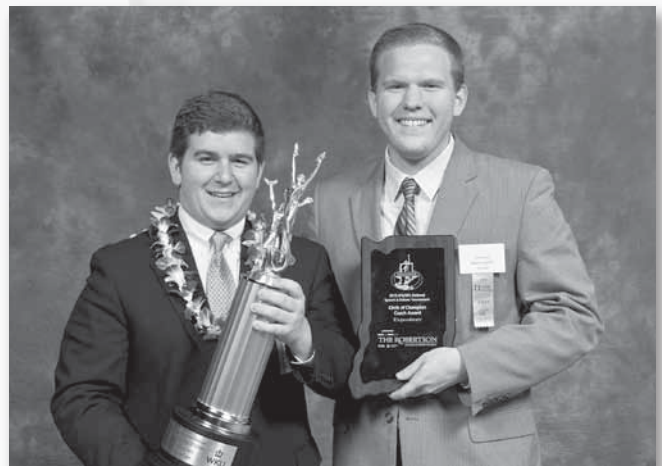
**Supplemental Debate**  
*presented by Colorado College*

▲ **Devon Smith**  
Nixa High School, Missouri  
*Coach: John Horner*



**Brother René Sterner Memorial Commentary**  
*presented by Western Kentucky University*

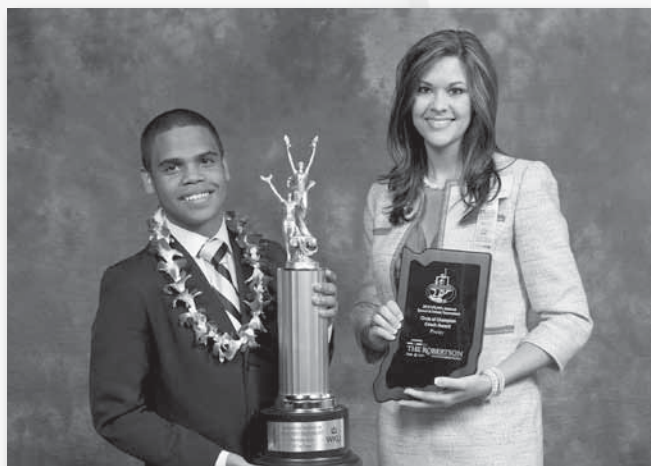
▲ **Dylan Dickens**  
Friendswood High School, Texas  
*Coach: Cheryl Ryne*



**Expository**  
*presented by Western Kentucky University*

▲ **1st – Austin Kennedy**  
Desert Vista High School, Arizona  
*Coaches: Erik Dominguez (not pictured),  
Victor Silva (not pictured), and Erik Dorn*





### Poetry

*presented by Western Kentucky University*

#### ▲ Zak Linzy

Central High School - San Angelo, Texas

*Coach: Julie Schniers*



### Prose

*presented by Western Kentucky University*

#### ▲ Christian Fary

Munster High School, Indiana

*Coach: Helen Engstrom*



### Impromptu

*presented by Western Kentucky University*

#### ▲ Matt Rau

Pennsbury High School, Pennsylvania

*Coaches: Steve Medoff and Scott Pollack*



### Storytelling

*presented by Western Kentucky University*

#### ▲ Kiki Laing

Eastview High School, Minnesota

*Coach: Brittany Parker*



### *Bruno E. Jacob / Pi Kappa Delta Trophy*

The top trophy at the National Tournament is named after the League's founder, Bruno E. Jacob, who served as executive director for more than 40 years.

Endowed by Bruno E. Jacob's collegiate speech society, the Bruno E. Jacob / Pi Kappa Delta Trophy is presented to the school that has accumulated the greatest number of main event rounds at the National Tournament. **Appleton East High School (WI)** earned this year's award with a championship total of 1,471 rounds.

**Students:** John Ahn, Emma Auden, Adam Berthiaume, Phillip Boldt, Kelsie Bolstad, Cole Kostelny, Elisabeth Laboy, Sarah Larson, Michael Moorhead, Isabelle Ngo, Ian Olson, Rachel Pagel, Kedrick Stumbris, and Troy Wildenberg

**Coaches:** Debra L. Weiher-Traas, Michael Traas, Matt Olson, Nick Stumbris, and Kyle Conn

### Top 5

*Total Rounds*

<b>Appleton East High School, WI</b>	<b>1,471</b>
Holy Ghost Prep, PA	1,468
Parkview High School, MO	1,456
Plano Sr. High School, TX	1,454
West High School - Iowa City, IA	1,447





**Bruno E. Jacob Commendation and  
Albert S. Odom, Jr., Commendation**

▲ **Debra L. Weiher-Traas**  
*Wisconsin*



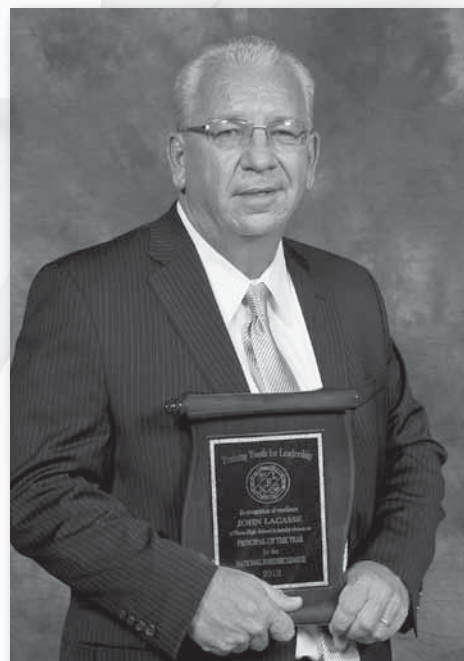
**James M. Copeland  
Coach of the Year**

▲ **Judy Kroll**  
*South Dakota*



**Seventh  
Diamond Coach**

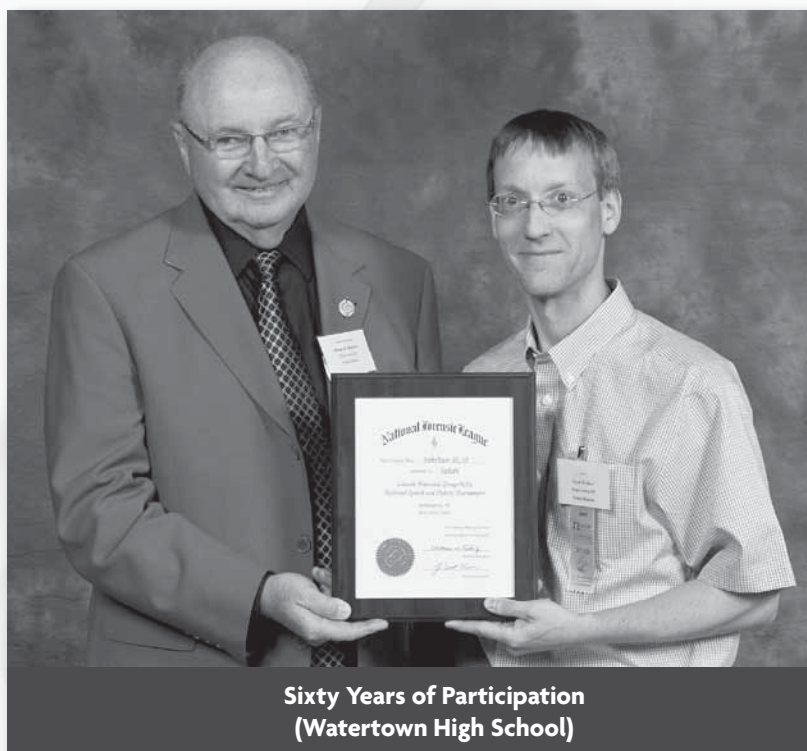
▲ **Lydia Esslinger**  
*New York*



**Principal  
of the Year**

▲ **John LaCasse**  
*Florida*

## Honors and Awards



▲ **Donus D. Roberts and Scott Walker**  
*South Dakota*



▲ **Sgt. Daniel J. Patron**  
*(presented posthumously to Daniel's mother and coach, Kathleen A. Patron, Ohio)*



