

A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

# Rostrum

NATIONAL  
FORENSIC  
LEAGUE  
SPEECH & DEBATE HONOR SOCIETY

VOLUME 87  
ISSUE 8  
APRIL 2013

**SPEECH & DEBATE:** Student Voices and the Common Core



**PLUS:** High School Speech & Debate Activities and College Readiness





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## Did you know?

All of our webinars are archived on our website to be viewed at a later date. Visit [www.nationalforensicleague.org/webinar](http://www.nationalforensicleague.org/webinar) and scroll down for a complete listing of past and upcoming sessions!



# From the Editor

Dear National Forensic League,

It is a busy and exciting time here at the national office! Our staff continues to work closely with our local hosts to prepare for the Birmingham Nationals in June. Updated hotel and competition venue information can be found starting on page 16. Please also check our tournament website for helpful updates at [www.NFLnationals.org](http://www.NFLnationals.org).

This issue of *Rostrum* also extends our conversation about Common Core State Standards—this time, delving into student perspectives on speech and debate and the impact those activities have on their lives. Two authors from Western Kentucky University, longtime partners of the League, share their insights about the benefits of high school speech and debate and the critical role these activities play in preparing students to be on the cutting edge of college academics. Whether you are struggling to maintain your program, or looking to expand, I hope you will find these articles beneficial in making the case for speech and debate with parents, school administrators, and community members.

Finally, I invite you to read the proposal regarding the naming of our organization, which can be found on pages 10-12 of this issue. Our Board of Directors has been working diligently to bring this information to you, and we are eager to hear your feedback during one of several virtual public meetings this month. For more information, and to register, please visit us online at [www.nationalforensicleague.org/PublicMeetings](http://www.nationalforensicleague.org/PublicMeetings).

As always, please feel free to contact my office at [director@nationalforensicleague.org](mailto:director@nationalforensicleague.org) or (920) 748-6206 with any questions or suggestions you may have.

Sincerely,



J. Scott Wunn  
Executive Director

**Powering speech.  
Launching leaders.**

## Rostrum

A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

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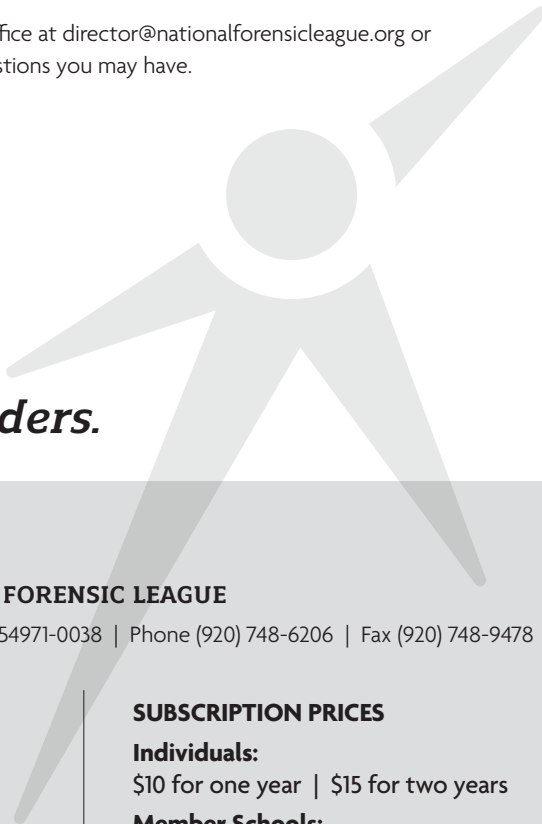
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# 2012-2013 Topics

**APRIL 2013**

## **Public Forum Debate**

Resolved: The continuation of current U.S. anti-drug policies in Latin America will do more harm than good.

**MARCH / APRIL 2013**

## **Lincoln-Douglas Debate**

Resolved: The United States is justified in intervening in the internal political processes of other countries to attempt to stop human rights abuses.

**2012-13**

## **Policy Debate**

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

**2013 NATIONAL TOURNAMENT**

## **Storytelling Theme**

Americana

**The National Tournament topics for Public Forum and Lincoln-Douglas Debate will be announced May 1, 2013.**

## **DISTRICT STUDENT OF THE YEAR AWARD**

### **NOMINATIONS**

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*Remember to nominate your **outstanding seniors** for this prestigious award.*

Download the nomination form and learn more online!

<http://goo.gl/JBxqv>

*Only District Students of the Year are eligible to receive the National Student of the Year Award.*



**Submit  
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topic ideas**

**Submit  
Lincoln-Douglas  
topic ideas**

Remember, coaches and students can use our convenient, online topic submission forms at:  
**[www.nationalforensicleague.org/topics](http://www.nationalforensicleague.org/topics)**

Thanks for your time and consideration!  
**Lincoln-Douglas topic ideas are due April 15** for consideration in the 2013-2014 academic year.



# NFHS Speech, Debate and Theatre Association

## Member Benefits:

- Unlimited online access to 31 speech, debate and theatre booklets (see [www.nfhs.org](http://www.nfhs.org))
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## Join Today



## NFHS Publications Available for Purchase



### *Forensic Quarterly*

For 87 years, the Forensic Quarterly has remained one of the most credible and valuable resources for policy debaters and coaches across the country. Four issues are published each year at \$6.75 per issue. FQ1, an overview of the Latin America topic area, and FQ2, a bibliography of possible research materials, will be available in April. FQ3, potential affirmative cases, and FQ4, possible negative cases, will be available in June.



### *NFHS Coach's Manual for Speech and Debate*

The NFHS Coach's Manual for Speech and Debate is designed specifically for novice coaches. The manual contains information on a number of elements of coaching, including contest descriptions, finances, travel, judging, attending tournaments, and building and developing a squad. The loose-leaf notebook format makes it easy to add information specific to your state. Cost is \$20.20 plus shipping and handling.

## DVDs and Videos

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**To order any of these materials, call NFHS customer service toll free at**

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







**July 21-August 9, 2013 (3 week Policy or LD Session)**

**July 21-August 2, 2013 (2 week Policy or LD Session)**

**August 2-9, 2013 (1 week Public Forum Session)**

**1. Individual attention**

4 to 1 staff to student ratio and the vast majority of your time will be spent in small labs with four to eight people, not in huge faceless lectures and oversized classrooms.

**2. Practice debates and drills**

In policy debate, you do 6 drills and 11 debates during the first two weeks; 4 practice debates with staff and a 5 round tournament during the third week. In LD and Public Forum, you do debates every third day plus drills daily culminating in tournaments.



**3. Evidence and Arguments for Success**

Our staff research before the camp and you supplement staff research so you won't go home with a few paltry pieces of evidence and you won't spend endless hours as a research slave. You'll leave with hundreds of pages of evidence.

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**5. Family feel with a great staff**

People at our camp feel connected, not isolated. You'll work with our fantastic staff: Alex Zende (2<sup>nd</sup>, CEDA Nats), Katie Bergus (NPTE Top 15), Paul Montreuil (NDT 1st Round), Nigel Ramoz-Leslie (NPTE 2nd Place), Page Joki (NPTE Top 15), Nick Griffin (CEDA Nats 17<sup>th</sup> place), Lindsay VanLuvanne (CEDA Nats Elims), Carly Johnson (NPTE Top 25).

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Whitman is easily accessed via plane or bus and we have shuttles to and from the Pasco and Walla Walla airports. We also have travel discounts for those living 450 or more miles away.

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Compare prices. You will not find any camp that provides the individualized attention, quality of staff and instruction, and amenities we provide at anywhere near the price. See our web page for details.



**ONLINE REGISTRATION, SEE OUR STAFF, AND MORE INFO AT:**

**[www.whitman.edu/debate/camp/](http://www.whitman.edu/debate/camp/)**



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

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**POLICY** — Lectures focus on the topic, theory, and perspectives on different positions. Most lectures are "broken out" into targeted groups based on experience levels. Labs focus on research, argument construction, practice debates, speaking exercises and comprehensive rebuttal reworks.

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

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

**IF** — Lectures and practice for all NFL events.

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

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**Lab Fees** (maximum): Policy **\$75** / LD **\$50** / Forum **\$35**

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## THREE WEEK POLICY & LD CAMP

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**Features:** intensive speaking drills, original research, advanced lectures, and practice debates.

**\$1095** includes room, board  
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## COACHES WORKSHOP

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Coaches will receive **lesson plans** and **training** in Policy debate, LD debate, Public Forum and all NFL individual events.

**\$465** includes room, board  
**\$330** for commuters



# Leadership

## Announcement of Pending Board Action

The National Forensic League Board of Directors conducted a special virtual meeting on February 11, 2013. Present were President Don Crabtree, Vice President Pam Cady Wycoff, Brother Kevin Dalmasse, Pam McComas, Kandi King, Tim Sheaff, Tommie Lindsey, Jr., David Huston, and Steven Schappaugh. Alternate Jay Rye was also present. Staff in attendance included Executive Director J. Scott Wunn, Cherian Koshy, Vicki Pape, Adam F. Nelson, and Matt Delzer.

### Official Naming Proposal

After two years of study by the Board of Directors, which included professional branding and naming consultation, legal trademark consultation, nationwide membership surveying, summer District Chair meetings, the 2012 Summer Leadership Conference, and numerous Board discussions on the matter, the Executive Committee of the Board of Directors officially recommended that the following proposal be considered by the Board.

### Recommendation made by Executive Committee members

**Crabtree, Wycoff, and Dalmasse:** "The organization, National Forensic League, should officially consider a change in the name by which it does business to National Speech and Debate Association. National Forensic League, National Junior Forensic League, and their protected marks would continue to represent the honorary societies within the organization.

A series of virtual public meetings should be held between March 1 and April 30, 2013, in which the membership and all other interested parties are given the opportunity to gain clarity on the proposal and to voice their opinion. In addition, a survey should be made available to allow members an additional instrument to communicate thoughts to the Board.

On May 17, 2013, the Board of Directors should consider official action on the proposed name change."

**Passed: 9-0**

### Notice of Virtual Public Meetings

NOTICE IS HEREBY GIVEN that the Board of Directors of National Forensic League, a Wisconsin 501(c)3 not for profit educational organization, will hold a series of virtual public meetings to discuss a proposed change in the name by which the organization shall do business from "National Forensic League" to "National Speech and Debate Association."

It is important to note that the proposal does not eliminate the legal name of the organization, National Forensic League. The National Forensic League, National Junior Forensic League, and their protected marks would continue to represent the honorary societies of the organization.

The purpose of these virtual public meetings is to facilitate input on the part of the membership of the League and any other interested parties regarding the proposed change. **The League's Board of Directors is scheduled to vote on the proposed change on May 17, 2013.** If approved, the League would take all necessary steps to ensure full implementation of the change by the Fall of 2014.

All interested persons are invited to register for one of four 90-minute virtual public meetings to learn more concerning the rationale for the proposed change and to express their views.



Thursday, March 28 • 7 p.m. CST  
Wednesday, April 10 • 6 p.m. CST  
Tuesday, April 16 • 7 p.m. CST  
Monday, April 22 • 6 p.m. CST

For more information, and to register, please visit

[www.nationalforensicleague.org/PublicMeetings](http://www.nationalforensicleague.org/PublicMeetings).



# Beyond Convention: Fulfilling the Promise of Tradition in the 21st Century

## A Proposal from the National Forensic League Executive Committee

*compiled by President Don Crabtree, Vice President Pam Cady Wycoff, and Admin Rep Brother Kevin Dalmasse*

At its founding, the National Forensic League was an educational honor society intended to motivate students to participate in and excel at speech and debate activities. The work the League does as an honor society remains a cornerstone of our service to the speech and debate community.

Because our commitment to serve the community is as steadfast today as it was in 1925, the scope of our activities has expanded to address the current needs of our constituency. Our promise remains the same: to provide the highest level of recognition and support for the speech and debate community.

Today, fulfilling that promise means breaking free of prior conventions that may prevent us from reaching the highest levels of leadership, advocacy, and programming in the world of speech and debate. In an effort to do more for those we serve and to mean more to those we represent, we work to maintain a keen awareness of our capabilities and our strengths. Recently, this organization-wide self-reflection has led to some new ideas about how best to present ourselves and our work to the world.



### Background

For the last two years, the National Forensic League Board of Directors has been engaged in a systematic examination of the merits of updating our

organization's brand, which has included the name by which we do business. During this period, we have engaged in important conversations with our student and coach members, long-time supporters of the League, and past and present leaders to solicit valuable feedback. We have also consulted with branding and naming experts, trademark attorneys, and public relations professionals. Potentially changing the name of a longstanding and well-respected organization is a task this body has taken very seriously.

Our founding principles are just as relevant today as they were in 1925. In fact, our mission is arguably more important in an increasingly global environment. Today, participation in speech and debate continues to transform the lives of students by helping them become effective communicators and engaged, ethical members of our democratic society. With the implementation of the Common Core State Standards, we find that our organization's goals are aligned with these new educational benchmarks, particularly in the areas of critical thinking, listening, and speaking skills, as well as college- and career-readiness.

Each year, the League serves more than 120,000 students at more than 3,000 schools. However, this represents only 10% of the more than 30,000 secondary schools across the country. At our current state of growth, we estimate it would take 100 years to achieve our vision of having a National Forensic League-member speech and debate program in every middle and high school in the nation.

Not only do we want to be the organizational leader for speech and debate, we want to be the leading advocate for these activities. Providing the strongest community for speech and debate means that we must be the number-one provider of resources for a nationwide network of schools engaged in speech and debate programs, and that we continue to provide the highest level of support and recognition for these activities.

### What's In a Name?

Last year's naming audit and national survey results highlighted several of the communication issues our organization has faced in recent years. For starters, the acronym "NFL" causes continual confusion with the National Football League, both in conversations and Internet searches. The survey also indicates that few of today's students know the definition of the word *forensics* (associating it instead with the popular *CSI* TV series). Similar confusion at the school, sponsor, and community level makes starting and sustaining programs difficult because the first conversation with key decision-makers must be about what "forensics" means.

For the public—as well as the membership—the purpose of the organization could be made clearer with a new name. Nearly 85% of survey respondents use the terms *speech*, *debate*, or *speech and debate* when

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*For a complete timeline of our strategic review process, please see page 12.*



describing the purpose of our organization to others. Of those who suggested a new name, 78% preferred the use of those terms. In addition, the word *association* more clearly defines our focus and expands the connotation that we are more than a competitive *league*, but rather, an organization committed to giving youth the essential educational tools necessary to thrive in the 21st century world.

Being a part of the National Speech and Debate Association will enhance coaches' credibility with parents, school administrators, and community members—allowing them to reach more students and grow their programs. Instead of spending time explaining that they're not part of the football team or investigating crime scenes after school, teams can focus on attracting new members, funders, and advocates to their programs because people will more clearly understand what they do. Likewise, on a broader scale, as an organization working on our members' behalf, we can gain better in-roads into financial, media, and educational support for the entire community. The national organization will also be able to reach out to new schools and expand our programming to help meet the needs of students around the country with greater ease and effectiveness.

### Keeping with Tradition

There is no question that even with a new name, the tenets of our code of honor—integrity, humility, respect, leadership, and service—would remain core values. One of the hallmarks of the National Forensic League has been its position as the national honor society for speech and debate. Given that the honor society status of the League is key to our members, the tradition, insignia, and recognition steeped within our honor societies should remain intact. The National Junior Forensic League and the National Forensic League would continue to represent the honor society component of our organization. However, the honor society can only reach its true potential if the organization clearly establishes its value in areas beyond providing tournament opportunities and honor society recognition.

Beyond competition and recognition, learning to communicate effectively

is what students value most about participating in the League. In fact, this training is a significant factor in preparing students for college and graduate studies. A new, overarching name—one that better reflects the expanse of our mission—would allow our organization to combine our curriculum-based Common Core initiatives with the historical foundations of participation to maximize exposure of the benefits of speech and debate education, as well as enhance our community and nationwide potential for support.


### Conclusion

After much time and consideration, we feel the current name does not sufficiently convey the scope of our mission and the power of our activity.

A new name would eliminate brand confusion and allow the organization to communicate our activities more easily to potential members and sponsors. Online searches would be more accurate, increasing the awareness of our organization's leadership for speech and debate programs. This name change

would better allow us to engage as well as expand the number of students who participate in speech and debate programs and gain leadership experience. Finally, this new name would further solidify our position as the undisputed leader for speech and debate and help us significantly increase our educational impact on tomorrow's leaders.

This two-year strategic review process has shown a name change from "National Forensic League" to "National Speech and Debate Association" to be a viable option that should be considered by the Board of Directors.

Prior to a final decision being made by the Board of Directors, we feel it is essential to give all interested parties the opportunity to voice questions, opinions, support, and/or concern over the proposed name change. Therefore, we have scheduled a series of virtual public meetings by which the membership can directly engage in the discussion (*see below*). We look forward to hearing your thoughts on this proposed name change for the National Forensic League. 

## We Want To Hear From You!

You are invited to register for one of four 90-minute virtual public meetings to learn more concerning the rationale for the proposed name change and to express your views.