▲ **Bill Hicks**  
*Indiana*



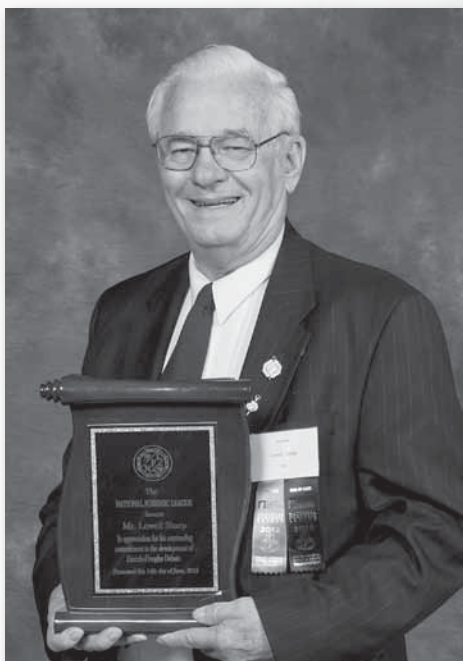
**Ralph E. Carey Award for  
Distinguished Career Service**

▲ **Dr. Elizabeth Ballard**  
*Oklahoma*



**Pelham  
Commendation**

▲ **Dr. Richard Edwards**  
*Texas*



**Lincoln-Douglas Debate  
Special Recognition**

▲ **Lowell Sharp**  
*Colorado*



**Ted W. Belch  
Coach Award**

▲ **Melanie Johnson**  
*Iowa*



# Results

## FORMULA FOR SCHOOL OF EXCELLENCE AWARDS:

- 1 point for every round of competition in individual events and LD (count only students who broke to round 7 and higher)
- 2 points for every round of CX, PF, and DUO (count only students who broke to round 7 and higher)
- 8 points for Congress semis; 10 for Final Session; 13 for placing 1st through 6th

## POINT TOTALS NECESSARY TO WIN SCHOOL OF EXCELLENCE AWARDS:

**Debate:** 40 rounds (includes LD, PF, CX, and Congress)

**Speech:** 50 rounds (DI, HI, DUO, OO, USX, and IX)

**All Events:** At least 30 rounds in debate AND 40 rounds in speech (must also fully qualify in either debate or speech)



## 2012 NFL NATIONAL TOURNAMENT

The Brickyard Nationals  
*Raising the Game*

## 2012 School of Excellence Awards

### DEBATE (20 schools)

Bellarmine College Prep, *California*  
Blue Valley Southwest High School, *Kansas*  
Brookfield East High School, *Wisconsin*  
Brophy College Prep, *Arizona*  
Central High School - Springfield, *Missouri*  
Cherry Creek High School, *Colorado*  
College Prep High School, *California*  
Cypress Bay High School, *Florida*  
Des Moines Roosevelt High School, *Iowa*  
Dowling Catholic High School, *Iowa*  
George Washington High School, *Colorado*  
Glenbrook South High School, *Illinois*  
Monte Vista High School, *California*  
Raytown South High School, *Missouri*  
Ridge High School, *New Jersey*  
The Harker School, *California*  
University School, *Ohio*  
West High School - Iowa City, *Iowa*  
West Lafayette High School, *Indiana*  
Wichita East High School, *Kansas*

### SPEECH (13 schools)

Bellarmine College Prep, *California*  
Blue Springs High School, *Missouri*  
Downers Grove South High School, *Illinois*  
Eagan High School, *Minnesota*  
Eastview High School, *Minnesota*  
Gabrielino High School, *California*  
Hattiesburg High School, *Mississippi*  
Independence Truman High School, *Missouri*  
James Logan High School, *California*  
Lakeville North High School, *Minnesota*  
Munster High School, *Indiana*  
Nova High School, *Florida*  
O'Gorman High School, *South Dakota*

### ALL EVENTS (1 school)

Bellarmine College Prep, *California*

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## MAIN DEBATE EVENTS - FINAL RESULTS

PLACE	NAME / SCHOOL / STATE	RD 14	RD 15	FINAL
<b>POLICY DEBATE</b> <i>presented by the Bickel &amp; Brewer Foundation</i>				
1.	Liam Hancock and Jeffrey Ding West HS - Iowa City, Iowa	W W W W W	B B B B B	AFF (9-6)
2.	Elsa Givan and Nicholas Yan College Prep, California	L L L L L	W W W W L	NEG (6-9)
<b>LINCOLN-DOUGLAS DEBATE</b> <i>presented by Lincoln Financial Group</i>				
1.	Gabe Bronshteyn Monte Vista HS - Danville, California	W L L L L	W W W W L	NEG (7-4)
2.	Brandon Mader Jackson HS, Ohio	W W W W L	W W W L L	AFF (4-7)
<b>PUBLIC FORUM DEBATE</b> <i>presented by the Arthur N. Rupe Foundation</i>				
1.	Anuj Sharma and Aneesh Chona The Harker School, California	B B B B B	W W W L L	PRO (7-4)
2.	Joseph G. Bennett and Joseph Thomas Gene Summers Raytown South HS, Missouri	W W W W L	W W W L L	CON (4-7)