Thursday, **March 28** • 7 p.m. CST

Wednesday, **April 10** • 6 p.m. CST

Tuesday, **April 16** • 7 p.m. CST

Monday, **April 22** • 6 p.m. CST

The League's Board of Directors is scheduled to vote on the proposed change on May 17, 2013.

For more information, and to register, please visit [www.nationalforensicleague.org/PublicMeetings](http://www.nationalforensicleague.org/PublicMeetings).



# Naming Timeline

- **Fall 2005** | The Board of Directors begins the process of formulating and establishing a future vision for the League, including its mission, goals, and strategic plan.
- **Spring 2006** | The Board of Directors carries out its first formal strategic planning session.
- **August 2006** | The Board of Directors, regional leaders, and members of the national office staff attend the 2006 Summer Leadership Conference and discuss strategic planning initiatives for the League.
- **Fall/Winter 2006** | The Board of Directors conducts its first development audit to examine the organization's effectiveness in membership, public relations, fundraising, and alumni development.
- **Fall 2007** | The Board of Directors creates action steps to achieve short- and long-term goals and objectives for the League in a series of comprehensive strategic planning sessions.
- **August 2009** | District leaders, members of the national office staff, and the Board of Directors attend the 2009 Summer Leadership Conference and facilitate ongoing discussions about strategic planning objectives.
- **May 2011** | The Board of Directors approves the hire of a third-party consultant to assess the National Forensic League brand.
- **August 2011** | The Board of Directors participates in a two-day strategic planning session, which includes branding discussions.
- **September 2011** | Melissa Tatge Creative LLC is hired to engage in a brand audit, including surveys of the Board of Directors, staff, and leadership opinion.
- **December 2011** | Melissa Tatge Creative LLC presents findings on branding and the future

communication direction of the National Forensic League. She also presents findings on the League's name and its impact on branding options and potential outreach. As a result of these recommendations, the Board of Directors engages Melissa Tatge Creative LLC to create a refreshed branding concept.

The Board initiates a search for a third-party consultant to perform a naming audit of the National Forensic League and report its findings and recommendations.

- **February 2012** | Red Rooster Group is hired to perform a naming audit to determine the effectiveness of the current name and propose recommendations.
- **February/March 2012** | Red Rooster Group and Melissa Tatge Creative LLC perform a nationwide survey concerning the National Forensic League brand and name. In addition, one-on-one interviews are conducted with regional leadership and select sponsors.
- **May 2012** | Red Rooster Group and Melissa Tatge Creative LLC present the Board of Directors with recommendations on naming.
- **June 2012** | The Board of Directors schedules meetings with District Chairs at the 2012 National Tournament to present findings, discuss ideas, and record feedback.
- **July 2012** | The Board of Directors works in partnership with Melissa Tatge Creative LLC and Red Rooster Group to incorporate feedback from the National Tournament meetings in preparation for the 2012 Summer Leadership Conference.
- **August 2012** | The Board of Directors, 120 regional leaders, and members of the national office staff attend a branding and naming presentation conducted by Melissa Tatge at the 2012 Summer Leadership Conference and participate in substantive discussions on the issue.
- **September 2012** | The National Forensic League launches its new

website, debuting a refreshed brand campaign.

The Board of Directors engages in naming discussions, including how best to protect the brand and honor society history.

The Board of Directors engages Red Rooster Group, Melissa Tatge Creative LLC, and C. Blohm & Associates Inc. for additional research on a small selection of potential names while examining the benefits of maintaining "National Forensic League" and "National Junior Forensic League" to represent the honorary society component of the organization.

- **November/December 2012** | The Board of Directors conducts a series of "Good to Great" leadership webinars in which the agenda includes updates on the progress of the naming discussions.
- **December 2012** | Branding, naming, and public relations consultants advise the Board of Directors to consider changing the name by which it does business to the "National Speech and Debate Association."
- **January 2013** | The Board of Directors engages its law firm, Michael Best & Friedrich LLP, to conduct a complete investigation of the name "National Speech and Debate Association," and to provide an assessment of its viability.

Michael Best & Friedrich LLP supplies the Board of Directors with a 40-page document citing the research conducted and advises that the name appears viable for use.
- **February 2013** | The Executive Committee of the Board of Directors recommends that the proposed renaming be brought to a Board of Directors vote using a transparent and formal process.

The Board of Directors unanimously agrees to conduct a series of virtual public meetings in March and April of 2013 to give all interested parties the opportunity to voice questions, opinions, support, and/or concern over the proposed name change. The Board agrees that a vote on the proposed name will be conducted at its spring meeting on May 17, 2013.

Simpson College is proud to host

# PUBLIC FORUM DEBATE CAMP

JULY 7-12, 2013  
Indianola, Iowa

**\$395 includes:**  
Five day camp  
All meals except breakfast

**\$495 includes:**  
Five day camp w/lodging  
All meals

- Open to students entering grades 9-12 in the fall of 2013
- The camp will include five days of direct instruction, practice rounds and a camp tournament
- Students and coaches will be taught by some of the top debate instructors in the country
- First-timers and experienced debaters welcome
- Air-conditioned lodging
- Evening activities and supervision provided

## SIMPSON AT-A-GLANCE

- Excellent location: just minutes from Des Moines metro
- 4-4-1 calendar
- Guaranteed internships
- Unique study abroad programs
- Beautiful residential campus
- Cutting-edge curriculum
- Outstanding value: 99% receive financial assistance
- More than 75 clubs and organizations, 19 NCAA Division III teams and award-winning fine arts

**Questions?** Contact [spencer.waugh@simpson.edu](mailto:spencer.waugh@simpson.edu)

DEBATE  
- AT -  
SIMPSON COLLEGE

For registration information, visit  
[www.simpson.edu/debate](http://www.simpson.edu/debate)



## PROGRAM OVERVIEW

JULY 14 - AUGUST 17, 2013

### Policy Debate

July 14 - August 10

### Lincoln-Douglas

July 21 - August 10

### Public Forum

July 21 - August 10

### Parliamentary

July 28 - August 17

### Individual Events

July 28 - August 10

### Coaches Institute

July 28 - August 3



### Dan Meyers

LD Division Director

### Brian Manuel

Policy Division Director

### Les Phillips

Public Forum Division Director

### Jon Thorpe

Parliamentary Division Director

### Corey Turoff

Administrative Director

### Luis Cardenas

IE Division Director

### Rich Boltizar

Associate Executive Director

### Matthew Fraser

Executive Director

### Jenny Herbert Creek

Associate Director



STANFORD  
UNIVERSITY

Stanford National Forensic Institute  
[www.snfi.org](http://www.snfi.org) | [info@snfi.org](mailto:info@snfi.org) | (650) 723 9086



## POLICY DEBATE

### JULY 14 - AUGUST 10, 2013

**4 Week**

July 14 - August 10

**3 Week**

July 14 - August 3

**Sophomore Scholars**

July 14 - August 3

**Intensive Practice Round Session**

August 3 - August 10

**Beginner's Policy**

July 14 - July 27

**Beginner's Extended Week**

July 29 - August 3



Our curriculum has always been a trendsetter in the debate community. Our summer institute ranks as one of the oldest in existence, and many of the top debaters and instructors in our activity have either attended or taught at the Stanford National Forensic Institute, or both. Some students who attended SNFI for multiple years with SNFI as their major camp experience went on to incredible success including winning top speaker at every major tournament in the country. Our approach is simple; we focus on the process over the product, and do our best to create the foundation from which students can be their own best and most reflective critic, thus improving as rapidly as possible throughout the year. Students learn how to become a more well-rounded student of logic and rhetoric at SNFI. Once students leave Stanford, they'll return home able to provide guidance to help build and maintain a culture of excellence on their squad. For students who apply themselves and learn the proper techniques, the sky is the limit as to their possible success in this activity. For students who devote serious effort to improve while at SNFI, we will match their efforts every step of the way.

**Brian Manuel** is the Policy Division Director at SNFI and is the Director of Policy Debate for the Stanford Debate Society. Brian has been coaching debate for over a decade and is widely recognized for unrivaled talent in creating and rebuilding programs from the bottom up. Brian has coached for Harvard University, Lakeland High School, Chattahoochee High School, Cathedral Preparatory School, and Scranton High School. His students have also reached the elimination rounds of virtually every major national tournament they've attended, including the 2008 and 2011 Tournament of Champions.





## BIRMINGHAM

JUNE 16-21, 2013

The League is excited to return to the city of **Birmingham**, which will be a fantastic location for the 2013 National Tournament! To make planning easier, we have provided an overview of key logistical information. Please refer to the following pages for essential venue and lodging information. **Keep in mind that all logistics are tentative and subject to change.**



There's only one app you need to explore Birmingham's finest local destinations.

The **IN Guide** is your one-stop source for reviews and directions for restaurants, attractions, and much more! To download the smart phone app, follow this link: <http://birminghamal.org/app>.



**Sheraton Birmingham**  
(Registration / Congress Hotel)

# 2013 LINCOLN FINANCIAL GROUP / NATIONAL FORENSIC LEAGUE NATIONAL SPEECH & DEBATE TOURNAMENT

## A BRIEF OVERVIEW OF TOURNAMENT LOGISTICS

### SUNDAY • JUNE 16 (*Registration*)

This year, the tournament registration and expo will take place on Sunday, June 16, from 8 a.m. to 4 p.m. at the Sheraton Birmingham in downtown Birmingham, AL. The Sheraton Birmingham is the host hotel for the tournament and is located next to the Birmingham-Jefferson Convention Center where the final rounds and awards ceremony will be held. Schools staying in the recommended properties will find this extremely convenient.

### MONDAY AND TUESDAY • JUNE 17-18 (*Preliminary Rounds/Early Elims/Host Party*)

There will be three venues used for the preliminary competition, June 17 and 18. The Sheraton Birmingham, located in downtown Birmingham, will host high school Congressional Debate. Spain Park High School and the adjacent Berry Middle School will host preliminary rounds of **main debate events**, while Hoover High School and the adjacent Robert F. Bumpus Middle School will host preliminary rounds of **main speech events**. All main event preliminary and early elimination competition on Monday and Tuesday will occur between 8 a.m. and 6 p.m.

The local host party will take place in downtown Birmingham at the McWane Science Center and adjacent Alabama Theatre. Students eliminated from main event competition on Tuesday will re-register for Wednesday supplemental events at the McWane Science Center during the local host party.

### WEDNESDAY • JUNE 19 (*Elimination Rounds/Supplemental Events*)

Two sites will be used on Wednesday, June 19. Students who qualify for elimination round 9 of all main event speech and debate events will compete at the Hoover High School Complex (including the adjacent Robert F. Bumpus Middle School) on Wednesday. High school Congressional Debate semifinals will be held at the Sheraton Birmingham. Those students re-registered for supplemental events will compete at the Hoover High School Complex on Wednesday. All competition will occur between 8 a.m. and 7 p.m. **Note: NJFL competition will begin at 8 a.m. Wednesday at Jackson-Olin High School (west of downtown Birmingham).**

### THURSDAY • JUNE 20 (*Elim Rounds/Supp/Cons Events/Interp Finals/Diamond Awards*)

On Thursday morning, debate elimination rounds will continue at Hoover High School. High school Congressional Debate will hold its final round sessions at the Sheraton Birmingham. All supplemental and consolation events will occur at Hoover High School. **Note: NJFL middle school competition will continue at 8 a.m. on Thursday at Jackson-Olin High School.**

On Thursday evening, attendees will enjoy the national final rounds of Humorous, Dramatic, and Duo Interpretation, as well as the Donus D. Roberts Diamond Ceremony at the Birmingham-Jefferson Convention Center.

### FRIDAY • JUNE 21 (*Supp/Cons/Main Event Finals and National Awards Assembly*)

The remaining main event final rounds (Original Oratory, United States Extemp, International Extemp, Lincoln-Douglas Debate, Policy Debate, and Public Forum Debate), as well as the supplemental and consolation event finals, will be held throughout the day on Friday, June 21 at the Birmingham-Jefferson Convention Center. On Friday evening, the National Awards Assembly will also be held at the Birmingham-Jefferson Convention Center.

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# IMPORTANT CONSIDERATIONS

## WHEN SELECTING AND RESERVING HOTELS FOR THE 2013 BIRMINGHAM NATIONALS

### PLEASE READ BEFORE SELECTING LODGING!

1. All schools should stay at one of the League recommended hotels in downtown Birmingham or the Greater Birmingham/Hoover area. The lowest rates have been negotiated for our members. **Please do not stay outside the block. The large volume of room sales within the block allows the League to continue to negotiate the most affordable rate list.** Properties that do not appear on this list are likely inconvenient for participation in the tournament, including lack of safety, amenities, and proximity to restaurants and are providing no benefit to the overall cost of the tournament. Morning and afternoon traffic could add substantial time to your commute if you are located outside the block. In addition, hotels not on the list have no contractual obligation to the League, and therefore, we cannot provide any level of reservation protection at these properties.
2. When calling hotels, all coaches must mention the "NFL/National Forensic League" block to receive the posted rate. **All room reservations within the block are subject to an automatic two-night non-refundable deposit per room at the time of booking.** This avoids double booking and allows all attendees equal opportunity to book in the best available properties.
3. All hotel properties on the League's list are easily accessible and are within 15-20 minutes by interstate or surface streets of competition venues. The tournament website will have downloadable maps from every hotel to the Birmingham Convention Center, the Birmingham-Shuttlesworth International Airport, and all competition sites. You can print all needed maps before ever leaving home.
4. **The high school Congressional Debate Headquarters is the Sheraton Birmingham, located in downtown Birmingham.** It is recommended that high school teams with Congressional debaters stay at the Sheraton or at one of the downtown properties located near it to avoid substantial rush hour traffic issues. These hotels are an excellent choice in both price and feature. Travel time between each hotel is less than a five-minute walk. The Sheraton Birmingham will host all rounds of Congressional Debate competition.
5. It is recommended that all coaches visit the individual websites of the hotels to determine which property fits the needs of their program. All hotels on the list are conveniently located to various aspects of the tournament. The Sheraton Birmingham and The Westin are the most conveniently located hotels for access to the high school Congressional Debate competition, registration, final rounds, and the National Awards Assembly. Schools are encouraged to book early as hotel blocks will fill up rather quickly.
6. **Key Travel Times to Note:**
  - a. Sheraton and other downtown hotels to Schools (*less than 20 minutes*)
  - b. Sheraton and other downtown hotels to Congressional Debate and finals (*less than five-minute walk*)
  - c. All other Hotels to Schools (*less than 20 minutes*)
  - d. All other Hotels to Congressional Debate and Finals (*less than 20 minutes*)
  - e. Hoover High School to Spain Park High School (*approx. 20 minutes*)
7. **PLEASE LOOK AT A MAP!** Before reserving rooms, all coaches should consult a map of the Birmingham area to get a better perspective on travel logistics. Also look at downloadable maps on the tournament website. The key to a less stressful week is to consider following the above lodging suggestions provided by the national office.



**McWane Science Center**

(Re-Registration / Local Host Party)



**Alabama Theatre**

(Local Host Party)



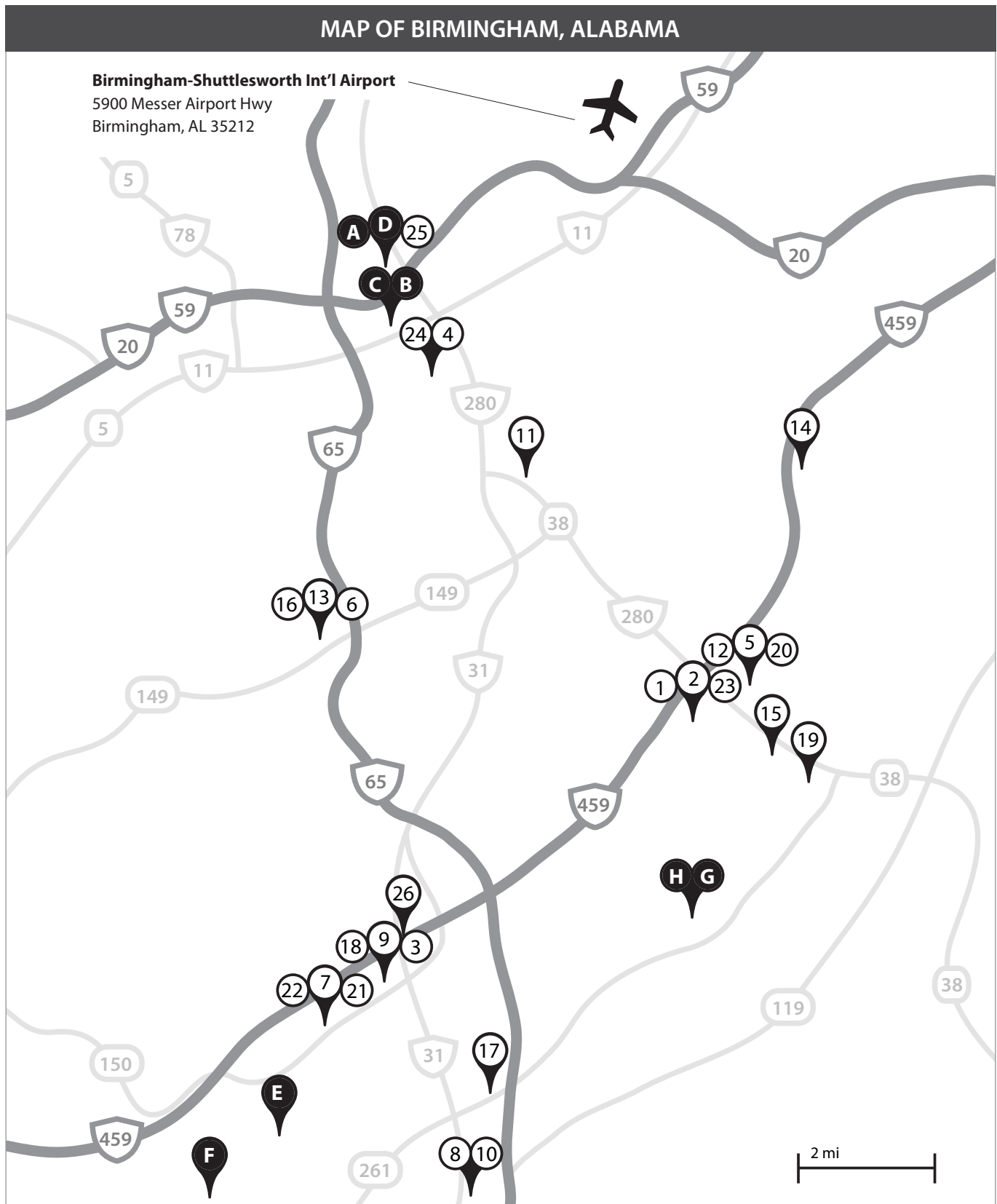
**Birmingham-Jefferson  
Convention Center**

(Final Rounds / Awards Assembly)

*Additional tournament information will be available at [www.NFLnationals.org](http://www.NFLnationals.org).*



All notations are approximate. For our interactive Google map, see [www.NFLnationals.org/hotels](http://www.NFLnationals.org/hotels).



**AMENITIES LEGEND:** **CB** = Complimentary Breakfast | **CI** = Complimentary Internet | **FC** = Fitness Center | **IP** = Indoor Pool | **OP** = Outdoor Pool | **R** = Restaurant

**Booking Tip:** For prompt and accurate service, mention the "NFL / National Forensic League block" when reserving your rooms to receive the advertised rate for the National Tournament.

MAP	HOTEL / WEBSITE	CITY	PHONE	RATE	AMENITIES
<b>D</b>	<b>Sheraton Birmingham</b> <a href="http://www.sheratonbirmingham.com">http://www.sheratonbirmingham.com</a>	Birmingham	(800) 325-3535	\$95	FC, IP, R * HS Congress Hotel
7	<b>Embassy Suites Hoover</b> <a href="http://embassysuites3.hilton.com/en/hotels/alabama/embassy-suites-birmingham-hoover-BHMH0ES/index.html">http://embassysuites3.hilton.com/en/hotels/alabama/embassy-suites-birmingham-hoover-BHMH0ES/index.html</a>	Hoover	(205) 985-9994	\$135	FC, IP
26	<b>The Wynfrey Hotel</b> <a href="http://www.wynfrey.com">http://www.wynfrey.com</a>	Birmingham	(205) 444-5707	\$120	R
17	<b>Homewood Suites</b> <a href="http://homewoodsuites3.hilton.com/en/hotels/alabama/homewood-suites-by-hilton-birmingham-sw-riverchase-galleria-BHMHMHWW/index.html">http://homewoodsuites3.hilton.com/en/hotels/alabama/homewood-suites-by-hilton-birmingham-sw-riverchase-galleria-BHMHMHWW/index.html</a>	Hoover	(205) 637-2900	\$119	CB, CI, FC, IP
25	<b>The Westin Birmingham</b> <a href="http://www.starwoodhotels.com/westin/property/overview/index.html?propertyID=3722">http://www.starwoodhotels.com/westin/property/overview/index.html?propertyID=3722</a>	Birmingham	(800) 325-3535	\$119	FC, IP, R
4	<b>DoubleTree by Hilton Birmingham</b> <a href="http://doubletree3.hilton.com/en/hotels/alabama/doubletree-by-hilton-hotel-birmingham-BHMDTDT/index.html">http://doubletree3.hilton.com/en/hotels/alabama/doubletree-by-hilton-hotel-birmingham-BHMDTDT/index.html</a>	Birmingham	(205) 933-9000	\$109	CI, FC, IP
9	<b>Hampton Inn &amp; Suites Hoover</b> <a href="http://hamptoninn3.hilton.com/en/hotels/alabama/hampton-inn-and-suites-birmingham-hoover-galleria-BHMRCHX/index.html">http://hamptoninn3.hilton.com/en/hotels/alabama/hampton-inn-and-suites-birmingham-hoover-galleria-BHMRCHX/index.html</a>	Hoover	(205) 380-3300	\$109	CB, CI, IP
12	<b>Hilton Birmingham Perimeter Park</b> <a href="http://www3.hilton.com/en/hotels/alabama/hilton-birmingham-perimeter-park-BHMPPHF/index.html">http://www3.hilton.com/en/hotels/alabama/hilton-birmingham-perimeter-park-BHMPPHF/index.html</a>	Birmingham	(205) 967-2700	\$109	CI, FC, IP, R
22	<b>Residence Inn Hoover</b> <a href="http://www.marriott.com/hotels/travel/bhmrh-residence-inn-birmingham-hoover">http://www.marriott.com/hotels/travel/bhmrh-residence-inn-birmingham-hoover</a>	Hoover	(205) 733-1655	\$109	CB, CI, FC, OP
2	<b>Courtyard Birmingham Colonnade</b> <a href="http://www.marriott.com/hotels/travel/bhmcs-courtyard-birmingham-colonnade">http://www.marriott.com/hotels/travel/bhmcs-courtyard-birmingham-colonnade</a>	Birmingham	(800) 321-2211	\$99	CI
5	<b>Drury Inn &amp; Suites Southeast</b> <a href="http://www.druryhotels.com/Reservations.aspx?groupno=2113177">http://www.druryhotels.com/Reservations.aspx?groupno=2113177</a>	Birmingham	(800) 325-0720	\$99	CB, CI, FC, IP, OP
6	<b>Drury Inn &amp; Suites Southwest</b> <a href="http://www.druryhotels.com/Reservations.aspx?groupno=2153468">http://www.druryhotels.com/Reservations.aspx?groupno=2153468</a>	Birmingham	(800) 325-0720	\$99	CB, CI, FC, IP, OP
8	<b>Fairfield Inn &amp; Suites</b> <a href="http://www.marriott.com/hotels/travel/bhmfp-fairfield-inn-and-suites-birmingham-pelham-i-65/">http://www.marriott.com/hotels/travel/bhmfp-fairfield-inn-and-suites-birmingham-pelham-i-65/</a>	Pelham	(205) 987-9879	\$99	CB, CI, IP
10	<b>Hampton Inn &amp; Suites Pelham</b> <a href="http://hamptoninn3.hilton.com/en/hotels/alabama/hampton-inn-and-suites-birmingham-pelham-i-65-BHMCVHX/index.html">http://hamptoninn3.hilton.com/en/hotels/alabama/hampton-inn-and-suites-birmingham-pelham-i-65-BHMCVHX/index.html</a>	Pelham	(205) 313-9500	\$99	CB, CI, IP
11	<b>Hampton Inn Mountain Brook</b> <a href="http://hamptoninn3.hilton.com/en/hotels/alabama/hampton-inn-birmingham-mountain-brook-BHMMBHX/index.html">http://hamptoninn3.hilton.com/en/hotels/alabama/hampton-inn-birmingham-mountain-brook-BHMMBHX/index.html</a>	Birmingham	(205) 870-7822	\$99	CB, FC, IP
13	<b>Hilton Garden Inn Lakeshore Dr</b> <a href="http://hiltongardeninn3.hilton.com/en/hotels/alabama/hilton-garden-inn-birmingham-lakeshore-drive-BHMLDGI/index.html">http://hiltongardeninn3.hilton.com/en/hotels/alabama/hilton-garden-inn-birmingham-lakeshore-drive-BHMLDGI/index.html</a>	Birmingham	(205) 314-0274	\$99	CI, FC, IP, R
20	<b>Marriott Birmingham</b> <a href="http://www.marriott.com/hotels/travel/bhmmc-birmingham-marriott">http://www.marriott.com/hotels/travel/bhmmc-birmingham-marriott</a>	Birmingham	(888) 426-5171	\$98	CI
23	<b>SpringHill Suites Colonnade</b> <a href="http://www.marriott.com/hotels/travel/bhmco-springhill-suites-birmingham-colonnade">http://www.marriott.com/hotels/travel/bhmco-springhill-suites-birmingham-colonnade</a>	Birmingham	(205) 969-8099	\$98	CB, CI, FC, OP
15	<b>Holiday Inn Express &amp; Suites Inverness</b> <a href="http://www.hiexpress.com/inverness280">http://www.hiexpress.com/inverness280</a>	Birmingham	(888) 465-4329	\$96	CB, FC, IP *** NOTE: Use Group Code / Type – SPE 163455 / SMERF ***
18	<b>Hyatt Place Hoover</b> <a href="http://birminghamhoover.place.hyatt.com/hyatt/hotels-birminghamhoover-place/place/index.jsp?null">http://birminghamhoover.place.hyatt.com/hyatt/hotels-birminghamhoover-place/place/index.jsp?null</a>	Hoover	(205) 988-8444	\$96	CB, CI, OP
19	<b>Hyatt Place Inverness</b> <a href="http://birminghaminverness.place.hyatt.com/hyatt/hotels-birminghaminverness-place/place/index.jsp?null">http://birminghaminverness.place.hyatt.com/hyatt/hotels-birminghaminverness-place/place/index.jsp?null</a>	Birmingham	(800) 992-0698	\$96	CB, CI, OP
24	<b>SpringHill Suites Downtown</b> <a href="http://www.marriott.com/hotels/travel/bhmcsd-springhill-suites-birmingham-downtown-at-uab">http://www.marriott.com/hotels/travel/bhmcsd-springhill-suites-birmingham-downtown-at-uab</a>	Birmingham	(205) 322-8600	\$96	CB, CI, FC, IP
14	<b>Hilton Garden Inn Liberty Park</b> <a href="http://hiltongardeninn3.hilton.com/en/hotels/alabama/hilton-garden-inn-birmingham-se-liberty-park-BHMLPGI/index.html">http://hiltongardeninn3.hilton.com/en/hotels/alabama/hilton-garden-inn-birmingham-se-liberty-park-BHMLPGI/index.html</a>	Birmingham	(205) 503-5220	\$94	CB, CI, FC, IP, R
16	<b>Holiday Inn Homewood</b> <a href="http://www.holidayinn.com/hotels/us/en/homewood/bhmls/hoteldetail">http://www.holidayinn.com/hotels/us/en/homewood/bhmls/hoteldetail</a>	Homewood	(205) 942-6070	\$92	CI, FC, IP, R
21	<b>Microtel Inn &amp; Suites Hoover</b> <a href="http://www.microtelinn.com/hotels/alabama/hoover/microtel-inn-and-suites-hoover-galleria-mall/hotel-overview">http://www.microtelinn.com/hotels/alabama/hoover/microtel-inn-and-suites-hoover-galleria-mall/hotel-overview</a>	Hoover	(205) 444-3033	\$89	CB, CI, FC
1	<b>Comfort Inn &amp; Suites Colonnade</b> <a href="http://www.comfortinn.com/hotel-birmingham-alabama-AL203">http://www.comfortinn.com/hotel-birmingham-alabama-AL203</a>	Birmingham	(205) 968-3700	\$69	CB, CI, OP
3	<b>Days Inn Galleria</b> <a href="http://www.daysinn.com/hotels/alabama/birmingham/days-inn-galleria-birmingham/hotel-overview">http://www.daysinn.com/hotels/alabama/birmingham/days-inn-galleria-birmingham/hotel-overview</a>	Hoover	(205) 985-7500	\$65	CB, CI, FC, OP



## 2013 VENUES



- A Birmingham-Jefferson Convention Center**  
2100 Richard Arrington Jr Blvd North  
Birmingham, AL 35203



- B McWane Science Center**  
200 19th St North  
Birmingham, AL 35203



- C Alabama Theatre**  
1817 3rd Ave North  
Birmingham, AL 35203



\* *HS Congress Hotel*

- D Sheraton Birmingham**  
2101 Richard Arrington Jr Blvd North  
Birmingham, AL 35203



- E Hoover High School**  
1000 Buccaneer Dr  
Hoover, AL 35244



- F Robert F. Bumpus Middle School**  
6055 Fleming Pkwy  
Hoover, AL 35244



- G Spain Park High School**  
4700 Jaguar Dr  
Hoover, AL 35242



- H Berry Middle School**  
4500 Jaguar Dr  
Hoover, AL 35242

## 2013 HOTELS



- 1 Comfort Inn & Suites Colonnade**  
4400 Colonnade Pkwy  
Birmingham, AL 35243



- 2 Courtyard Birmingham Colonnade**  
4300 Colonnade Pkwy  
Birmingham, AL 35243



- 3 Days Inn Galleria**  
1800 Riverchase Dr  
Hoover, AL 35244



- 4 DoubleTree by Hilton Birmingham**  
808 South 20th St  
Birmingham, AL 35205



- 5 Drury Inn & Suites Southeast**  
3510 Grandview Pkwy  
Birmingham, AL 35243



- 6 Drury Inn & Suites Southwest**  
160 State Farm Pkwy  
Birmingham, AL 35209



- 7 Embassy Suites Hoover**  
2960 John Hawkins Pkwy  
Hoover, AL 35244



- 8 Fairfield Inn & Suites**  
230 Cahaba Valley Rd  
Pelham, AL 35124



- 9 Hampton Inn & Suites Hoover**  
4520 Galleria Blvd  
Hoover, AL 35244



- 10 Hampton Inn & Suites Pelham**  
232 Cahaba Valley Rd  
Pelham, AL 35124



- 11 Hampton Inn Mountain Brook**  
2731 Hwy 280 South  
Birmingham, AL 35223



- 12 Hilton Birmingham Perimeter Park**  
8 Perimeter Park South  
Birmingham, AL 35243



- 13 Hilton Garden Inn Lakeshore Dr**  
520 Wildwood Circle North  
Birmingham, AL 35209



- 14 Hilton Garden Inn Liberty Park**  
2090 Urban Center Pkwy  
Birmingham, AL 35242



- 15 Holiday Inn Express & Suites Inverness**  
156 Resource Center Pkwy  
Birmingham, AL 35242



- 16 Holiday Inn Homewood**  
492 Wildwood Circle North  
Homewood, AL 35209



- 17 Homewood Suites**  
121 Riverchase Pkwy  
Hoover, AL 35244



- 18 Hyatt Place Hoover**  
2980 John Hawkins Pkwy  
Hoover, AL 35244



- 19 Hyatt Place Inverness**  
4686 Hwy 280 East  
Birmingham, AL 35242



- 20 Marriott Birmingham**  
3590 Grandview Pkwy  
Birmingham, AL 35243



- 21 Microtel Inn & Suites Hoover**  
500 Jackson Dr  
Hoover, AL 35244



- 22 Residence Inn Hoover**  
2725 John Hawkins Pkwy  
Hoover, AL 35244



- 23 SpringHill Suites Colonnade**  
3950 Colonnade Pkwy  
Birmingham, AL 35243



- 24 SpringHill Suites Downtown**  
2024 4th Ave South  
Birmingham, AL 35233



- 25 The Westin Birmingham**  
2221 Richard Arrington Jr Blvd North  
Birmingham, AL 35203



- 26 The Wynfrey Hotel**  
1000 Riverchase Galleria  
Birmingham, AL 35244

**Hertz** is the League's official rental car company. Whether you make reservations through [hertz.com](http://hertz.com), a travel agency, or global online travel sites such as Orbitz, Travelocity, etc., use the League account code below. Some restrictions may apply. For more information, call 1-800-654-2240 or visit [hertz.com](http://hertz.com) today.



## Meeting Services

### Reservations

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

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

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

### *National Forensic League National Speech & Debate Tournament Birmingham, AL June 16-21, 2013*

## CV # 04JZ0004

### General Information

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

### NeverLost®

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NeverLost uses the Global Positioning System (GPS) – with smart sensors to achieve the accuracy needed for true turn-by-turn guidance. It is the most advanced on-board system ever engineered by Magellan, a leader in satellite navigation technology. Daily rental fee applies.