## MAIN SPEECH EVENTS - FINAL RESULTS

PLACE	NAME / SCHOOL / STATE	RD 7-10 CUME	SEMI RD 11	SEMI RD 12	FINAL	TOTAL
<b>HUMOROUS INTERPRETATION</b> <i>presented by Western Kentucky University</i>						
1.	Bailey Norton, Marshfield HS, MO	24	15222	16222	6311235421525	82
2.	Jacob Guzior, Eagan HS, MN	33	23141	56255	3153161212212	90
3.	Nina Grollman, Moorhead Senior HS, MN	36	62115	32612	1225442133141	92
4.	Stephen Brower, Tulsa Washington HS, OK	19	57537	21121	5442323546336	95
5.	Marah Wilson, Grapevine HS, TX	31	52473	21111	2634514654453	103
6.	Brent O'Connor, Nova HS, FL	31	41614	43364	4566656365664	126
<b>DRAMATIC INTERPRETATION</b> <i>presented by the Lanny D. Naegelin Memorial</i>						
1.	Deshawn Weston, Grand Prairie HS, TX	32	33313	64112	2653112534131	89
2.	Alexa Curran, Mesquite HS, AZ	24	32227	24324	1446446423242	94
3.	Karina Devine, Eastview HS, MN	24	42132	16233	3115665252654	95
4.	Kristen Dupard, Ridgeland HS, MS	28	11411	42725	4521253366463	99
5.	Justin Wirsbinski, Eagan HS, MN	33	43163	51442	6334534111325	100
6.	Devon Manney, Moorhead Senior HS, MN	27	21564	67631	5262321645516	109
<b>SANDRA SILVERS MEMORIAL DUO INTERPRETATION</b> <i>presented by Colorado College</i>						
1.	Sarah Dahdouh and Deborah Witherspoon, James Logan HS, CA	24	21211	32321	3251521111544	71
2.	Katherine Zhou and Lily Zhang, North Allegheny Senior HS, PA	24	61561	21411	4115115225132	79
3.	Rachel Evans and Lataya Williams, Roseville Area HS, MN	20	56132	11113	6333644563411	86
4.	William Chengary and Michelle McCarthy, Downers Grove South HS, IL	31	22453	36225	5562436354223	107
5.	Tara Williams and Michael Cohen, Independence Truman HS, MO	29	32533	63143	1646353442356	107
6.	Aaron Watson and Treya Brown, Hattiesburg HS, MS	31	13622	24532	2424262636665	107
<b>ORIGINAL ORATORY</b> <i>presented by the Patrick Henry Memorial Foundation Auxiliary</i>						
1.	Nader Helmy, Apple Valley HS, MN	16	55141	22131	5325621644246	84
2.	Andrew Braden, Elkhart Central HS, IN	22	35463	62461	6432216161131	92
3.	Patricia Alexis Reeves, Apple Valley HS, MN	27	42511	45242	4253145233325	93
4.	Michael Ross, Eastview HS, MN	30	24232	13442	1561332552654	98
5.	Josephine Kao, Mira Loma HS, CA	30	13624	34513	3116554325462	102
6.	Thomas Dyke, Eagan HS, MN	35	43513	23123	2644463416513	104
<b>UNITED STATES EXTEMPORANEOUS SPEAKING</b> <i>presented by Carmendale Fernandes</i>						
1.	William McDonald, Brophy College Prep, AZ	18	21411	11221	2146354526611	73
2.	Madhu Vijay, Bellarmine College Prep, CA	33	21354	22113	3355221242122	85
3.	Richard Clark, Cardinal Mooney HS, OH	30	16233	43565	5613615111233	99
4.	Debnil Sur, Bellarmine College Prep, CA	33	44772	14111	1234542654465	109
5.	Alex Wasdahl, Jackson HS, OH	25	55536	44442	6422433365544	110
6.	Chase Harrison, Millburn HS, NJ	37	32264	22234	4561166433356	113
<b>A. C. ELEY MEMORIAL INTERNATIONAL EXTEMPORANEOUS SPEAKING</b> <i>presented by Ripon College</i>						
1.	Asheshananda Rambachan, Eastview HS, MN	18	53142	11421	2411212111241	60
2.	Linda Pei, Manhattan HS, KS	25	14416	63555	1123641463132	95
3.	Lily Nellans, Des Moines Roosevelt HS, IA	26	31223	72462	5346333234615	99
4.	Daniel Morgan-Russell, George Washington HS, CO	30	24321	36626	4235124642354	103
5.	Kohinoor Gill, Desert Vista HS, AZ	20	73244	21331	3664566356463	104
6.	Abhilash Sandireddy, James Madison Memorial HS, WI	31	65712	32214	6552455525526	113

# MAIN SPEECH EVENTS - SEMIFINAL RESULTS

PLACE	NAME / SCHOOL / STATE	RD 7-10 CUME	SEMI RD 11	SEMI RD 12	TOTAL
<b>HUMOROUS INTERPRETATION</b> <i>presented by Western Kentucky University</i>					
7.	Charlie Solomon, O'Gorman HS, SD	37	31473	14343	70
8.	Tyler Tippings, Schurr HS, CA	29	26622	72756	74
9.	Ahon Sarkar, Leland HS, CA	32	34535	45476	78
10.	Laura Grisham, West Plains HS, MO	34	43766	34533	78
11.	Paul Curry, West HS - Iowa City, IA	37	15341	67475	80
12.	Tanner Lane Westmoreland, Branson HS, MO	30	74254	63767	81
13.	Chloe LaFont, Denfeld HS, MN	37	66357	55647	91
14.	Divya Khandke, Riverside HS, SC	33	77766	77534	92
<b>DRAMATIC INTERPRETATION</b> <i>presented by the Lanny D. Naegelin Memorial</i>					
7.	Tara Dervin, Mt. Lebanon Sr. HS, PA	34	16441	23644	72
8.	Robert Jackson, Hastings HS, TX	36	27532	42156	73
9.	Nathan Leal, James Logan HS, CA	28	56644	51477	77
10.	Lyric Davis, Blue Springs HS, MO	30	65627	73263	77
11.	Keegan Latham, Plano Sr. HS, TX	37	64375	16517	82
12.	Carson Foley, Orono HS, ME	36	74276	35775	89
13.	Isabel Middleton-Watts, Sioux Falls Lincoln HS, SD	37	57755	35366	89
14.	Michilla Walker, Blue Springs HS, MO	36	75756	77551	91
<b>SANDRA SILVERS DUO INTERPRETATION</b> <i>presented by Colorado College</i>					
7.	David Newhall and Madeline Sachs, Eagan HS, MN	24	74465	52334	67
8.	Lincoln Claus and Samantha White, Fishers HS, IN	32	14214	47652	68
9.	Michela Berg and Briley Fenimore, Lakeville North HS, MN	33	33725	55254	74
10.	Michael Dobuski and Sean Jordan, Holy Ghost Prep, PA	33	56354	43445	76
11.	Heather Goold and Shadrach D. Hicks, Centennial HS, CA	39	45346	74577	91
12.	Jacqueline Dunderdale and Ivy Fishman, Prospect HS, IL	39	45146	67767	92
13.	Alexis Kuhlman and DJ Duncan, Harrisburg HS, IL	37	67777	15766	96
14.	Chris Carey and Jack Mitchell, Shawnee Mission East HS, KS	37	77677	76676	103
<b>ORIGINAL ORATORY</b> <i>presented by the Patrick Henry Memorial Foundation Auxiliary</i>					
7.	Shelby Bloomer, O'Gorman HS, SD	31	36354	14615	69
8.	Kevin King, Creekview HS, TX	33	71156	51366	74
9.	Omar Gouda, Pelham Memorial HS, NY	37	11232	47774	75
10.	Bianca Phipps, Winston Churchill HS, TX	28	72467	36374	77
11.	William Wildman, Laurel Christian School, MS	30	24776	66257	82
12.	Briana Exum, Denver East HS, CO	34	56747	51536	83
13.	Angie Neslin, George Washington HS, CO	36	67625	75625	87
14.	Tamia Brice, Cypress Springs HS, TX	36	67375	77757	97
<b>UNITED STATES EXTEMPORANEOUS SPEAKING</b> <i>presented by Carmendale Fernandes</i>					
7.	Jason Singh, Green Valley HS, NV	30	65541	71623	70
8.	Jake Ethe, Half Hollow Hills HS East, NY	34	13345	65452	72
9.	James Fishback, Boyd Anderson HS, FL	33	33172	37347	73
10.	Jad Hamdan, Jackson HS, OH	24	52765	56776	80
11.	Mike Zhu, Dougherty Valley HS, CA	33	44416	35777	81
12.	A.K. Komanduri, Dominion HS, VA	35	66127	56555	83
13.	Christine Y. Cahill, Milton Academy, MA	38	77653	63634	88
14.	Matt Tyson, Chanhassen HS, MN	38	77627	77366	96
<b>A. C. ELEY MEMORIAL INTERNATIONAL EXTEMPORANEOUS SPEAKING</b> <i>presented by Ripon College</i>					
7.	Isabelle Taft, Henry W. Grady HS, GA	25	47166	23157	67
8.	Matt Linn, University School, FL	31	31655	54543	72
9.	Eric Ehizokhale, Ben Davis HS, IN	33	45634	47114	72
10.	Abhishek Bhargava, Jackson HS, OH	30	56433	45635	74
11.	Dylan Adelman, Lakeville South HS, MN	34	12577	55243	75
12.	Emily Temple-Wood, Downers Grove North HS, IL	33	22377	77372	80
13.	Matt Rauon, Pennsbury HS, PA	34	66561	66766	89
14.	Miles I. Saffran, Trinity Preparatory School, FL	33	77755	14777	90