### Rates available from all Birmingham locations for rental start dates June 9-28, 2013

Car Class	Daily Per Day	Weekend Per Day	Weekly 5-7 Day
A-ECONOMY	\$47.49	\$28.49	\$199.49
B-COMPACT	\$53.49	\$31.49	\$209.49
C-MID-SIZE	\$57.49	\$33.49	\$222.49
D-STANDARD 2/4 DR	\$60.49	\$38.49	\$238.49
F-FULLSIZE 4DR	\$63.49	\$40.49	\$254.49
G-PREMIUM	\$68.49	\$45.49	\$289.49
I-LUXURY	\$88.49	\$71.49	\$389.49
Q4-MIDSIZE SUV	\$68.49	\$48.49	\$269.49
L-4WD/AWD SUV	\$82.49	\$71.49	\$369.49
R-MINIVAN 2WD	\$85.49	\$73.49	\$379.49
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Whether you're looking for music, sports, news, talk, entertainment, local traffic or weather, SIRIUS® Satellite Radio offers over 130 channels including 69 channels of 100% commercial-free music! Daily rental fee applies.



*See you in  
Birmingham!*



# SHOW YOUR ACHIEVEMENT

## ORDER YOUR OFFICIAL PINS AND KEYS!

Official National Forensic League pins and keys are a classic and stylish way to show of your degree of achievement. In addition, these items will be a treasured keepsake for years to come.

Gold coach keys and silver student keys are available in both 1 inch and 1.5 inch styles. Jewel accents can be ordered to indicate your level of achievement.

Visit the League's online store for additional honor society insignia items.



### **BIRMINGHAM 2013**

*National Tournament Qualifier  
Pins are now available!*

## ORDER ONLINE:

<http://store.nationalforensicleague.org>

# NATIONALS ITEMS

## *Available for Pre-Order*

### T-SHIRTS

S-XL: \$13

2XL-3XL: \$15

### WATER BOTTLES

\$10 each



*High School - Forest Green*



*Middle School - White*



**Pre-order your 2013 Birmingham Nationals t-shirts and 26 oz. stainless steel water bottles during online registration!**



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

# 2013 BIRMINGHAM BARONS AND NATIONAL FORENSIC LEAGUE



**Sunday, June 16, 2013**

**Game Time 3:00 p.m.**

**Birmingham Barons vs. Jackson Generals**



## TICKET PACKAGES

<b>Single</b>	One General Admission Ticket to the game	<b>\$5</b>
<b>Double</b>	One Reserved Baseline Box Ticket to the game	<b>\$7</b>
<b>Triple</b>	One General Admission Ticket, one meal ticket (hot dog, chips, and canned soda)	<b>\$11</b>
<b>Home Run</b>	One Reserved Baseline Box Ticket, one meal ticket	<b>\$13</b>

You must identify yourself as being with the National Forensic League to receive the discounted price.  
(Parents, chaperones, bus drivers, etc. **WILL** need a ticket to enter.)

Orders are on a first come, first served basis. Place your order before the tickets are sold out!

\*\*\*Orders **must be** received before May 20th\*\*\*



For more information  
contact Steve Bayko at  
(205) 536-7734 or  
sbayko@barons.com

Fax your order to:  
(205) 536-7620



---

## 2013 National Forensic League Order Form

Group: \_\_\_\_\_ Contact: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP Code: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Email: \_\_\_\_\_

Package	Quantity	Cost	Subtotal
<b>Single</b>		\$5	\$
<b>Double</b>		\$7	\$
<b>Triple</b>		\$11	\$
<b>Home Run</b>		\$13	\$

- ☐ **Will Call**  
☐ **Mail**

\* Make checks payable to: **Birmingham Barons** \*

Check #: \_\_\_\_\_ Cash \$ \_\_\_\_\_

Credit card: VISA MC AMEX DISC

Card #: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Expiration: \_\_\_\_/\_\_\_\_

Order Total = \$ \_\_\_\_\_ + Shipping (if mailed) = \$3

Total Amount Due = \$ \_\_\_\_\_ Signature: \_\_\_\_\_

## 2013 NJFL MIDDLE SCHOOL TOURNAMENT LOGISTICS

### *Middle School Details!*

#### **Tentative Schedule**

##### **TUESDAY • JUNE 18**

Registration will be held 6 to 9 p.m. at the Sheraton Birmingham in downtown Birmingham, AL.

##### **WEDNESDAY • JUNE 19**

Middle school competition will take place at Jackson-Olin High School, just west of downtown Birmingham. Rounds begin at 8 a.m. and last until 8:30 p.m. The longer day accommodates the number of debate rounds needed; time has been built in for lunch.

##### **THURSDAY • JUNE 20**

Middle school competition continues at Jackson-Olin High School. Rounds begin at 8 a.m. and last until 8:30 p.m. The longer day accommodates the number of debate rounds needed; time has been built in for lunch.

##### **FRIDAY • JUNE 21**

Semifinal and final elimination rounds will be held at the Sheraton Birmingham and the Birmingham-Jefferson Convention Center. The awards assembly will commence at 3 p.m., followed by the high school awards assembly at 5 p.m., where middle school champions will be recognized.

#### **Important NJFL Dates**

- Coaches can register online at [www.joyoftournaments.com](http://www.joyoftournaments.com). Entries are due **May 10**.
- Congressional Debate legislation must be *posted on the registration website* by **May 1**.
- Orations must be *posted on the registration website* by **May 20**.
- Media release forms, signed by each student's parent/guardian, must be submitted with fees by **May 20**.
- All fees, including judge bond, must be received in the national office by **May 20**.
- A school/club risks forfeiting participation if fees and media release forms are not received on time; a late fee of \$200 will be assessed for fees and forms received after **May 20**.

#### **Other Details**

- Coaches are asked to *carefully* review all tournament information at [www.nationalforensicleague.org/NJFLnationals](http://www.nationalforensicleague.org/NJFLnationals).
- Please note that this year, each school/club is **limited to six entries per event**.
- We will continue to rigorously train high school student judges. We are requiring middle schools to bring judges for each division in which they have students (CX, LD, or PF, Speech, and Congress) as a condition for registering. More details will be available on the website.



#### **Please Read Before Selecting Lodging!**

Please read the information for high school coaches, relative to lodging (p. 16-21). Please say "NFL / National Forensic League" block when booking rooms, and only book with recommended hotels for the reasons listed.

**All room reservations within the block are subject to an automatic two-night non-refundable deposit per room at the time of booking.** This avoids double booking and allows all attendees equal opportunity to book in the best available properties. All hotel properties on the list are easily accessible and are within 15-20 minutes by interstate or surface streets of every competition venue. Maps from all listed hotels and competition venues will be available online at [www.NFLnationals.org](http://www.NFLnationals.org).





## FFI alums continue their victorious march to Birmingham.

- ▶ Late January at Emory saw FFI alums in PF elims, Extemp Finals, OI Finals, the majority of the DI Finals, the Champions in HI and OO, as well as a 1-2 finish in Congressional Debate.
- ▶ February saw FFliers at the Harvard Invitational continue this with alums marching into late elims in every single speech event, as well as PF and a 1,2,3 finish in Congressional Debate!

Check out our website to see FFI's championship staff marching toward another winning season!



## FLORIDA FORENSIC INSTITUTE



MEET OUR STAFF WHO ARE LEADING THE MARCH TO BIRMINGHAM!

**DON CRABTREE** (Curriculum Director) is the current President of the National Forensic League and an eight-diamond coach from Park Hill HS in Missouri. With 40 years of educational experience, Mr. Crabtree brings the Florida Forensic Institute his incomparable expertise.

**CHAD MEADOWS** (Director of Public Forum Debate) currently serves as Debate Coach at Western Kentucky University. He has coached multiple students to late elimination rounds at the Tournament of Champions, in addition to co-authoring Introduction to Public Forum and Congressional Debate.

**CHRISTOPHER MCDONALD** (Director of Extemporaneous Speaking) is the Director of Forensics at Eagan HS in Minnesota. Mr. McDonald boasts more national finalists and National Forensic League national champions in extemporaneous speaking than any other school in the nation.

**LISA MILLER** (Director of Congressional Debate) holds the title of Director of Forensics at Nova HS in Florida. Ms. Miller has coached innumerable national finalists and four National Forensic League national champions in Congressional Debate.

**JEFF HANNAN** (Co-Director of Congressional Debate) is the Coach at Evanston Township HS in Illinois. He coached the 2012 National Champion in Congressional Debate and co-authored Introduction to Public Forum and Congressional Debate.

**BEN ROBIN** (Director of Original Oratory) is the platform events coach at Western Kentucky University. Under his tutelage, both high school and college competitors have reached countless national final rounds and earned multiple national championships in oratorical events.

**GANER NEWMAN** (Director of Interpretation Events) is the Dramatic Interpretation coach at Western Kentucky University and founder of C4 Debate, a nationwide consulting firm for high school forensic programs. Mr. Newman has coached multiple national final round participants and champions in every category of interpretation events at every level!

[www.ffi4n6.com](http://www.ffi4n6.com)

**July 19–August 2, 2013 • Extension August 2–5, 2013**

# LEARN FROM THE BEST OF NATIONALS

GEAR UP FOR BIRMINGHAM BY WATCHING PAST CHAMPIONS

Order your DVDs from the League's store or stream videos online  
- for free - if you are a Resource Package subscriber!



<http://store.nationalforensicleague.org>

Student sign ups have never been easier—no Website PIN Codes needed!



## Individual Resource Package

For a low, inclusive price, coaches and students can unlock their potential—it's not too late. Here's a quick overview of the videos, classes, and other materials individuals can access!

✓ \$18 per coach/student (*annual subscription*)

✓ FREE with Team Resource Package

**NEW!**

► **Current Year National Tournament Final Rounds** available online, including Interp events (\$199 value)

► **Fully Searchable, Multi-Year Script Database** including all Interp pieces performed at the National Tournament in previous years; search by year, category, gender, and placement (\$199 value)

► **Expanded Webinar Series** – includes topic analyses, coaching tips, and more; evening sessions are recorded and archived online for members to view at a later date; at least one session per week!

► **Weekly Congressional Debate and Extemp** – includes two topic area video briefings; 20 practice questions; two original pieces of legislation

► **Original Oratory** – topic/concept database and Oratory briefing (new books, studies, etc.)

► **Policy Debate** – novice starter file, plus monthly 100-page update files and topic analysis videos

► **Lincoln-Douglas Debate** – 100-page evidence file including philosophical positions, case arguments and responses; topic analysis videos; philosopher's library (30+ videos)

► **Public Forum Debate** – 100-page evidence file including arguments, frameworks, and background; topic analysis videos

Get that extra edge

Plus, we're now offering  
**FREE STUDENT ACCESS**  
with all Team Resource  
Package purchases!

## Team Resource Package

**Larger teams may find it economical**

to upgrade to our Team Resource Package for additional discounts on National Tournament final round DVD sets, our summer 2013 Online Institute, and more! See below for details.

✓ \$150 Active Schools

Simply check the box on your application or renewal form—or upgrade online!

► **FREE student access** to Individual Resource Package

**NEW!**

► **FREE coach access** to Individual Resource Package

► **50% off purchase** of current year National Tournament Final Round DVD sets (\$98 value)

► **Additional 25% discount** to summer 2013 Online Institute (*see next page for details*)



Watch our series of brief “how to” videos for helpful tips about signing up for online resources, registering for webinars, and more!

[www.nationalforensicleague.org/HowToVideos](http://www.nationalforensicleague.org/HowToVideos)



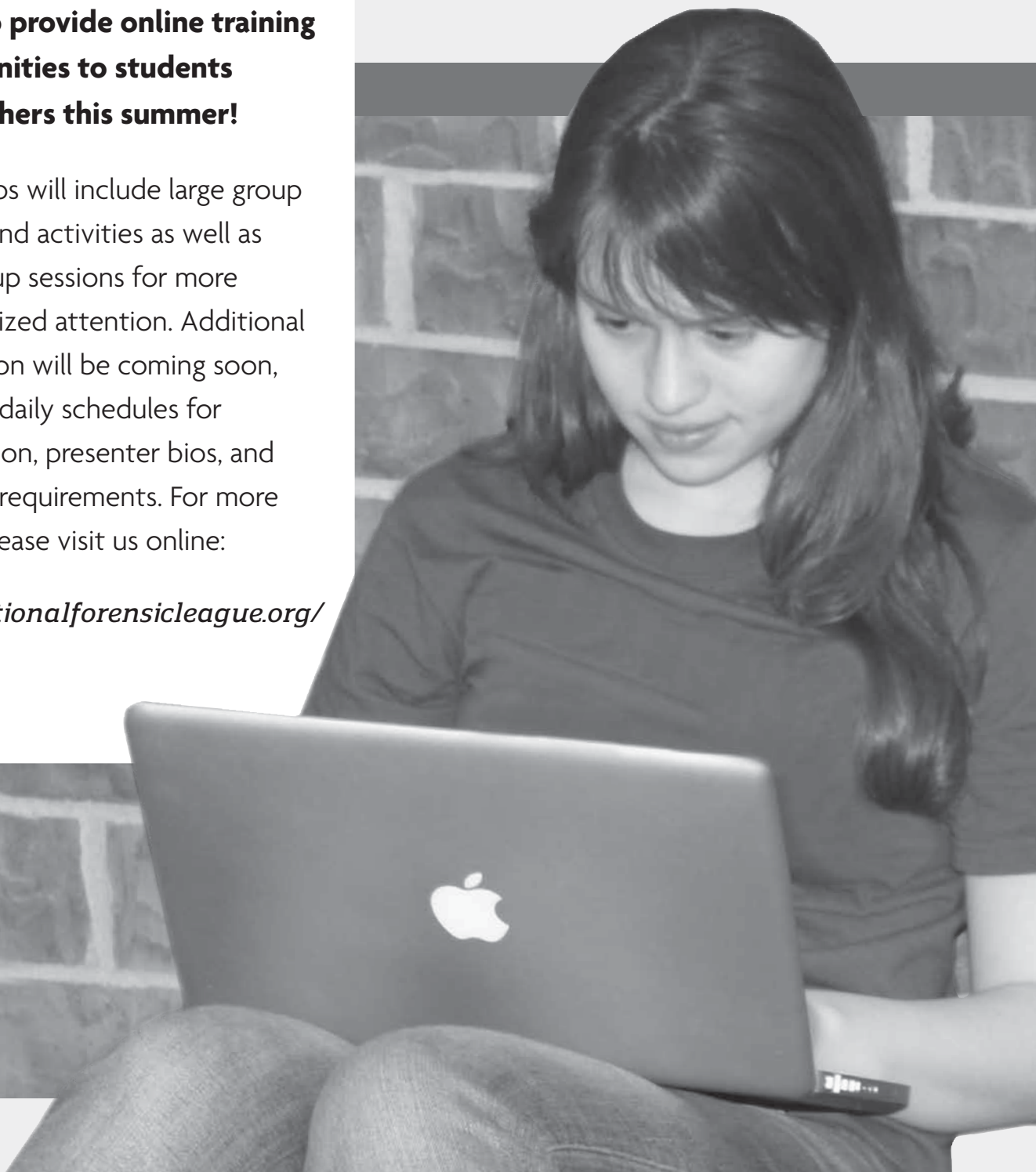
**NEW!**

# 2013 ONLINE

**The National Forensic League is proud to provide online training opportunities to students and teachers this summer!**

Workshops will include large group lectures and activities as well as small group sessions for more individualized attention. Additional information will be coming soon, including daily schedules for each session, presenter bios, and technical requirements. For more details, please visit us online:

***[www.nationalforensicleague.org/institute](http://www.nationalforensicleague.org/institute)***





# INSTITUTE

Each weeklong training session will help students develop the basic skills they need to get their start in the activity. Workshops are limited to 180 participants, so register early!

## STUDENT SESSIONS

See discounts below!

- ▶ **Lincoln-Douglas Debate**  
**JUNE 24 - 28**  
Instructor: Dan Meyers  
(two-diamond coach, Presentation HS, CA)
- ▶ **Interpretation Events**  
**JULY 1 - 5**  
Instructor: TBA
- ▶ **Policy Debate**  
**JULY 8 - 12**  
Instructor: Tara Tate  
(two-diamond coach, Glenbrook HS, IL)
- ▶ **Original Oratory**  
**JULY 15 - 19**  
Instructor: Ashley Mack  
(experienced coach; collegiate instructor; former National Tournament finalist)
- ▶ **Congressional Debate**  
**JULY 29 - AUGUST 2**  
Instructor: Adam J. Jacobi  
(two-diamond coach; member of League staff; coach of 2005 and 2006 National Champions)
- ▶ **Extemporaneous Speaking**  
**AUGUST 7 - 11**  
Instructor: Christopher McDonald  
(three-diamond coach, Eagan HS, MN; coach of 2003, 2005, and 2007 National Champions)
- ▶ **Public Forum Debate**  
**AUGUST 14 - 18**  
Instructor: Carol Green Dennis  
(one-diamond coach, The Harker School, CA; coach of the 2012 National Champions)

Please contact us if you wish to participate in more than one session.