# SUPPLEMENTAL AND CONSOLATION EVENTS - FINAL RESULTS

PLACE	NAME / SCHOOL / STATE	RD 11	RD 12	FINAL	
<b>SUPPLEMENTAL DEBATE</b> <i>presented by Colorado College</i>					
1.	Devon Smith, Nixa HS, MO	B B B	W W L	NEG (8-1)	
2.	Justin Katz, Durham Academy, NC	W W L	W W W	AFF (1-8)	
PLACE	NAME / SCHOOL / STATE	PRELIM CUME	SEMIS	FINAL	TOTAL
<b>PROSE</b> <i>presented by Western Kentucky University</i>					
1.	Christian Fary, Munster HS, IN	12	1 2 2	2 1 3 3 2 1 1	26
2.	Tatiana Padilla, Munster HS, IN	12	5 3 1	1 2 2 1 3 5 4	33
3.	Joy Akinfenwa, Bronx Preparatory Charter School, NY	8	2 1 5	6 3 1 4 4 3 6	36
4.	Amber Olivia Contreras, Gregory Portland HS, TX	9	2 3 4	4 6 6 6 1 4 3	41
5.	Amy Cheong, Syosset HS, NY	17	4 1 1	5 4 4 5 6 2 2	43
6.	London Borom, Munster HS, IN	8	2 4 6	3 5 5 2 5 6 5	43
<b>POETRY</b> <i>presented by Western Kentucky University</i>					
1.	Zak Linzy, Central HS - San Angelo, TX	10	2 1 3	3 2 1 1 1 1 1	22
2.	Aldean Pearson, Mansfield HS, TX	12	1 1 1	1 1 4 2 3 3 4	28
3.	Bobby Greeson, Norman HS, OK	14	1 6 1	2 3 2 4 2 2 3	34
4.	Xavier Clark, Smithville HS, TX	14	3 1 4	5 5 3 5 4 4 2	43
5.	Zaria Suggs, Munster HS, IN	12	1 4 1	4 6 6 3 5 5 5	43
6.	McKenzie Eckels, John H. Guyer HS, TX	18	2 2 2	6 4 5 6 6 6 6	53
<b>EXPOSITORY</b> <i>presented by Western Kentucky University</i>					
1.	Austin Kennedy, Desert Vista HS, AZ	9	2 1 1	3 2 1 5 1 1 4	24
2.	Ethan Wilkens, Raytown South HS, MO	7	1 1 1	6 1 2 6 5 4 5	32
3.	Nathan Johnson, Danville HS, KY	11	3 2 2	2 4 3 4 3 2 3	33
4.	Ryan Carrigan, Normal Community West HS, IL	8	4 4 6	1 6 5 1 2 3 2	35
5.	Delaney Marie Piggins, Holland HS, MI	9	3 5 7	4 3 4 2 6 2 1	42
6.	Hannah Brenden, Aberdeen Central HS, SD	13	7 2 2	5 5 6 3 4 6 6	50
<b>BROTHER RENÉ STERNER MEMORIAL COMMENTARY</b> <i>presented by Western Kentucky University</i>					
1.	Dylan Dickens, Friendswood HS, TX	9	3 1 2	2 1 1 3 5 1 1	23
2.	Gregory Ross, Lamar HS, TX	10	2 1 2	3 2 2 1 6 5 2	29
3.	Teagan Alexander Lende, Fargo Davies HS, SD	8	1 2 1	4 3 4 6 2 3 3	29
4.	Nigel Halliday, Pine-Richland HS, PA	9	4 5 1	1 5 3 5 1 2 5	35
5.	Quinlan Cao, East Mountain HS, NM	12	1 4 3	6 4 5 4 4 4 4	41
6.	Lauren Moore, Cary Academy, NC	10	1 2 3	5 6 6 2 3 6 6	42
<b>IMPROMPTU</b> <i>presented by Western Kentucky University</i>					
1.	Matt Rauen, Pennsbury HS, PA	7	1 4 1	1 1 1 2 3 1 2	20
2.	Ryan Janowski, Cleveland HS, CA	5	4 2 2	3 3 3 1 4 3 1	26
3.	Allison McKibban, El Dorado HS, KS	7	4 1 1	2 5 2 3 1 4 3	27
4.	Meghan Crowther, Kamehameha Schools, HI	4	3 3 2	5 2 4 4 2 5 4	31
5.	Sandhya Jetty, Mira Loma HS, CA	5	2 2 4	4 4 5 5 5 2 5	36
6.	Christopher Riley Gonya, Burris Lab HS, IN	7	1 4 3	6 6 6 6 6 6 6	45
<b>STORYTELLING</b> <i>presented by Western Kentucky University</i>					
1.	Kiki Laing, Eastview HS, MN	3	1 2 1	4 3 4 1 2 2 1	19
2.	Sam Scarlato, Chanhassen HS, MN	3	1 2 2	1 1 5 4 3 1 4	21
3.	Emma Johnson, Lakeville North HS, MN	5	2 1 1	3 2 6 3 1 5 2	24
4.	Stephanie Callaghan, Chanhassen HS, MN	4	1 2 5	2 5 3 2 5 6 3	30
5.	Alexander D. Leehan, Eastview HS, MN	5	2 1 3	5 6 1 5 4 3 6	34
6.	Sean Jordan, Holy Ghost Prep, PA	5	3 3 1	6 4 2 6 6 4 5	37



## SENATOR JOHN C. STENNIS CONGRESSIONAL DEBATE RESULTS

### HOUSE

1	Ananth Cherukupally	Dougherty Valley High School	CA	
2	Noah Wuerfel	Chandler Prep Academy	AZ	
3	Shivam Patel	Ridge High School	NJ	
4	Connor Meckfessel	Miramonte High School	CA	
5	Justin Ying	Plano Sr. High School	TX	Presiding Officer
6	Joe Russell	Brophy College Prep	AZ	
7	Matt Chan	Bellarmino College Prep	CA	
8	David Jakubowicz	Nova High School	FL	Leadership Bowl
9	Trey Cobb	Fenwick High School	IL	
10	Bardia Vaseghi	Ridge High School	NJ	
11	Eric Ramoutar	Adlai Stevenson High School	IL	
12	Maisie Baldwin	Park Hill South High School	MO	
13	Lauren Blonde	Cypress Bay High School	FL	
14	Hannah Esquenazi	American Heritage School - Plantation	FL	
F	Alec Bahramipour	Miramonte High School	CA	
F	Jeremy Majerovitz	Stuyvesant High School	NY	
F	Indira Puri	Durham Academy	NC	
F	Gregory Bernstein	Nova High School	FL	
F	Vineet Aggarwal	St Andrew's Episcopal School	MS	
F	Aditya Mukund	Bellarmino College Prep	CA	
F	Lorenzo Barberis Canonico	Riverside High School	SC	
F	Phillip Weinstein	Roslyn High School	NY	
F	Abraham Mendelson	Montville High School	NJ	
F	Kyle Hendrix	Eastside Catholic High School	WA	

### SENATE

1	Noah Whinston	Evanston Township High School	IL	
2	William Gonzales	Winter Springs High School	FL	
3	Michael Ippolito	Mesquite High School	AZ	
4	Christina Gilbert	Los Gatos High School	CA	
5	Martin D. Page	Milton Academy	MA	Leadership Bowl
6	Sara Weiss	St. Andrew's Episcopal School	TX	
7	Steven P. Tyler	Belen Jesuit Preparatory School	FL	Presiding Officer
8	James Clarke	East Mountain High School	NM	
9	David Farrow	Charlotte Latin School	NC	
10	Abhi Sanka	Adlai Stevenson High School	IL	
11	Austin McGuire	Camdenton High School	MO	
12	Nicole Castillo	Ridge High School	NJ	
13	Zachary Gorwitz	Cypress Bay High School	FL	
14	Jessica Wells	Caney Valley High School	KS	
F	Langston Williams	George Washington High School	CO	
F	Eli Gordon	George Washington High School	CO	
F	Thomas Gilroy	Pleasantville High School	NY	
F	Hannah Ingram	Savannah R3 High School	MO	
F	Maxwell Liebeskind	Stuyvesant High School	NY	
F	Elijah Candelario	St Pius X High School	NM	
F	Michael Cervino	Ridge High School	NJ	
F	Parag Dharmavarapu	Parkway West High School	MO	
F	Diego Rosetti	Belen Jesuit Prep School	FL	
F	Cormac Mullin	Jackson Hole High School	WY	

## WHO BROKE AND WHY

*Below is a summary from the 2012 National Tournament.*

**Policy Debate:** At the end of round 6, a total of 67 teams advanced to rounds 7-8 with 8 or more winning ballots.

**Public Forum Debate:** At the end of round 6, a total of 92 teams advanced to rounds 7-8 with 8 or more winning ballots.

**Lincoln-Douglas Debate:** At the end of round 6, a total of 71 contestants advanced to rounds 7-8 with 8 or more winning ballots.

**Congressional Debate:** Cumulative rank totals determined advancement and placing at each level. After 4 preliminary sessions, the top 6 senators and top 5 representatives advanced to semifinals from each chamber. After semifinals, the top 6 students from each chamber advanced to finals.

**Original Oratory:** At the end of round 6, a total of 60 contestants advanced to rounds 7-8 with a cume of 37. Four contestants were tied for 60th place. One of those contestants advanced. To advance, the contestant needed 3 ones.

**United States Extemp:** At the end of round 6, a total of 60 contestants advanced to rounds 7-8 with a cume of 35. Twelve contestants were tied for 60th place. One of those contestants advanced. To advance, the contestant needed 5 ones.

**International Extemp:** At the end of round 6, a total of 60 contestants advanced to rounds 7-8 with a cume of 35. Seven contestants were tied for 56th place. Five of those students advanced. To advance, the contestants needed 3 ones, 2 twos, and 4 threes.

**Humorous Interpretation:** At the end of round 6, a total of 60 contestants advanced to rounds 7-8 with a cume of 34 (clean break).

**Dramatic Interpretation:** At the end of round 6, a total of 60 contestants advanced to rounds 7-8 with a cume of 34. Ten contestants were tied for 52nd place. Nine of those students advanced. To advance, the contestants needed 2 ones.

**Duo Interpretation:** At the end of round 6, a total of 60 contestants advanced to rounds 7-8 with a cume of 35. Seven contestants were tied for 57th place. Four of those students advanced. To advance, the contestant needed 3 ones.

## RESULTS AND POINTS

### ► PRELIMINARY ROUNDS

**Debate:** Win (2 judges) = 10 points • Split (1-1) = 8 points • Loss (0-2) = 7 points

**Speech:** Two judge total of...

2 or 3	= 10 points
4 or 5	= 9 points
6 or 7	= 8 points
8 or 9	= 7 points
10+	= 6 points

### ► ELIM ROUNDS

**Debate:** Win = 10 points • Loss = 7 points

	1st	2nd	3rd	4th	5th / 6th / 7th
<b>Speech:</b>	10 points	9 points	8 points	7 points	6 points
<b>Supplemental:</b>	6 points	5 points	4 points	3 points	2 points

### ► CONGRESS

Average of points awarded by official scorers, on a scale of 3-9 points per speech and complete hour of presiding.

### ► BONUS POINTS

**Champion:** 15 points  
**Runner-up:** 10 points  
**Third Place:** 5 points

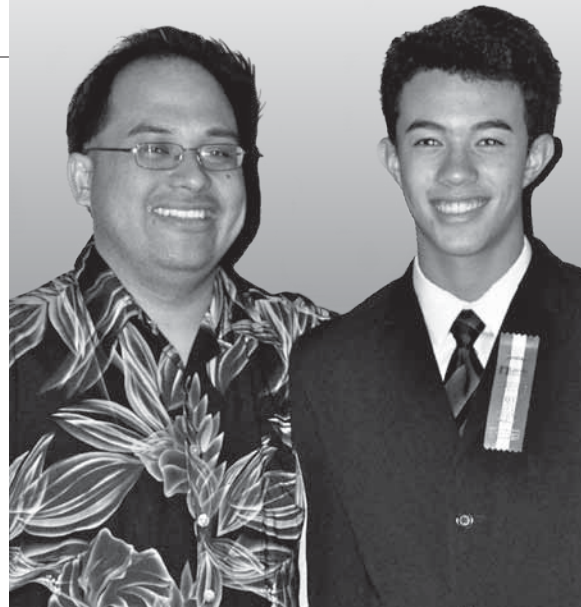


## 2012 NFL NATIONAL TOURNAMENT

The Brickyard Nationals  
*Raising the Game*

# COACH PROFILE

## Gabriel A. I. Alisna



*“Coaching has changed my life because I live and breathe what I love to do...*

*Speech and debate and helping kids achieve is my passion. It is my life.”*



- **How did you become involved in speech and debate?** I joined the speech and debate team at Damien Memorial High School because I was failing an Honors Debate course my freshman year in the fall of 1990.
- **Why did you decide to become a speech and debate coach?** I became a teacher / speech and debate coach by accident. After graduating from Saint John's University in Collegeville, Minnesota, I came home to Kauai, where my aunt asked me to teach summer school at a brand new Catholic high school on the island. Though I was slated to enter the Peace Corps to teach people in Africa about HIV and AIDS, I reluctantly agreed to teach a six-week summer school program. Then I agreed to teach at Saint Francis School-Kauai for one year. My old debate coach, Dr. Kahumoku, found out that I was teaching and asked me to build the debate program at Kamehameha Schools. I begrudgingly agreed to do it for one year. Thirteen years later, here I am.
- **Tell us a little about your school and forensic program and the features that make them unique.** Kamehameha Schools was founded