# REGISTER BY JUNE 1ST



### Non-Members

\$350 per session

(base price)

### National Forensic League Members

\$250 per session

(includes 25% member discount)

### Team Resource Package Subscribers

\$187 per session

(includes additional 25% subscriber discount)

[www.nationalforensicleague.org/institute](http://www.nationalforensicleague.org/institute)



STARTING  
JUNE 24



## COACH SESSION

The New Coaches Workshop is limited to 180 participants, so sign up early!

### FREE TO ALL COACHES!

#### ▶ New Coaches Workshop JULY 22-26

Instructor: Cindi Timmons

(three-diamond coach, Greenhill School, TX)

If you are a coach who will be starting a program in the fall or adding additional events, this is the workshop for you! This weeklong course will provide participants with strategies for recruiting students, team management, registering for tournaments, and getting the most out of League resources. Large and small group workshops will be conducted.

#### Questions?

Email [info@nationalforensicleague.org](mailto:info@nationalforensicleague.org)

# Speech & Debate

## Student Voices and the Common Core

by Michele Lamons-Raiford



As I enter into my twelfth year of teaching and ninth year of coaching Pinole Valley High's speech and debate team, I have embarked on another expedition: a new and exciting journey of both learning, and being at the forefront of the implementation of, Common Core State Standards. As a teacher trainer, I learned the history and depth of these new standards, and understand that sustaining and supporting forensic programs is both necessary and relevant to the mission of creating 21st century learners who are both college and career ready. Speech and debate undoubtedly supports these goals.

At Pinole, our speech and debate team is an extracurricular, afterschool activity that is open to all students from grades 9-12. It is comprised of several categories of competitive events, which are designed to better high school students' argumentation, speaking style, and performance abilities. The mission of the Pinole Valley High School forensic team is to empower students to speak

powerfully, to develop critical thinking skills, and to become aware of issues that impact the world today. It has been my personal mission to increase the number of minorities, students from low socio-economic backgrounds, and those who some might not consider to be the "typical" debaters, like athletes. Our team houses approximately 70 members, and this figure increases yearly. We are members of the Golden Gate Speech Association ([www.ggsa.org](http://www.ggsa.org)), the California High School Speech Association ([www.cahssa.org](http://www.cahssa.org)), and the National Forensic League Speech & Debate Honor Society ([www.nationalforensicleague.org](http://www.nationalforensicleague.org)).

### **Common Core and the National Forensic League**

The National Forensic League has also begun to embrace "the grassroots state-level initiated Common Core movement."<sup>1</sup>

The Common Core State Standards emphasize...skills in public speaking and debating are as critical as reading

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► (opposite) Pictured left to right are junior Leonard Eisen, junior Derrick Duren, coach Michele Lamons-Raiford, and senior Morvarid Mehdizadeh.

and writing, and perhaps even more in the 21st century, where the Internet has become more than just static text-based websites and emails. Audio and video communication has plunged literacy in critical listening and effective speaking back to the forefront of needed skills, and to thrive as a nation in the new global knowledge economy, we must foster students who are proficient with these necessary skills.<sup>2</sup>

The League has also developed a side-by-side chart that shows how the skills and activities practiced in speech and debate correlate with the Common Core in a section entitled “Meeting Common Core State Standards through Debating and Speaking Activities.”

### Re-evaluating Personal Teaching and Learning Through Common Core

Like many educators, I know that my current teaching practices already encompass much of what the new Common Core State Standards are asking me to do. As I delved into the standards on a deeper level, I did not necessarily change how I coached, but made sure that I focused more on some aspects of forensics that I felt benefit the mastery of the standards.

Instead of relying on evidence purchased from many organizations that compile hundreds of pages on political topics solely for forensic research, and in lieu of spending thousands on camps, I encouraged my students to put into practice **W.12.7**, **W.12.8**, **RI.12.7**, and **RH.12.7**. In core content areas, so much needs to be covered over a year, but in speech

and debate, we are able to focus on a specific topic, “conduct short as well as more sustained research,” and since we have to be well-versed in both sides of arguments, we are forced to find and “evaluate” evidence from “multiple,” “diverse,” and “authoritative” sources.

On the speech side, I am finding that, for the speeches that are written by others to be interpreted, or by the students themselves, the common core standard **RI.12.6** has been one I am giving more focus. By “analyzing how style and content contribute to the power, persuasiveness, or beauty of the text,” the students are able to deliver another’s speech in a way one might not have expected it to be interpreted, or it may help them to better convey their own speech so that the audience’s reaction will be the one they intended. In addition, the Speaking and Language Standards are evident throughout all forms of forensic competition.

<sup>1</sup> <http://www.nationalforensicleague.org/aspx/nav.aspx?navid=207andpnavid=194>

<sup>2</sup> Ibid.





# TDC Texas Debate Collective

## TOP-TIER INSTRUCTION TEACHER AND STUDENT INSTITUTES

The Texas Debate Collective aims to challenge the economic segregation that occurs within high school debate. We work toward this goal by providing national-caliber, intellectually rigorous debate institutes for students and teachers of all incomes, and by dedicating ourselves to helping new teams develop and to fostering a larger movement for inclusion. This summer we will be offering our fourth annual student institute and our first teacher's institute, featuring some of the most respected debate educators in the country. Our faculty thus far includes Emily Bao, Tom Evnen, Mark Gorthey, Patrick Graham, Michael Harris, Brian Hodge, Tillman Huett, Eli Hymson, David Joannides, Aryn Kassam, Terrence Lonam, Emily Massey, Rebar Niemi, Megan Nubel, Devin Race, Tyler Sullivan, Becca Traber, Andrew Waks, Andy Werner, Kris Wright.

Both the student and teacher institutes will run from June 23 to July 6  
Institute Cost: \$1100. Reduced cost commuter option available.

All students demonstrating financial need will be subsidized by the camp. Our mission is to do everything in our power to ensure that access to the education we provide is open to students of all incomes. **All teachers from low-income schools attend for free. Other teachers may be eligible for the National Forensic League Coach Scholarships.**

Learn more and join the movement at [www.tdccamp.org](http://www.tdccamp.org).

### Student Voices and the Common Core

I am a coach who utilizes alumni and varsity members to help mentor the younger generation, and in the same way, I often look to my students to give me a better insight on many subjects. I asked several students to consider the standards and how they might apply them to what they do in forensics. Here are a few examples of reflections and analyses of forensics, and how they relate to the Common Core from students themselves.



*Derrick Duren, Junior*

My name is Derrick Duren, and I have been a member of Pinole Valley High School's speech and debate team for two years. During this span, I have done various styles of forensics including Public Forum, Parliamentary, Impromptu, and Oratorical Interpretation. When my coach, Ms. Lamons, informed the team about the Common Core State Standards, I wasn't surprised to find that our practices met the entire criterion.

In debate events such as Policy, Public Forum, and Lincoln-Douglas, students must conduct extensive research to find real-life statistics and facts to support their position on a resolution (W.12.7, W.12.8, W.12.9). Students exercise an impressive amount of independence and persistence in writing lengthy arguments for both the affirmative and negative sides of a given resolution. Students must also evaluate their sources and

weigh credibility and relevance to create the best possible case (RH.12.7, RH.12.1, RH.12.4, RH.12.2). At the beginning of every debate, students must define every word in the resolution according to the ideas conveyed in their case (RI.12.4, RH.12.4, RH.12.2, RH.12.5). Depending on the resolution, students must analyze and research historical and current U.S. documents to better support their reasoning (RI.12.8, RI.12.9, RH.12.6).

In speech events such as Oratorical Interpretation, Dramatic Interpretation, and Humorous Interpretation, students must research the author of a given piece to better understand the audience and occasion of the original work (RI.12.5, RI.12.6, RH.12.9). When students interpret the feelings authors intend to convey, they exercise skills that prove useful in interviews, performances, and conversations throughout life.

I am grateful to have the opportunity to develop vital argumentative and communicational skills unlike some schools in my district. The Common Core State Standards are, just as the name suggests, providing fundamental strength on which the body of speech and debate grows.



*Morvarid Mehdizadeh, Senior*

As a varsity Policy debater with four consecutive years of experience, I can proudly say that every year has been a unique adventure, but also another step toward a new level of intellectual

vitality. As a senior, I now realize to what extent I have grown with the help of my debating experiences. Whether writing college-level research papers at a summer program at Columbia University, writing college admission essays, or participating in interviews, I have realized that I constantly practice my debating skills in various forms.

My specialty, Policy Debate, is known as the most rigorous form of debate in which teams of two advocate for and against a particular resolution. Each argument is supported by various textual evidence, and requires a debater to understand and effectively interpret academic materials and literary sources while integrating them into a coherent and explanatory framework, by also strategically providing one's own original thought. Although the resolution stays the same for an entire school year, this still calls for extensive research and the preparation of substantial evidence before every debate tournament in order to provide a persuasive and accurate argument.

Considering that an effective argument requires both excellent content and delivery, our coach, Ms. Lamons, supports us through all our debate endeavors and ensures that we are prepared before every debate. With her help, we practice our oral presentations and broaden our views of diverse ideologies even before debate rounds, and learn to think critically by practicing data analysis to interpret unique arguments and evaluate other speakers' reasoning and stances. This has allowed me to become more confident in not only debating experiences, but also as a speaker in everyday situations. During interviews, I think on my feet; during class discussions, I am capable of providing

original insight; and when writing papers, I am able to merge unique arguments and support all claims with proper textual evidence.

However, it is not just debate that has helped me in academics. My academic courses have also assisted me during my debating experiences, as I use the knowledge I learn within my classroom and apply them to my debate arguments. For example, the knowledge of political regulations that I have acquired from AP Government and Politics has assisted me in political arguments, while my knowledge of science has assisted me in biodiversity arguments. With the help of speech and debate, I have enhanced my education and effectively prepared myself for both college and a successful career by applying Common Core State Standards to my learning experiences.



*Leonard Eisen, Junior*

My name is Leonard Eisen, and I am a Junior at Pinole Valley High School. I've been a member of our speech and debate team for the past three years and have reached the varsity level of competition in several categories of both speech and debate.

My time in forensics has been an incredibly rewarding experience. I've learned to express myself with confidence, witnessed the benefits of teamwork, and achieved goals through dedicated effort. Most importantly, I've attained several academic skills that will both benefit me throughout life and

comply with the Common Core State Standards.

Every day of competition in forensics is preceded by weeks of preparation. In Policy Debate, we spend the entire school year researching for one topic. It's essential to our success as a team that we stay up-to-date on the latest developments and constantly compile and read new evidence that may reshape the field of competition. In addition, we must format this research into coherent and persuasive arguments, advocating for a plan of action. This process correlates directly with Common Core State Standards **W.12.8**, **W.12.9**, and **RH.12.7**, in which we must learn how to gather information from multiple sources, assess their strengths for our purpose, integrate them into our work, and utilize them in a manner that maintains the flow of ideas while leading to our solution.

The topics we debate allow us to examine issues of social relevance by relating them to political theories. In Lincoln-Douglas Debate, we must justify a stance on controversial political issues by upholding a value. These are derived from philosophical and societal theories, such as the Social Contract, Kant's Categorical Imperative, and Utilitarian Ethics. By relating modern issues to these fundamental works, we achieve the goals of Common Core State Standards **W.12.9b**, **RH.12.2**, and **RI.12.9**, because we evaluate political documents of historical significance, determine their central ideas, and apply them to the subject at hand.

The project I've spent the greatest amount of time on is my Original Prose and Poetry piece. I wrote a 10-minute dramatic piece in which I played a Vietnam veteran with PTSD. The piece went through a series of revisions over the course of more than a year, in which I worked with my coach to make it both

presentable and compelling. Our work on this Prose met the purpose of Common Core Standards **W.12.5** and **W.12.10**, where students learn to write routinely over a long period of time and strengthen writing through revisions and cooperation with peers and advisors. In the end, our efforts paid off, as my performance qualified for the State Championship tournament.

Forensics has become a major part of my life. I know that the lessons I've learned through my participation in these events will benefit me throughout my academic career. I can now think analytically and write and speak in an expressive and convincing manner. I've gained greater dedication and the ability to work as a team to achieve a common goal. Most importantly, I am now a more informed citizen, with a genuine interest in social issues and current events. Without forensics, I wouldn't be the young man I am today.

## Conclusion

The Common Core State Standards augment teachers' efforts to develop lesson plans and pedagogy that support 21st century skills, reflect academic rigor, engage students, and promote collaborative learning. Speech and debate teams allow coaches and students to do the same. These standards are ones to be embraced and seen as yet another tool that we can use in our effort to teach our students more than solely the content they need, but the skills they need to be college- and career-ready, and successful at anything and everything they set their minds to do. ✎

**Michele Lamons-Raiford** is a one-diamond coach from Pinole Valley High School in Pinole, California.



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# Spark Insight:

## High School Speech & Debate Activities and College Readiness

by Craig T. Cobane, Ph.D.  
and Jace T. Lux, Ed.D.

If you are a student and you are reading this issue of *Rostrum*, chances are that at some point a parent, school representative, or even a peer has discussed with you the issue of college readiness nationwide. School districts spend millions annually to make sure that students are prepared to enter the world of higher education, and collaborations on readiness initiatives between high schools and colleges/universities are becoming more and more prevalent. If you are a student and you are reading this issue of *Rostrum*, then you are also likely a competitor in the activity of speech and debate—a fact which, whether you realize it or not, already puts you one step closer to being ready for college.

Numerous articles and studies have outlined the benefits one gains from participation in speech and debate, but few if any have done so within the context of college preparedness. In this article, we argue that not only do speech and debate activities prepare students for college, but that forensics can help students be successful in college.

### Memory

Although good college courses do not rely solely upon rote memorization, all learning experiences involve some level of memorization and recall. Students who have developed memory enhancement techniques, mnemonic devices, etc., in high school, and have regularly had opportunities to practice these skills, are at a comparative advantage in college versus students who have not developed such skills.

Students who have participated in competitive speech and debate are required to develop, hone, and practice their overall memory skills. Extemporaneous speakers must memorize sources, content, and structure in a short amount of time. Orators must memorize entire speeches and subsequent changes to those speeches throughout the season as new ballots provide new critiques. Impromptu speakers must have dozens, if not hundreds, of examples at their disposal for the construction of a speech. Interpretive students must memorize scripts and blocking, as well as verbal and nonverbal character choices.

An experienced forensic student who develops his/her memorization skills is unlikely to become confounded when asked to recall information on an exam, or when asked to deliver a presentation from memory. You are putting those skills to use now!

### Research

Higher education places a much greater emphasis on in-depth quality research, especially original research, than most high schools. For example, one leading expert in the field lists conducting independent research and being a member of a professor's research team as two of the most important elements of an "ideal college education" (Duban, 2005). For speech and debate participants, the process of researching a topic for a debate or the background research required to develop the proper feel and nuance for Dramatic or Humorous Interpretation is more like the research one would do in college than what is done in high school. At many highly selective colleges and honors programs/colleges, it is not uncommon for students to write multiple, lengthy, in-depth research papers in their freshman year. This is far different than the multiple choice based freshman introductory courses found at many institutions. Forensic students who have spent hours researching, discerning the quality of sources, and cross-checking references are miles ahead of their colleagues whose research and writing experience in high school is more limited.

### Communication

Two of the most important academic skills higher education professors seek are the

ability to write and speak effectively. This is especially true at smaller private colleges and when enrolled in honors programs/colleges at larger public institutions. As a result of the smaller class sizes at these two types of educational institutions, a higher premium is placed on writing and oral expression throughout the entirety of one's college experience. The range of public speaking opportunities that speech and debate students have more than adequately prepares them for class presentations and helps them stand out in discussion oriented classrooms. Williams, et al. (2001) note that the most frequently cited benefits of participation in debate are enhanced public speaking and communication skills. Likewise, Littlefield (2001) reports that enhanced speaking and communication skills were among the top three self-reported benefits of forensic participation among current students. Freeley and Steinberg (2005) note that forensic participation provides training in argumentation, develops critical listening skills, and encourages effective speech composition and delivery.

Finally, one of the greatest struggles most high school students experience going to college (especially highly selective private and honors colleges) is understanding that what is deemed "smart" or "intelligent" is not necessarily the student with the "best answer," but the student who has the most "insightful questions." Put another way, students should be critically assessing and questioning what they read and hear in class, not simply writing down everything as if it is the gospel. Students with a background in competitive speech and debate are much more likely to arrive

at college with the knowledge base, the inclination, and a level of comfort in constantly appraising, critically assessing, and questioning new information. This skill will be noted in a positive way by faculty and will help the student to be successful.

### Organization/Time Management

If forensics is anything, it is a crash course in time management! As a speech and debate competitor, you often find yourself juggling the composition, memorization, and practicing of multiple events at the same time—not to mention the amount of time you spend away from class when traveling to tournaments around the country, resulting in conflicting priorities, made-up class work, and other added pressures. Add to that some semblance of maintaining a social life and possibly a part-time job, and the average forensic student has his or her plate full.