by Princess Bernice Pauahi Bishop, the great granddaughter of King Kamehameha I to remedy injustices and create educational opportunities forever for Native Hawaiians. As an indigenous culture, Native Hawaiians face difficulties in their own islands. Reported as having the worst health problems, the most on social services, the most in prison, the most homeless, and the least educated, Native Hawaiians have been systematically displaced in their own home. Our speech and debate program has a historic legacy of communication excellence. Our team motto is “He Mana Ko Ka Leo—The Voice Has Power!”

- **What challenges do you face as a coach?** As a coach on a remote island chain, I have the challenge of pushing my students to do better than Hawaii competition. Our students think that being a State Champion is good enough. I have never bought that argument. Other coaches may disagree, but I have always asked myself that question: “Why can't Hawaii students compete with the best in the nation like Bellarmine, James Logan, Eagan, Apple Valley, or Nova?” Some coaches may think it's too hard, too taxing, or too

costly. I completely disagree. If you are passionate about students and believe in them full-heartedly, then anything is possible. Coupled with hard work, sacrifice, and a team of dedicated coaches, volunteers, staff and administration, the sky is the limit. We have a wise Hawaiian saying, “Kulia i ka nu’u—Strive for the summit.” This is exactly what we tell our students to model.


- **What is the most fulfilling part of your job?** Coaching students and seeing them grow in such a short period of time. Helping students navigate through the crazy world of forensics is fulfilling enough, but seeing their spark in competition or practice is priceless.
- **In what ways has the National Forensic League helped you as a forensic coach?** The League has been instrumental in helping shape our team’s mission, vision, and outreach to serve others.
- **How has coaching changed you?** Coaching has changed my life because I live and breathe what I love to do—forensics. Speech and debate and helping kids achieve is my passion. It is my life.
- **How does participation in forensics change your students?** Participation in forensics has helped students be confident, opened doors of opportunities, fed their minds, enriched their hearts, and healed their souls. Forensics changed their lives in so many dramatic and enlightening ways.

► **You coached two National Champions in 2011—Braden Clark in Humorous Interpretation and Matthew Yasuoka in Extemp Commentary. How does the National Tournament experience enhance your students’ participation in forensics?**

For our students, the National Tournament is the culmination of the forensic season. Because we are so geographically disadvantaged, our students only attend at most six speech or debate competitions, which include the State Championship. In essence, our competitions are extremely limited and narrow in focus. The National Tournament allows our students to broaden their competition experience and shows our students what it is like to compete against the best in the nation and world. Most people at Nationals think it’s cute for students to come all the way from Hawaii, but I don’t think it’s cute when more than \$30,000 is spent every year just for Nationals. I want my students to take competition seriously with hard-core preparation and practice, doing everything in their power to leave everything at Nationals. My intention is for them to do their very best, never win.

► **What do you want your students to take away from their experience on your team?**

I want my students to always do their very best, every time they perform—not just in competitions, but in life. I want them to realize and use the power of their voice to help others.

- **Why is forensics important?** Forensics is life. You will think and speak until the day you die! 

Coach Profile

**Gabriel A. I. Alisna** is a two-diamond coach who has been coaching forensics since 1994 and has been the Director at Kamehameha Schools for eight years. Before Kamehameha, Mr. Alisna has coached at Saint John’s Preparatory in Collegeville, Minnesota and Saint Francis School–Kauai in Lihue, Hawaii. He has coached more than 90 State Champions from Kamehameha Schools in 12 years, has led the team to nine State Championships, and is the only coach from Hawaii to earn a School of Excellence Award in Speech.





# Middle School Nationals Results

The thirteenth annual National Middle School Forensic Tournament was held June 13-15, 2012, at Ben Davis High School, for the second year in conjunction with the high school NFL National Tournament. Attending the tournament were more than 550 students from 68 schools spanning 25 states and the territory of Saipan. Those students constituted more than 985 entries across 14 speech and debate events.

## School of Excellence Awards

Speech	Debate	Overall
Milton Academy, MA Coach: Mary Jo Ramos/Debbie Simon	Capitol Debate, MD Coach: Ron Bratt	Kudos College/Leadership, CA Coach: Scott Wheeler
Ockerman MS, KY Coach: Kathy Bacelieri	HuaXia Chinese School, TX Coach: Stan Magee	Sidney Lanier MS, TX Coach: Franz Hill
Rowan County MS, KY Coach: Jordan Atkinson/Kellie Crump	Sidney Lanier MS, TX Coach: Franz Hill	The Harker School, CA Coach: Karina Momary
St. Mary's Hall, TX Coach: Eric Geyer	The Harker School, CA Coach: Karina Momary	
Sidney Lanier MS, TX Coach: Franz Hill	The Kincaid School, TX Coach: Kyle Morris	
West Hills MS, MI Coach: Rachel Warnecke		

## Congressional Debate

Place	Contestant	School	Final Round Ranks	Rank Total
1	Aditya Dhar	The Harker School	1,1,9,1,3	15
2	Alexander Lam	The Harker School	8,3,2,4,1	18
3	Sita Yerramsetti	The Kinkaid School	3,2,9,9,2	25
4	Jacob Ronkin	University School	2,4,4,9,9	28
5	Patrick Taylor	Deer Path MS - West	9,7,1,8,6	31
6	Nathan Lam	Kudos College of Leadership	4,9,5,9,5	32

## Lincoln Douglas Debate

Place	Contestants	School	Prelim W/L	Elim. Place
1	Felix Tan	HuaXia Chinese School	5-0	Co-Champions
	Emily Zhuang		4-1	
	Michael Huang		4-1	
	Kevin Si		3-2	
5	Samantha Koreman	University School	4-1	Quarterfinalist
6	Ishan Gaur	Ridgecrest Intermediate	4-1	Quarterfinalist

## Public Forum Debate

Place	Contestants	School	Prelim Record	Elim. Place
1	Nathan Lam and Joanna Hua	Kudos College/Leaders	5-0	Champion
2	Jon Smith and Akash Pulluru	Capitol Debate	4-1	Runner-Up
3	Caleb Daniels and Guin Wright	Raymore Peculiar MS	3-2	Semifinalist
4	Jax Rounds and Azad Doulat	Ribet Academy	3-2	Semifinalist
5	Gregory Pauloski and Samuel Tekie	Sidney Lanier MS	4-1	Quarterfinalist
6	Suraj Jagadeesh and Sorjo Banerjee	The Harker School	4-1	Quarterfinalist