Research on college retention and success illustrates that being able to manage one's time is critical, especially in the all-important first year of college. There are two ways to think about time management, and both of them are developed through competitive speech and debate activities and are vital to success in college. First, "short-term" time management, which involves daily and weekly "to-do" lists, scheduling time to read/study, etc. This is especially important in the first year because college is much less structured than high school.

Second, and more important for academic stardom, is "long-term" time management. This is thinking and planning out beyond just the next semester. It is working with your advisors and having some ideas of what you want



to accomplish (and how you will do it) over the next four to five years. Most high school students see four years of college as a long time, but in reality it is a very short period of time and disappears quickly. It is important that those precious semesters (and summers) are used wisely. This means planning semesters/years ahead for study abroad, substantive internships, research, and the taking of post-college exams (i.e., LSAT, MCAT, GRE, etc.). Additionally, you are filling out countless graduate school and national scholarship applications, you are completing senior/honors projects, and you are taking challenging courses. The yearly arc of preparations, competition, and tournaments found in high school speech and debate helps prepare students for thinking beyond just the next week or semester.

### Leadership

Leadership is a key attribute for success in college. Although not quite as important a variable in overall retention, leadership does play a very important role in getting the most out of your four years of college. First, most private and honors colleges, ask about and look for examples of (and potential for) leadership in your application. Additionally, if success in college is measured by what you learn and get out of your college experience, then leadership is key. Using your leadership skills by being involved in clubs, organizations, student government, etc., in a meaningful, value-added manner helps you balance your academic gains with interpersonal skills that are crucial throughout your future professional life. Additionally, leadership skills developed through participation in speech and

debate in high school helps you work better in groups and as a team. Leadership in a team setting is critical to not only academic success, but also becoming an academic star in college.

Numerous scholars have documented the obvious correlation between forensic participation and leadership. Speaking of the National Forensic League, Radabaugh (1960) states, “The purpose of the League is to assist students to prepare for leadership through the ability to command a following by the effective presentation of ideas” (p. 47). The promotion of leadership skills through participation also is a fixture of collegiate forensics. The first line of the American Forensic Association’s credo states, “Our principle is the power of individuals to participate with others in shaping their world” (American Forensic Association Website, 2013). Bartanen (1998) states that forensic programs “foster leadership skills of reflection, connectedness, and advocacy” (p. 1). Colbert and Biggers (1985) cite a 1960 study of political leaders including members of Congress, senators, and Supreme Court justices. Ninety percent of respondents called their high school or collegiate debate experiences “very helpful” or “invaluable” in developing their careers as leaders.

### Deliberate Practice

We have all heard our parents, teachers, coaches, etc., tell us the importance of practice in making us successful, but there

is practice and there is *practice*. In the 2010 book, *Talent is Overrated*, Geoff Colvin makes the argument that hard work and something he terms “deliberative practice” is more responsible for world class performance than just natural talent. Colvin argues the Tiger Woods, Jerry Rices, Mozarts, and Bill Gates of the world were

*“Speech and debate students learn to internalize the idea of constant improvement; they will revise speeches, spend time preparing for tournaments, and push their peers to perform better.”*

not born with so much natural talent that they were destined to be great, but that their commitment to deliberative practice is what made them great. According to Colvin, deliberative practice is practice that is *designed*, can be *repeated* a lot, requires constant *feedback*, is highly *demanding mentally*, and is *not always much fun*. Colvin’s concept of deliberative practice describes well the training and practice regiment of students who participate in competitive speech and debate. Students who have internalized the concept of deliberative practice are going to be successful in college.

Finally, students who are consciously or unconsciously implementing this concept have another attribute that will serve them well in college: they are not striving for “good enough.” They practice because they want to be the best and



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show constant improvement. Speech and debate students learn to internalize the idea of constant improvement; they will revise speeches, spend time preparing for tournaments, and push their peers to perform better. This desire to keep practicing intentionally and striving for constant improvement, developed through participation in competitive forensics, will not only lead to college success, but academic stardom.

### Conclusion

To claim that speech and debate participation alone will lead to success in college is a fallacious argument, and one that we would never make. However, as a supplement to skilled high school education in the classroom, other extra-curricular activities, and college prep courses, a speech and debate background can instill many of the characteristics that for years have been deemed essential to college preparedness and success. The ability to research, communicate, practice

with intentionality, organize and manage your time can help you have a successful college experience. Speech and debate participants should stay the course and continue competing in high school forensics. While those long nights, bus rides, and bad tournament food may not always seem worth it, if college is in your future, you could find no better training ground than a forensic tournament. 

**Craig T. Cobane, Ph.D.**, is the Jarve Endowed Professor in Honors at Western Kentucky University and serves as both the Executive Director of the Honors College and the university's Chief International Officer. His academic background is international relations/security studies, but he is also the author of a number of articles on working with high achieving students and building Honors Colleges/Programs.

**Jace T. Lux, Ed.D.**, is the Director of Forensics at Western Kentucky University. He has helped transform the WKU forensic team into the most successful college program in the country over the past decade in both individual events and Lincoln-Douglas Debate.

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# Lincoln-Douglas

## Writing LD Topics with Your Students: A Lesson Plan

*by Joe Vaughan*



For the past several years, I have had the opportunity at the National Speech & Debate Tournament to work with a great bunch of coaches on the Lincoln-Douglas Topic Wording Committee. We take the topics and suggestions submitted by the membership and wrestle with the wording to attempt to create balanced and interesting topics that can sustain two months of debate and research.

To write a good topic requires an understanding of how wording determines the burdens for each side, the division of ground and the overall scope of the topic. It struck me that topic writing is therefore a great activity for students to engage in toward the end of year as the competition season winds down.

The following is a set of lesson plans that can be used as an authentic summative assessment for students in a debate class or as a culminating activity for your squad for the year. Although this plan is written to be about Lincoln-Douglas Topics, there is no reason that the same process could not be applied to a project surrounding Public Forum.

### **Lesson 1: Analysis of Old Topics**

I'm sure most other coaches hear the same thing I hear when the new topic gets released: "Oh no! Not that topic!

That's a terrible topic!" I usually press my students to articulate what it is that they don't like about the topic, which usually brings them to a sputtering halt. This knee-jerk reaction comes from unfamiliarity with the topic, rather than an actual dislike of the topic itself. Yet, there are certain topics, after we have debated them that students have liked, and disliked, more than others. Before students write their own topics, they should first look at old topics that they have debated to describe what they liked and did not like about these topics. This first lesson of this cycle asks the students to attempt to discover for themselves what they believe to be the structure and content of that elusive "perfect topic."

Begin the lesson by giving out the past year or two worth of topics; if this is a freshman class, it probably is good just to use the topics with which the students have direct experience. Separate the students into groups, have each group select a recorder, and pose the following question to the group: "Of this list, which one or two were the best resolutions to debate and which were the worst one or two?" Tell them that they need to come to a consensus as a group and then let them at it. After an initial amount of time, when it seems the discussion is flagging, pose the next set of

questions: “As you decide which are the best and worst resolutions, also be sure to have three or four good arguments for WHY these resolutions were best or worst. Was there some problem with the wording? Was it the types of arguments that their opponents used? Was it something inherent about the topic area? Some other reason?” Remind them to have their recorders write down specific reasons.

When the discussion begins to peter out again, give the students a one-minute warning before the whole group will reconvene and remind them that the recorder will be sharing the discussion of each group. When you bring the group back together, begin by polling the groups about their favorite resolutions and the reasons why those resolutions were their favorites. Hopefully some of their reasons for why the resolution was good would be that the topic area was interesting, there was clarity to the meaning of the resolution, there was a balance between the sides, there was a depth to the research possibilities available, and that the resolution did not get stale after two months of debate. These are the stated goals of the Wording Committee when we meet.

Whatever the students mention, record the information on the board for everyone’s inspection. I find that when reporting out from groups that I do not let the students argue or disagree with each other and simply allow for the opportunity for reporting until everyone’s opinions are heard. The only questions I allow of the recorder are questions of clarification. When similarities in groups’ ideas occur, be sure to note this. When all groups have reported out, ask for discussion or comments about overlapping areas of agreement or on places of disagreement. Wrap up the lesson by polling the students about their least favorite resolutions and the reasons for these opinions. Hopefully, this discussion is merely the inverse of your

prior discussion. Have the students note particular grammatical structures or word choices that caused problems for those resolutions

At the end of this discussion, the goal is that students will be able to write a sentence that says, “A good LD resolution is one that...” In LD parlance, you are asking your class to create a group value criterion that can be used to separate a good resolution from one that is not so good. In fact, their homework for next class should be to write that sentence.

## Lesson 2: Introduction of the Concept of Writing New Topics

Begin the next class by having students read their sentences aloud. Have the students come to a consensus on which sentence (or compound of several sentences) will guide the class as to what will be a good resolution. Little do they know that this very sentence will become a substantial portion of the rubric by which the culminating assignment of this unit will be graded. When students have a hand in sculpting the standards for excellence by which they will be assessed, it is more likely that they will understand their grades as being true reflections of the quality of the work they produce. It is going to be important that you write down the exact text of the sentence on which the class decides.

Introduce the students to the assignment that they will be completing: writing a proposal for a topic to be submitted to the National Forensic League. At this point, it would be a good idea to show the students the topic submission form located online at [www.nationalforensicleague.org/topics](http://www.nationalforensicleague.org/topics). When you click that link, show the students that a topic suggestion should consist of the following parts:

- A general topic area such as “citizens’

rights,” “international relations,” “tax policy,” or “fairness in the judicial system.”

- Resolution Suggestion #1 – This field is for a wording suggestion under this general topic area..
- Resolution Justification/Analysis #1 – This field is to explain what that particular wording for the resolution accomplishes. I suggest that this field be used to explain what the author of the resolution intends to be the major points of clash in this topic area, what the division of ground between the affirmative and negative ought to be and why they picked particular words, terms of art or clauses.
- The form then allows for three additional wording suggestions and fields to justify those wording choices. Often, it is helpful to think of multiple possible wordings rather than obsessing to find the “one perfect wording” when brainstorming. Obviously, as a committee, we obsess since we have to put out a final product to the community.
- Bibliography – It is important that the students can substantiate that the topic has research to back each side of the topic. Minimally, each grouping of topics should be able to find two articles that lay out the basic conflict of their proposed resolution without too heavily taking sides (with a hopefully expansive bibliographies of their own), two articles that are affirmative and two articles that are negative.

From here, as the teacher, you have an important choice to make: will the students be turning in individual assignments, or will this be a group project? Each form has its pros and cons. I would tend to think that groups will produce superior products, as students will have other people to bounce their

Submit  
Lincoln-Douglas  
topic ideas

ideas off of, much like we do during our Wording Committee meetings. However, the inevitable problem with all group work is the distribution of effort and mechanisms to be sure that each student will receive the grade they individually earned rather than riding on the coattails of the group. I suggest doing this as a group assignment (of two to four students) and will offer a way to address the primary concern.

From here, rather than actually handing out the assignment, divide the students into groups or conduct a class brainstorming project. I find that doing too much “this is what we are going to be doing” in a single class period tends to bore the students. Having gone through the structure of a proposal’s format, tell them that you will review the actual structure of their assignment during the next class and give them the remainder of the period to come up with two or three topic areas that the group thinks might be worthy to construct a resolution around, with the understanding that the group needs to come to a consensus by the next class. For inspiration, you can distribute the list of past topics which is available on [www.nationalforensicleague.org](http://www.nationalforensicleague.org) on the same page on which the submission button was located.

### Lesson 3: Introduce the Assignment

If you broke the students into groups, give the students the first few minutes of class in their groups to decide on a final topic area. Reconvene the class and hand out the assignment sheet. The assignment has three parts:

- 1) *The proposal* – The students need to come up with a topic area with one wording suggestion per member in their group. The proposal should clearly indicate which student is the primary author of which suggestion. Each wording needs a justification that includes these five items:

- Definitions (with citations) of each relevant word or term of art they used in their wording.
- A statement of what they perceive to be the critical philosophical question(s) that their resolution addresses.
- A statement of what they perceive to be the division of ground between the aff and neg and why their wording makes that division of ground clear.
- Three possible affirmative and negative position theses that could run on this resolution. These positions only need to be a sentence long that describes the general thrust of what the case position would argue.
- An annotated bibliography of six sources where two of the sources describe the essential conflict in the resolution, two aff-biased sources and two neg-biased sources. The annotation should be two to three sentences that highlight the thesis of each article.

- 2) *The individual response* – Each student in the group needs to write a reflection on how the resolution that they wrote addresses the sentence that the class decided upon as the guideline for what a good LD resolution looks like. Since that sentence will have to be a compound sentence, the student should make it clear how their resolution conforms to EACH part of that sentence.
- 3) *The group reflection* – It is really difficult to come up with a perfect resolution by yourself. Part of this project will have the students pitching ideas to each other and getting feedback from their group members. In this section of the assignment, each student will reflect on the ways in which their group members made

suggestions about their particular wording and why or why not that feedback caused a change in their proposed wording. This part of the project is effectively an assessment of the health of the group.

The entire group will hand in part one together with each student handing in their own parts two and three. After giving the students a chance to ask questions about the assignment’s parts, you should hand out the rubric. It is up to you to construct the appropriate rubric for how you tend to allocate points in your class. The one thing to make certain is that your rubric should explicitly reference the sentence the class constructed. In fact, I would have that sentence on the handout for the assignment and the rubric. As a final incentive, I would set up a system by which any project that receives an “A” will have their project submitted to the National Forensic League as a formal proposal for a topic for the next competitive season.


### Day 4 and Beyond: The Work Process

From here, the students should be given copious amounts of time to work in class. They will need access to research materials during their work. I would set up some interim checkpoints:

- There should be an initial “pitch day” in which each group member will need at least a rough wording suggestion for their topic. On the first pitch day, have each group meet with each student bringing in their proposed wording written down. The student should have one page with the wording on it for each group member and one for you. Each student is given two minutes to pitch ideas to the group. After this, the group will have three to four minutes to make comments

about the wording or proposal. The student who pitched the proposal should not talk during this discussion unless a direct clarification question is asked, but should be writing down the comments. It is important early in the process that the students hear feedback. If allowed to talk, they will spend the time coming up with counterarguments to the suggestions rather than really listening.

- The annotated bibliography.
- A second pitch day very close to the final due date of the project. On this date, the groups should have extended conversations about each topic suggestion with actual arguments. Depending on the length of your periods and the number of students in each group, you might need two days for this. The students should leave the second pitch day with finalized versions of the wording agreed upon by the group that they will propose.

This project is a solid, culminating experience for debate students and gives them an understanding of how hard it is to create “the perfect topic.” It will also improve their ability to analyze new topics as well as bolster their research skills. As a member of the Wording Committee, I look forward to seeing what your students suggest! 

**Joe Vaughan** is a physics teacher as well as forensic coach at Scarsdale High School, NY. Joe is a two-diamond coach, the chair of the New York State District, and presently a member of the LD Wording Committee.



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# OPINION

## Why Every Debate Tournament Should Break Brackets

by Kevin Coltin



When two Lincoln-Douglas debaters or two Policy or Public Forum teams from the same school are seeded to face each other in elimination rounds, there are two options. (For brevity, I will refer only to LD debaters, but the same logic applies to partner debate events.) The first option, which is the most common at national circuit tournaments, is to ask the debaters' coach to choose one of the two debaters, usually the higher seeded one, to advance without a debate. The other debater is eliminated from the tournament.

The second option, known as "breaking brackets," is to rearrange the tournament bracket to avoid this conflict. For example, if the first- and eighth-seeded debaters in quarterfinals are from the same school, the first seed will debate the seventh seed and the two seed will debate the eighth seed, instead of one debating eight and two debating seven as it would be otherwise. The seeds are changed as little as is necessary to avoid any intra-team matchups.

The norm at national circuit tournaments is to never break brackets. I believe this standard is misguided, and that more tournaments should

begin breaking brackets. Contrary to popular belief, the Tournament of Champions does not currently have a rule preventing bid tournaments from breaking brackets, according to tournament director Andrea Reed. With no rule against it, I hope that an honest evaluation of the practice will convince tournament directors that the benefits far exceed the costs.

The League's rules for the District and National Tournaments forbid breaking brackets—however, breaking brackets has a slightly different meaning in this context since these tournaments use a double elimination rather than round robin system. What is important is that avoiding teammate matchups is one of the top priorities at these tournaments, which means that such matchups rarely occur.

Breaking brackets avoids three difficult and unfair occurrences. First, it avoids giving one debater a free win. There is a reason that byes in power-matched prelim rounds, a necessary evil, are always given to low-seeded debaters who are usually ineligible to break. No tournament director would want to make it easier to advance further in the tournament by awarding a free win to a winning debater; if

it would be bad enough to do so in prelims, it seems to me far worse to do so in outrounds. It tends to favor the best debaters from strong schools, precisely those who least need an extra advantage. Ghost bids, where both debaters receive TOC bids merely for making it to the round before the bid, are unfair to the remaining debaters in the round who have to win a tough debate in order to earn a bid. Worse, there have been at least two times in recent years where LD debaters have earned a TOC bid merely by breaking and then walking over teammates, without having to debate a single elimination round.

Next, choosing not to break brackets means that one debater loses the chance to advance. A student who could have made it further in the tournament is unexpectedly told that the tournament is over for her. Perversely, in most cases, this student would have been better off had she been a worse seed, because then she would not have been matched against a teammate.

Third, the coach of the two debaters facing each other is forced to make the uncomfortable decision of which debater will advance. Standard policy is to let the higher seed (that is, the lower-numbered seed) advance, but some situations make such a decision difficult. When a TOC bid is on the line and the higher-seeded debater has already qualified, coaches find it agonizing to have to decide whether to make an exception to that rule. It is equally challenging when the higher seed is a younger student who may not have a good chance of winning the next round, and the lower seed an excellent debater with one bid and few or no chances for another. Such decisions are also difficult to make at state qualifier tournaments or when


the lower seed is a senior at the end of a strong career. Even with those coaches who always advance the higher seed without exception, the “losing” debater may still feel treated unfairly: consistency is little consolation when he is sitting at home during the TOC. It should be unacceptable to put any debater or coach in such an utterly avoidable dilemma.

All of this is compounded by the fact that seeds are partly arbitrary anyway. Bear in mind that when brackets are broken, seeds are almost always changed by only one place—for example, the first seed will face the seventh seed instead of the eighth. There is little difference, if any, between the performance of the 16th and 17th seeded debaters at a tournament. The difference between consecutive seeds is usually a single speaker point or less. Speaker points are generally good for distinguishing top debaters from mediocre ones, but a difference of one or two points over four to six rounds is negligible and is just as likely to be due to judges’ preferences than differences in ability.

Parallels to breaking debate brackets exist in several sports. Major League Baseball sets playoff seeds so that no two teams from the same division play each other until it becomes unavoidable. Tennis players in the Olympics are seeded primarily on performance, but exceptions are made when it would result in players from the same country potentially having to play each other before semifinals. Likewise, the seeds in March Madness are adjusted so that schools in the same conference avoid each other.

The similarities here are striking: seeding in both debate and the NCAA Tournament is based on a combination of win-loss record and subjective opinions, of school athletic directors and of debate judges. Both the Olympics and the NCAA, whose ranking criteria are more objective and based on dozens or hundreds of matches rather than six or fewer, recognize that precise fidelity to an imprecise ranking may be subordinated to competitive considerations.

The logistical challenges of breaking brackets are minor. Tab software like Joy of Tournaments makes it easy to swap seeds. Although the correct procedure for breaking brackets can become complicated when multiple team conflicts exist, the acceptance of clear procedures for it at the state or national levels would remove any difficulty. This would be just like the League’s established procedures for pairing rounds at District Tournaments.

Above all, the minimal harm that breaking brackets causes to competitive equity is vastly outweighed by the harms of not doing so. Any unfairness caused by altering debaters’ seeds by one place is marginal at best, whereas the unfairness of having one debater walk over a teammate is palpable and undeniable. I urge tournament directors to begin breaking brackets at their tournaments and establish it as a norm throughout the debate community. 

**Kevin Coltin** is the Lincoln-Douglas Debate coach at Brophy Prep in Phoenix, Arizona, and co-director of the Southwest Speech and Debate Institute.

## References

Reed, Andrea. Message to the author. 26 June 2012. Email.

## LINCOLN-DOUGLAS DEBATE

JULY 21 - AUGUST 10, 2013

### 2 Week Core LD Program

July 21 - August 3

### Intensive Practice Round Session

August 3 - August 10

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



**Dan Meyers** is returning for his sixth year as division director for Lincoln-Douglas Debate at the SNFI. Dan is the Director of Forensics at Presentation High School in San Jose, California. Dan was the Director of Debate at Clovis West High School in Fresno and The Meadows School in Las Vegas, Nevada, where he coached both Policy and LD extensively. In LD his students have been in late elimination rounds at nearly every major national tournament. Dan's students have also participated in the Stanford, MBA, and Greenhill Round Robins. Dan has coached LD debaters to the elimination rounds of the Tournament of Champions, NDCA Championships, and NFL Nationals on multiple occasions. Dan is also a member of the NFL LD wording committee and the TOC LD committee. Dan returns to SNFI this year for his ninth summer and his sixth as director.



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**3rd Week: Intensive Practice Session**  
August 3 - August 10



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**Week three** is a supplemental program focused primarily on practice rounds. After the third week program, a student will have had experience equivalent to several regular tournaments! In addition, several special topics appropriate for rising varsity level students shall be covered, such as advanced strategy and extensive consideration of advanced crossfire and cross-ex techniques.

**Students may do one week, two weeks, or all three weeks of the program**



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# Transportation Funding

by Frederick “Bud” Wright



As the new Executive Director of AASHTO, I am pleased to work with the National Forensic League on this year's national debate topic. Transportation infrastructure is a major aspect of our lives from the price of groceries we buy to our commute to work or school. Our roads, bridges, railroads, and waterways are essential aspects of our transportation system, economic vitality, and way of life. President Eisenhower's plan to transform America through the Interstate Highway System was bold but necessary. Through his leadership, we constructed the largest highway network in the world, providing a system for freight, commercial, and passenger mobility.

Since then, our system has reached a tipping point. We do not rank as the leader and example in transportation infrastructure investment anymore. Nations in Europe and Asia are investing significantly to upgrade their infrastructure. The U.S. population continues to increase, and our transportation network is aging and feeling the pressure. States are addressing the issue with projects and initiatives to restore their infrastructure, and federal agencies are using their resources as well, but increased investment is necessary.

The Texas Transportation Institute released their *2012 Urban Mobility Report*, which examines the state of

urban congestion problems in these United States. The report concludes traffic conditions are becoming worse. A total of 5.5 billion hours are wasted due to congestion, where the average commuters spent 38 extra hours traveling in 2011. To curb the growing traffic delays on the roads, urban areas need to develop alternatives to driving with increased transit options. For areas with transit systems in place, investment is crucial to evolve the system for the future.

The AASHTO *2009 Bottom Line* report recommends national investment in roads and bridges of roughly \$166 billion spent annually—\$46 billion for transit. Investing in our transportation infrastructure can also lead to cost savings in the future. A recent study by the Alliance Commission on National Energy estimates the U.S. can see \$218 billion in energy savings if we invest around \$79 billion in transportation investment by 2030. The commission adds that investments in public transportation, pedestrian access, and other alternative modes from driving will not only save on energy costs but will lower greenhouse emissions. In a global economy, we are at risk if we are unable to move our goods to and from the marketplace.

Last year, Congress passed MAP-21, the reauthorization of surface transportation funding. While the two-year bill offers reforms to streamline the project evaluation and funding process, it does

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not fully fund our surface transportation programs. Congress continued a recent trend of transferring money from the general fund to the highway trust fund in order to maintain funding levels. The fact is, without some kind of injection of new revenue, we anticipate the highway trust fund will be insolvent by late 2014.

Across the nation, states are finding new ways to fund their transportation programs. The traditional gas tax will not be sustainable at current levels. Massachusetts, Wisconsin, and others are looking at raising the gas tax to support their transportation system. Some states have kept their gas tax at the same level for more than 10 years. With the development of high efficiency vehicles, the gas tax is bringing in less and less money each year. In Virginia,

the governor and the state legislature eliminated the gas tax and replaced it with a sales tax and other fees. And in Oregon, the state is piloting a new VMT program that taxes the miles a vehicle travels. The AASHTO Board of Directors (which is made up of State DOT heads) adopted a menu of 30 options to raise revenues for transportation. Regardless of the option, our goal is consistent. We must find a sustainable, user-based funding source in order to move our country forward. States are finding new solutions to our transportation funding crisis, but a robust federal program is essential.

Despite our efforts to streamline and become more efficient, we are still falling behind. What we need is greater investment. Whether that is more innovative financing tools, an indexed gas

tax, or some other funding solution, we need it. We have major challenges facing transportation in the country, but I think we are up to the challenge. Across the country, state DOTs are taking actions to rebuild our transportation infrastructure; improve roads, rails, and our ports. As the Panama Canal Expansion is under construction more than 1,000 miles away, American ports prepare for the new phase in global trade. While this is good news, we have a lot of catching up to do. With increased investment from today's levels, we can once again be the role model for transportation infrastructure around the world. 

**Frederick "Bud" Wright** is the executive director of the Association of State Highway and Transportation Officials.



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7<sup>th</sup> Place, TOC Congress  
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9 NFL Out Round Participants  
11 State Championship Winners  
7<sup>th</sup> Place, 2013 Harvard National Congress

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AZ State Champion and National Qualifier Coach

**Elizabeth Clarke – Curriculum Director**  
**Steven Ebensberger – Extemp Lab Leader**  
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**Kevin Berlat – Congressional Debate Director**  
Coach of 12 National Congress Finalists

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# International

## History and Development of “NFL China”

by Stefan Bauschard



In December 2011, I traveled to mainland China for the first time to work with Dipont Education Management (DEM) on the development of debate in China.

In only seven days in China, I made presentations about the value of debate and the Harvard Debate Council Summer Workshops (HDCSW) to DEM (Shanghai), the Wuxi No. 1 School (Wuxi), the Nanjing Foreign Language School (Nanjing), the Hangzhou Foreign Language School (Hangzhou), the Shenzhen Foreign Language School (Shenzhen), and the Shanghai World Foreign Languages School (Shanghai).

During that time, we developed a preliminary plan to promote debate in China and began designing an academic debate program for students from China at the HDCSW.

In January 2012, DEM Vice President Jeff Zhu traveled with me to the Montgomery Bell Academy tournament in Tennessee. Jeff spent his time at the tournament learning all of the details about how debate tournaments operate. He also spent some time watching the most competitive students at the tournament debate one another. He was quite impressed by the level of competition, and was even more enthusiastic about developing academic debate in China.

While in Nashville, Jeff also met with Scott Wunn and began working on a plan to introduce the U.S. National Forensic League to China in order to make Chinese students and schools members of the League.

Students living in China want to be part of the U.S. League because they are eager to participate in a U.S.-based speech and debate honor society where they can assess their own strengths relative to U.S. students who are competitive and dedicated to success in forensics. Most of the students who are participating in debate in China wish to attend U.S. universities, so they highly value the opportunity to be a member of a U.S. honor society that is recognized and appreciated by U.S. universities.

In the spring of 2012, I continued to work with DEM both to design an academic program for Chinese students at the HDCSW and to develop a competitive debate circuit in China. As part of the program, the League and the Harvard Debate Council jointly developed a curriculum and textbook to support debate instruction in China. The curriculum and supported text are grounded in International Baccalaureate, 21st Century Skills, and U.S. Common Core State Standards.

In June of 2012, DEM initiated a training session for more than 100 teachers to support the development of debate in China. To augment that training session, I worked with the League to organize four days of debate training for the participants. We recruited Dr. Anand Rao (University of Mary Washington), Dr. Ryan Galloway (Samford University), and Adam J. Jacobi (National Forensic League) to deliver presentations and to provide hands-on learning for the participants.

In addition to the teachers, the training was attended by Zhou Jianhua, the Executive Vice President of the Society for Cultivating Innovators. He gave a presentation on the value of debate. The Innovation Method Society also supported the training.

In July, 120 students from China's foreign language schools participated in a special program at the HDCSW. All 120 students became members of the U.S. League. In the program, the students learned how to debate, the basics of public speaking and argumentation, and also about the topic that they would debate in the coming academic year: *Resolved: China should increase its use of nuclear power.*

After the program in the U.S. finished, I continued to work with DEM to develop debate in China. In early August 2012, I recruited four U.S. debate coaches to work in China for a year, teaching debate in the English language schools. With the arrival of these experienced teachers to support those at the training, debate really took off in China.

By late November 2012, a total of 17 schools were operating debate classes, and more than 1,000 students were enrolled in those courses.

During the first week of December, 90 two-person teams (180 students) competed in the first Public Forum Debate tournament in China as part of the National Academic High School Debate Tournament Series. Tournaments in Beijing, Shanghai, and



Ningbo followed on a weekly basis.

On March 1, 2013, five new coaches made their way to China to support debate opportunities for another 1,000 students.

As part of the program to expand debate in China, many of the top-ranked high schools and middle schools in the country have joined the National Forensic League. After the first round of tournaments, 97 additional students joined the U.S. League. Nine of the leading schools in China joined, as well.

Below are a few highlights from several of the new programs:

#### **High School Associated with Renmin University (RDFZ)**

Located in Beijing, RDFZ is widely considered to be one of the leading schools in China (many say it is the number one school in China). It is a member of the G20 Schools Group.

RDFZ students are recruited to attend the best schools in China, including Tsinghua University, Beijing University, and Renmin University. More than 100 attend leading universities in the U.S. According to their website, "students of RDFZ have won two gold medals and one silver medal at the international Mathematical Olympiad successively, the first award in the 7th Rado Watch Award for Chinese adolescent Elites in Science, Gold Sail Award, Silver Sail Award, and Gold Roc Award as well as Beijing's ten Best Middle School Students Award, the first place for scientific papers in the national adolescent innovation competition, more than 100 prizes for innovation at the municipal level, a total of nine international gold and

silver awards, seven national gold awards, five patents authorized by the State Patent Bureau, among which three have been developed by the factories and put into production."

The school is frequently visited by international delegations. Approximately 40 foreign teachers teach in the school. More than 200 students are enrolled in debate classes in RFDZ and are coached by Chris Burk.

#### **Nanjing Foreign Language School**

The Nanjing Foreign Language school is a middle school and high school in Nanjing, China. It is one of the seven oldest foreign language schools in China.

Students are admitted based on very difficult exams that test their abilities in math, Chinese, and English. Every year there are approximately 4,000 applicants and only 300 are admitted. If students are admitted in middle school, they must re-test into the high school. The courses in the school are taught by both Chinese and foreign teachers and frequently use foreign textbooks.

The principal of the school is Mr. Dong Zhengjing. Mr. Dong is very supportive of the new debate program at the school.

Nanjing Foreign Language School hosted the first Public Forum tournament in China in December 2012.

More than 100 students are currently debating at the school. They are coached by Thom O'Rourke.

#### **Wuxi No. 1 School**

The Wuxi No. 1 School is located in the city of Wuxi. It is widely regarded as the best school in Wuxi and one of the leading schools in China.

More than 80 students are enrolled in the Wuxi No. 1 school and also are coached by Thom O'Rourke.

#### **Ningbo Foreign Languages School**

Ninety percent of the school's graduates have attended China's leading universities and many attend school



in the United States. It is regarded as a Model School by the National Foreign Language School Association.

According to the school's website, the school "has received several visiting delegations of teachers and students from the States, Australia, Japan, Singapore, and Germany and has established friendships with Hopking School in the U.S., Perth College in Scotland, Yishun Junior College, Chinese High School, and Nanyang Girls' High School in Singapore."

More than 100 students at the Ningbo Foreign Language School are coached by Jennifer Schraeder.

### **Shenzhen Foreign Languages School and Shenzhen Middle School**

The Shenzhen Foreign Languages school is considered to be one of the top schools in Shenzhen. All of its graduates are admitted to top Chinese and foreign universities. More than 100 debaters from the school are coached by Mr. Matt Farmer.

The Shenzhen Middle School is considered to be the best in Shenzhen and one of the best schools in the Guangdong province. In recent years, its graduates have had the largest

number of admissions to the top universities in China.

More than 100 debaters from the school are coached by Matt Farmer.

### **Shanghai No. 3 Girls' High School**

The Shanghai No. 3 Girls' High School is the only state-owned middle school in China. It is known as a "a cradle of talented women" and "place of cultural exchange."

More than 100 students from the school are taught and coached by Dr. Joseph Packer and Joshua Palacios.

### **Shanghai Qibao High School**

According to a web review, "the school has been rated as one of 'Shanghai's experimental and demonstration senior high schools,' the 'municipal base for training top-rate school principals,' and the 'advanced collective in the national educational system.'"

More than 100 students from the school are taught and coached by Dr. Joseph Packer and Joshua Palacios.

### **Ningbo Xiaoshi Language School**

The Ningbo Xiaoshi Language School is one of the leading schools in Eastern China. It was recently named a "Key

School in the Province" as well as one of the "Best Key Schools in the Province," and it was recently named "the Best First-Class Key School in the Province" by the National Ministry of Education.

More than 120 students from the school are taught and coached by Dr. Joseph Packer and Joshua Palacios.

### **Conclusion**

Students enrolled in the National Forensic League of China will have the opportunity to vie to attend the U.S. National Speech & Debate Tournament this year in Birmingham, based on their competitive success in China. In May, a national championship tournament will be hosted in Beijing with the top eight teams from each of the major cities, based on their U.S. League point totals. Those teams will then compete in a 64-team championship tournament. Only the top students from that competition will be invited to compete in the U.S. in June.

In order to provide a framework for the growing number of Chinese students and schools participating in the U.S. League, the organization launched "NFL China" in December 2012. We hope that this initiative will continue to serve the advancement of debate in China and, in the future, will provide additional opportunities for U.S. students to compete abroad. 