## Policy Debate

Place	Contestants	School	Prelim W/L	Elim. Place
1	Sam Richey and Anirudh Suresh Sita Yerramsetti and Alex Kalai	The Kinkaid School	4-1 4-1	Co-Champions
3	Isabel Slavinsky and Simon Park	Capitol Debate	5-0	Semifinalist
4	Panny Shan and Steven Cao	The Harker School	4-1	Semifinalist
5	Andrew Hsieh and Joseph Paik	LNU	5-0	Quarterfinalist
6	Sophia Luo and Lisa Liu	The Harker School	4-1	Quarterfinalist

### Policy Debate Speaker Awards

1	Isabel Slavinski	Capitol Debate	87
2	Joseph Paik	LNU	86.5
3	Ryan James	Capitol Debate	86
4	Anirudh Suresh	The Kinkaid School	85.5
5	Lauryn Falkenstein	Cartersville MS	85
6	Allen Huang	Taipei Debate Academy	84.5



## Humorous Interpretation

Place	Contestant	School	Final Round Ranks	Rank Total
1	Ben Parrish	Saint Mary's Hall	1,1,3,1,1	7
2	Cooper Smith	Brentwood Academy	3,3,2,4,2	14
3	Samantha McMillan	Ockerman MS	4,2,1,6,5	18
4	Benjamin Makishima	Milton Academy	2,5,4,2,6	19
5	Joseph Irvin	Saint Mary's Hall	5,4,6,3,3	21
6	Noah Ball	Raymore-Peculiar MS	6,6,5,5,4	26

## Dramatic Interpretation

Place	Contestant	School	Final Round Ranks	Rank Total
1	Bailee Harper	Wisconsin Connections Academy	1,1,3,1,4	10
2	Makda Mehari	Rowan County MS	2,2,6,4,1	15 †
3	Elizabeth Bowman	Rowan County MS	4,4,2,3,2	15
4	Alie Gillespie	Raymore-Peculiar MS	3,3,1,5,6	18
5	Jordan Taylor	Wetsel MS	5,6,5,2,5	23
6	Mady Quest	Raymore-Peculiar MS	6,5,4,6,3	24

## Duo Interpretation

Place	Contestant	School	Final Round Ranks	Rank Total
1	Cooper Smith and Bryce Jarvis	Brentwood Academy	1,3,4,3,1	12
2	Ian Gordon and Makda Mehari	Rowan County MS	2,4,6,1,2	15
3	Reagan Naylor and Tati Mirabent	Saint Mary's Hall	5,5,2,2,3	17
4	Jacob Atwood / Benjamin Makishima	Milton Academy	3,1,5,4,5	18
5	Jacob Kruml and Nathaniel Sudenga	Ockerman MS	4,2,3,5,6	20
6	Ben Parrish and Luke Rowland	Saint Mary's Hall	6,6,1,6,4	23

## Original Oratory

Place	Contestant	School	Final Round Ranks	Rank Total
1	Michael Russo	West Hills MS	1,2,3,2,1	9
2	Jacob Kruml	Ockerman MS	2,1,5,4,3	15
3	Tejasvi Singh	Smart Talk 360	4,3,2,5,4	18
4	Emma Warnecke	West Hills MS	6,4,4,3,2	19
5	Melinda Guo	Kudos College of Leadership	3,6,1,6,5	21
6	Maren Huelsman	St. Thomas Aquinas Catholic Sch	5,5,6,1,6	23

† Tied speech cumulative rank totals were broken on speaker points, then number of firsts, seconds, thirds, etc.

## Extemporaneous Speaking

Place	Contestant	School	Final Round Ranks	Rank Total
1	Jeremy Taigman	West Hills MS	3,2,1,2,1	9
2	Venkatesh Muppaneni	Knox Jr. HS	1,4,2,4,3	14
3	Connor Selna	Sidney Lanier MS	4,1,5,1,6	17
4	Samuel Tekie	Sidney Lanier MS	2,3,3,6,5	19
5	Gregory Pauloski	Sidney Lanier MS	5,5,4,5,2	21
6	Jason Lan	Sidney Lanier MS	6,6,6,3,4	25

## Impromptu Speaking

Place	Contestant	School	Final Round Ranks	Rank Total
1	Marshall Sloane	Milton Academy	1,2,1,2,2	8
2	Alie Gillespie	Raymore-Peculiar MS	6,5,2,1,1	15
3	Kayla McGriff	Ockerman MS	2,1,4,6,4	17
4	Jeremy Taigman	West Hills MS	3,4,3,5,3	18
5	Harper Anderson	Rowan County MS	4,3,5,4,6	22
6	Michael Wang	Clay MS	5,6,6,3,5	25

## Poetry Interpretation

Place	Contestant	School	Final Round Ranks	Rank Total
1	Corey Davis	Wirt-Emerson Vis./Perf. Arts	5,2,1,1,1	10
2	Makda Mehari	Rowan County MS	1,3,2,2,6	14
3	Tara Sharma	Milton Academy	2,5,5,4,2	18
4	Nathaniel Sudenga	Ockerman MS	6,1,4,5,3	19 †
5	Elizabeth Bowman	Rowan County MS	4,4,3,3,5	19
6	Amelia Klass	West Hills MS	3,6,6,6,4	25

## Prose Interpretation

Place	Contestant	School	Final Round Ranks	Rank Total
1	Ian Gordon	Rowan County MS	1,1,3,2,1	8
2	Emma Warnecke	West Hills MS	2,5,2,1,2	12
3	Benjamin Makishima	Milton Academy	3,3,1,5,4	16
4	Tara Sharma	Milton Academy	4,2,6,4,5	21
5	Cara Ellison	Knox Jr. HS	5,6,4,3,6	24 †
6	Betsy Broaddus	Sidney Lanier MS	6,4,5,6,3	24

## Declamation

Place	Contestant	School	Final Round Ranks	Rank Total
1	Jimmy McDermott	Mt. Prospect	1,3,2,1,1	8
2	Bailee Harper	Wisconsin Connections Academy	2,1,1,3,2	9
3	Alie Gillespie	Raymore-Peculiar MS	3,4,5,2,3	17
4	Makda Mehari	Rowan County MS	4,2,4,5,4	19
5	Eura Shin	Rowan County MS	5,5,3,6,5	24
6	Hanna Wink	West Hills MS	6,6,6,4,6	28

## Storytelling

Place	Contestant	School	Final Round Ranks	Rank Total
1	Fallon Sloan	Hindman Elementary School	3,1,3,2,1	10
2	Samantha McMillan	Ockerman MS	1,2,2,4,4	13
3	Michael Rankin	Brentwood Academy	2,4,4,1,3	14
4	Katherine Nesbitt	Brentwood Academy	5,5,1,3,2	16
5	Miles Eichenhorn	West Hills MS	4,3,5,5,5	22
6	Jenna Lee	West Hills MS	6,6,6,6,6	30

▼ 2012 Middle School Nationals Circle of Champions





# The Art of Persuasion: Audience Demographics and Public Forum

by Carol Green



Reflecting on my years of forensic involvement, both as a competitor and coach, I have had many experiences that could inspire an article for *Rostrum*. One constant experience has been the divide between coaches and competitors, with each choosing to speak negatively about another speech or debate event in order to support the notion that their event is the most beneficial, the coolest, the best.

Every event is uniquely different and offers something special to our students. Different events teach different skill sets and attract different groups of students. We offer a broad array of events to ensure that every student can find a niche in the forensic community and learn the skills of presentation and persuasion. However, this isn't going to be a tirade on how we should all just learn to get along (although we should), but rather an examination of one event and how we can use the judge base of this event to both maintain the unique skills it teaches while maximizing the educational opportunity for our students.

I believe it is vital that Public Forum continue to attract a mixed audience from which to draw judges. Judges from

a variety of backgrounds provide our students with realistic communication models, which force them to make well-developed arguments in a slow and clear fashion. Judges with debate experience can help make a debater's technical arguments stronger while judges without this background force debaters to find ways to make these arguments publicly persuasive. It becomes problematic when a tournament administration selectively eliminates either pool of judges because it not only allows for the event to be altered but also hinders the educational outcomes.

When teaching my students about judge adaptation, I refer to judges with terminology that helps to frame each group with a level of respect I think the entire judging community deserves. My lesson plan incorporates discussions of the jury system in America, per descriptions used by the National Forensic League to describe Public Forum. Judges who have no experience in debate are referenced as citizen judges. This is a move away from terminology that deems non-debate judges as being less-experienced and reframes this body of judges as uniquely special. When

#### Thoughts on this article—or others?

Comment on the NDCA website: [www.debatecoaches.org](http://www.debatecoaches.org). If you would like to submit an article for NDCA Coaches' Corner, please contact Carol Green at [carolg@harker.org](mailto:carolg@harker.org).

*“When examining the educational value of our activity, I think an important component of persuasion is understanding your audience.”*

you convince a jury, you don't convince 12 lawyers who all practice law, but rather a body of judges drawn from the community at large.

In order to draw from the community at-large, I recommend reaching out first to your parent base for volunteers. Many parents work at companies that encourage volunteerism, and I have witnessed multiple tournaments draw large numbers of citizen judges in this way. Additionally, in order to bring in another demographic, reach out to the faculty at your local university or community college. Public speaking instructors in many parts of the country will offer credits to students who judge at local tournaments, and these students can be a valuable addition to your tournament pool. Finally, ask your local civic organizations and speaking clubs, like Rotary and Toastmasters, if they can share the information with their memberships. Although many of your volunteers won't be able to stay for the duration of a tournament, even bringing these citizen judges in for a smaller time block can help to diversify your judge pool.

When examining the educational value of our activity, I think an important component of persuasion is understanding your audience. It is here where I propose something more controversial than ensuring a PF judge pool that is as diverse as your local community. Every major public speaking textbook, when addressing persuasive

speaking, focuses on an important component that I feel goes missing in most high school tournaments. Learning the demographics of your audience is a key component of persuasive speaking. Understanding the background of those you are trying to persuade allows the speakers to focus their craft and amend their strategies.

At the top of this article, I mentioned how each event has evolved and has become something unique, offering students opportunities to focus on more specific skills and find a part of the forensic community that engages them. Before I continue, I want to note that what I propose is different than judge philosophy cards, because the focus of audience analysis for Public Forum ought to be different than its counterparts and not intimidating to citizen judges. However, based on conversations with coaches from throughout the country who take a step away from competition to focus on the educational component of the activity, I have heard many versions of what I propose here.

At tournaments, when picking up ballots, judges should also pick up a brief form that includes two or three basic demographic questions. These could include occupation or state of residency. Without specific questions that require lengthy answers, this form could be brought to rounds and the students could have one or two minutes to read the answers before beginning the debate. This prevents a logistical nightmare of

having to collect information in advance from community volunteers, while teaching our students the value of a brief audience analysis demographic survey.

One of the important components of persuasion I teach students about is a person's perceptual filter. While it is still nearly impossible to understand each judge's worldview without lengthy conversation or essay-writing (both of which I do not propose), I do think some collection of basic demographic information can help students to learn about this key component of communication. As an educator first and competitive coach second, I believe it is crucial for us, while respecting the sanctity of a diverse judge pool, to allow our students to engage in this component of persuasion.

Public Forum continues to offer students an opportunity to speak persuasively and engage in argumentation strategy in a unique form that differs from other events. However, it is up to the coaching and tournament administrator communities to ensure a judge pool that doesn't narrow the activity while maximizing educational opportunities for our students. 

**Carol Green** is a one-diamond coach from The Harker School in California.



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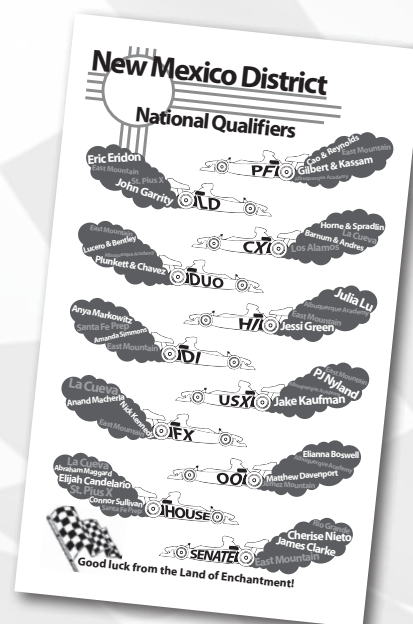
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- Semifinals where appropriate.
- The Hilltopper Classic remains an NIETOC qualifier. Only a few tournaments across the country allow students to qualify for the NIETOC.
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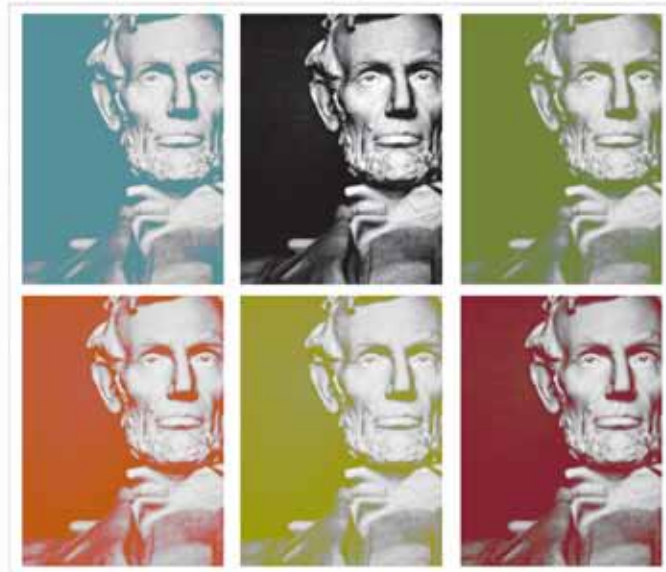
[jace.lux@wku.edu](mailto:jace.lux@wku.edu)

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