**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.



# Diamond Coach Recognition



## ◆ FIFTH DIAMOND ◆

Stan Austin  
Wheaton North High School, IL  
February 18, 2013  
13,169 points

## Fifth Diamond

Stan Austin has been involved in the National Forensic League for more than 30 years. First as a practicing attorney and later as a sitting judge in DuPage County, Illinois, he has been involved in coaching in the evenings and on weekends. Now that he has retired from the bench, he thinks it is great to be able to coach in the afternoons and have dinner at home with his wife, Jean. Stan believes that involvement in speech and debate is the best training of life skills that a young person can receive, which is why he became involved and has remained involved in the League. In his 30-plus years of coaching, Stan has had the honor of coaching dozens if not hundreds of students to Nationals, including a National Champion in Impromptu, National Finalists in Extemp and Prose, and National Semifinalists in Humorous Interp, Storytelling, and Supplemental Debate. On Wheaton North's team, he has had Illinois State Champions in Extemp, Impromptu, Dramatic Interp, Oratory, Prose, Verse, Original Comedy, Radio, and Special Occasion Speaking. He says he is blessed and grateful for his family, his assistant coaches over the years, and his thousands of students who have done so well, all of whom have helped him to this award. He is honored to receive his fifth diamond.

## Fourth Diamond

## ◆ FOURTH DIAMOND ◆

Eloise Weisinger Blair  
Lamar High School - Houston, TX  
January 17, 2013  
12,977 points





◆ THIRD DIAMOND ◆  
**Lynette Williamson**  
 Anahy High School, CA  
 January 21, 2013  
 7,033 points



◆ THIRD DIAMOND ◆  
**David Gay**  
 Alpharetta High School, GA  
 February 10, 2013  
 6,238 points



◆ SECOND DIAMOND ◆  
**Nancy Dean**  
 Western High School, FL  
 December 12, 2012  
 9,005 points



◆ SECOND DIAMOND ◆  
**Scott Voss**  
 Apple Valley High School, MN  
 January 27, 2013  
 3,015 points



◆ SECOND DIAMOND ◆  
**Robert L. Odle**  
 Mounds High School, OK  
 February 11, 2013  
 3,001 points



◆ FIRST DIAMOND ◆  
**Stephanie A. King**  
 Rufus King High School, WI  
 December 16, 2012  
 1,527 points



◆ FIRST DIAMOND ◆  
**Miriam Slifer**  
 Myers Park High School, NC  
 December 29, 2012  
 1,516 points



◆ FIRST DIAMOND ◆  
**Isabelle Evans**  
 Fairview High School, CO  
 January 17, 2013  
 1,745 points

## Diamond Coach Recognition



◆ FIRST DIAMOND ◆  
Staci Johnson  
Hallsville High School, MO  
January 17, 2013  
5,782 points



◆ FIRST DIAMOND ◆  
John O. Bathke  
Princeton High School, NJ  
January 19, 2013  
1,504 points



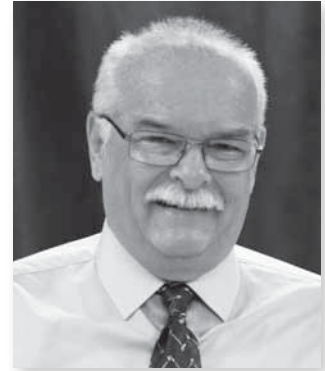
◆ FIRST DIAMOND ◆  
Gerri Colvin  
Coram Deo Academy, TX  
January 28, 2013  
1,518 points



◆ FIRST DIAMOND ◆  
Chris Mifflin  
James Madison HS - San Antonio, TX  
January 29, 2013  
1,514 points



◆ FIRST DIAMOND ◆  
Robyn Rose  
Gresham-Barlow High School, OR  
February 5, 2013  
2,611 points



◆ FIRST DIAMOND ◆  
Rock A. Westfahl  
Victoria East High School, TX  
February 6, 2013  
1,513 points



◆ FIRST DIAMOND ◆  
Christa Gordon  
Regis Jesuit High School, CO  
February 10, 2013  
1,505 points



◆ FIRST DIAMOND ◆  
Clint Wooderson  
Bolivar R1 High School, MO  
February 19, 2013  
1,506 points



◆ FIRST DIAMOND ◆  
Thomas Lucas  
Bemidji High School, MN  
February 25, 2013  
1,506 points

# DDI

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Alex Lamballe (National Debate Tournament Champion)

“**I have been sending students for the last 20 years and have never been disappointed.** The size of the institute is just the right size for every student to receive individual instruction and attention from the lab leaders. The atmosphere is friendly and supportive and my students have always come home vastly improved. **I would recommend Dartmouth to any coach with students who want to work and are willing to learn.**”

Glenda Ferguson, Coppell H.S. (TX)

For more information, go to:  
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## PARLIAMENTARY DEBATE

JULY 28 - AUGUST 17, 2013

### Two Week Program

July 28 - August 10

### One Week Program: Session A

July 28 - August 3

### One Week Program: Session B

August 4 - August 10

### One Week Program: Session C

August 11 - August 17



SNFI's parti camp is rigorously structured in such a way that emphasizes both theory and practice, with classroom lessons running from morning to night, and exemplary instruction offered throughout. In the context of only a week-long camp, there will be an extraordinary fifteen (15) practice rounds evaluated by professional critics who are college competitors and coaches; the fifteen rounds comprise roughly one-third of the total time spent at camp. The rest of the time is spent learning communication theory from professionals and academics, practicing strong research methods, and utilizing small-group exercises to enhance the students' understanding of the techniques taught. The fundamental premise is that through a combination of theory and practice, the students will not only understand how to write speeches with strong argumentative rigor, but also how to present them in an effective manner to their colleagues and critics.





## Donus D. Roberts Quad Ruby Coach Recognition

*The League is proud to honor coaches who have earned their first 1,000 points.*

(January 1, 2013 through February 28, 2013)

Name	School / State	Points
Jody Orme	Sky View High School, UT	1,480
Jon Marc Baney	Kickapoo High School, MO	1,455
Christina Vail	Hamilton High School, AZ	1,377
Richard W. Whitrock	Harmony School Of Advancement, TX	1,339
Jeremy Sullivan	Nixa High School, MO	1,337
Jacqueline Wilber	Roosevelt High School, SD	1,329
B.J. Kingsbaker	Pueblo West High School, CO	1,255
Michael Bolen	Richardson High School, TX	1,214
Cherie Smith	Citrus Valley High School, CA	1,211
Thomas Robert Ian Turnipseed	Saint James School, AL	1,189
Betty Fisher	Bixby High School, OK	1,186
Jeffrey A. Stoppenhagen	Columbia High School, ID	1,186
Chris Dolton	Laurel School, OH	1,170
Andrea Christen	Skyview High School, MT	1,167
Matt Dunay	The Bronx High School Of Science, NY	1,164
John Augillard, III	St. Thomas High School, TX	1,156
Heather Garrelts	Lexington High School, NE	1,147
Samantha Weiss	Palos Verdes Peninsula High School, CA	1,142
James Briski	C.R. North High School, PA	1,141
Brad Chapple	Layton High School, UT	1,140
Phyllis T. Pacilli	Boca Raton Community High School, FL	1,131
Olivia Wheeler	Liberty Sr. High School, MO	1,115
Amanda Simon	Sioux Falls Lincoln High School, SD	1,097
Julie E. Roos	Canyon Springs High School, NV	1,097
Joshua Wurzman	Spring High School, TX	1,096
James Herbert Brock	Houston County High School, GA	1,093
Nicholas C. Kwolek	Northrop High School, IN	1,088
Aaron Reid	E. C. Glass High School, VA	1,077
Susan Mohn	Interlake High School - Bellevue, WA	1,066

Name	School / State	Points
Richard A. Cortes	Rigby High School, ID	1,063
Eric Helle	Bonita Vista High School, CA	1,054
Megan Johnson	West High School - Iowa City, IA	1,041
Courtney Spears	Merrol Hyde Magnet School, TN	1,040
Natalie Ashley	Shawnee Mission South High School, KS	1,037
Dave DeMarzo	Wheaton Warrenville South High School, IL	1,036
Paul Grisanti	Convent Of The Sacred Heart, CT	1,031
Nancy Dandridge	Oxford Academy, CA	1,031
Jameson Norman	Eastwood Academy, TX	1,030
Daniel Baxter	Bellarmine College Prep, CA	1,026
Jeremy Fitzpatrick	Winterset High School, IA	1,026
Roy Rodriguez	A & M Consolidated High School, TX	1,025
Leslie Moeller	Geneva School Of Boerne, TX	1,022
James Peterson	Lake Worth Community High School, FL	1,020
Reilly Hartigan	The Bronx High School Of Science, NY	1,014
Marie Davis	Wilburton High School, OK	1,012
Taylor Reynolds	Puyallup High School, WA	1,011
Nadia Fischer	Mesa Ridge High School, CO	1,009
Mark Crossman	Palos Verdes Peninsula High School, CA	1,008
AnnettaMarie Snowden	Harrisonville High School, MO	1,008
Todd Stratford	Midpark High School, OH	1,007
Norma J. Langston	Niobrara County High School, WY	1,007
Tami J. Parker	Lovejoy High School, TX	1,007
William Evanich	Kokomo High School, IN	1,006
Tonya M. Naylor	J. Frank Dobie High School, TX	1,004
Bradley Conant	Dirigo High School, ME	1,001
Heidi Ann Schroeder	Cedar Ridge High School, TX	1,001
Dana Denise Myers	Shawnee Heights High School, KS	1,000

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LEAGUE**  
SPEECH & DEBATE HONOR SOCIETY



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)



# NFL and NFHS Members

Get **steep discounts** (as much as \$990\*) for credit in forensic coaching/teaching instruction from Truman State University.

## PD 540/540G

*Directing the Middle or High School Speech and Debate Program*

Summer Term 2013: June 3-July 26 (Eight Weeks)

**Fully Online - \$230 per credit hour flat rate\***

This course seeks to serve the needs of those secondary school educators and co-curricular advisors who have been assigned the responsibility of supervising a speech and debate program at the secondary level. Students will explore basic topics related to the pedagogy of forensics, the management of forensics programs, and the professional issues associated with the coaching role. Discussion of theatre, mock trial, and related programs is included.

This 8-week, fully-online course includes content on a range of topics of interest to the new director, as well as new insights for directors with more experience. For new directors with competitive background, the course is designed to bring insights into questions of philosophy, pedagogy, and organizational management. Participants complete the course with finished lesson plans, exercises, and resources both they and their peers have developed.

The Instructor: Dr. Kevin Minch is a Professor of Communication, Director of the Truman Institute, and Dean of the Joseph Baldwin Academy at Truman State University. He was Truman's Director of Forensics for 10 years. During his tenure students captured multiple national titles in debate and speech events. He currently serves as a National Federation of State High School Associations College Advisor and Speech, Debate, and Theatre Consultant.

Visit [pd.truman.edu/DOF.asp](http://pd.truman.edu/DOF.asp) for more information or call (660) 785-5384.



Content developed in partnership with the NFL, NFHS, and the Educational Theatre Association.

\* Discounts vary based on enrollment in undergraduate or graduate sections and state of residency. Residents of some states may be ineligible by law.



# CLAREMONT SUMMER



## INFORMATION AND APPLICATION FORMS

**CLAREMONTSUMMER.ORG**

Sponsored by the Claremont Colleges Debate Union

### National Middle School and High School Debate Programs

The Middle School and High School Public Debate Programs (MSPDP and HSPDP) constitute the fastest growing educational debate outreach network, with class and contest programming in more than 40 states and 20 countries. More than 80,000 teachers and students participate annually. The MS/HSPDP proprietary competitive debate formats were developed to maximize student educational outcomes, accelerating standards-based learning and promoting sophisticated public speaking, critical thinking, research, argumentation, and refutation skills. The models offer appropriate training for elite class and contest debating, including MS/HSPDP league competition, international debate tournaments, and NFL debate events. There is also training specific to the California High School Speech Association (CHSSA) parliamentary debate format, an impromptu argumentation model developed at the Claremont Colleges Debate Union.

### International High School Debate – WSDC

The World Schools Debating Championship (WSDC) is a global affair – as many as 60 countries participate in the international high school championship. The WSDC format is quite similar to the MS/HSPDP design and the summer workshop provides rigorous training for students interested in learning the format and auditioning for USWSDC teams. Although only one team per country is eligible to attend the world championship tournament, the USWSDC program offers opportunities for regional championship debating (e.g., Pan American Debating Championship, Eurasian Schools Debating Championship), as well as participation in international exchanges for tournaments, workshops, and public debates. The Claremont Colleges Debate Union is the official US representative for the World Schools Debating Council – the Debate Union coordinates US international debate programming, selecting and training students for events. In 2012-13, USWSDC students will participate in events in South Africa, United Kingdom, Slovenia, Canada, Chile, Romania, China, Thailand, Peru, Turkey, Czech Republic, and more.

### Leadership Communication

The summer workshop offers instruction in professional communication for leadership, using the curricular materials, methods, and individual and group presentation exercises developed for businesses, non-profit organizations, and higher education faculty and students. The program includes training in extemporaneous speaking, roundtable discussion and negotiation, multimedia presentation, project management, and social professional networking. Students prepare projects for evaluation by field professionals, including university faculty, lawyers, financial analysts, and non-profit organization staff. Students are eligible to audition for the High School *Civic Leadership Program*, a Debate Union initiative.

### The Claremont Difference

Format and program certification required for faculty and judges • Staff includes authors of 15 debate textbooks, WSDC national coaches from USA and Korea, founders of MS/HS Public Debate Program and CHSSA formats, communication consultants with clients in a half dozen countries, coaches of a score of national debate champions • Exclusive small group instruction with elective options for high school students (student-directed learning) • 4-1 student-faculty ratio • Textbooks provided for all programs

## THE LEADER IN NATIONAL AND INTERNATIONAL DEBATE & LEADERSHIP INSTRUCTION

### 2013 SUMMER PROGRAMS

#### MIDDLE SCHOOL DEBATE

Three sessions featuring instruction in the MSPDP format, the largest and fastest growing debate model for students 5<sup>th</sup>-8<sup>th</sup> grade students – Third supersession includes championship tournament

**July 8-13 & July 13-18 & July 29-August 5**

#### HIGH SCHOOL DEBATE

One session featuring instruction in the HSPDP/CHSSA debate formats

**July 22-29**

#### INTERNATIONAL HIGH SCHOOL DEBATE & AUDITION FOR US INTERNATIONAL PROGRAM

Training for US students interested in participating in international debating – WSDC format and audition

**June 22-29**

#### LEADERSHIP AND PROFESSIONAL COMMUNICATION FOR HIGH SCHOOL STUDENTS

Resume building, interviewing, roundtable discussion, public speaking, team building, project management, and leadership skill development – Audition for High School Civic Leadership Program

**July 29-August 5**

PROGRAM DIRECTOR

John Meany

Director of Forensics

Claremont McKenna College

Claremont Colleges Debate Union

john.meany@cmc.edu



# Interpretation

## The Trick Is, There Is No Trick (Which is a good thing, because we don't need one.)

by Travis Kiger and Ganer Newman

Researching literature to perform: *How intimidating?* Well, young interper or coach of interpers, you are not alone in scratching your head about where to start. The most common question that we receive from new coaches and performers from across the country is, “Where do you find literature?” It is a tricky question. How do you choose a piece that will serve you well in performance from ALL of the literature from ALL of time from ALL of the world?

The answer: *One book at a time.*

Many competitors, experienced and inexperienced alike, place a ton of pressure on themselves to find the perfect piece for performance. The dirty truth is: yes, some pieces of literature are better written for competitive performance than others. And some pieces are better suited for you as a performer than others. And sometimes, interpers seemingly win because of a great piece of literature—but understand this: this is by far a rarity. It is just as common for an interper to not win with great literature than without.

The filthiest truth is: the piece does not win for you. Hard work and dedication are much bigger factors in determining your competitive destinies. This means: there will not be a perfect piece. Some championships have been won with very simple, little-known pieces of literature that you will not see on any


Pulitzer prize list. However, through the Interp process, the performer was able to communicate a truthful observation of the human condition. Sometimes—and I would argue that most times—when a performance is not working, something may be wrong with the performance—and the piece is not to blame. As a competitor, I had to learn this the hard way.

Once upon a long ago, when I was bouncing my way from round to round as a clueless competitor, my coach suggested a piece of literature for me to check out for Dramatic Interpretation. I read it, recognized dramatic potential in the story, and began piecing together a performance for Dramatic Interp. I began competing with this performance, and I soon discovered what failure felt like. After two tournaments of abysmal rankings, I suggested to my coach that I switch my piece. I even had, “Try another piece of literature,” scribbled in adult handwriting on some of my ballots. My coach shook his head and prompted me to fix some of the performance issues before I went back to the beginning in working on a brand new piece.

Well, my coach's suggestion made me unhappy. After some very frustrating rehearsal sessions, some re-cutting, and some tempo and character changes, I was little more convinced that this piece would work. Then my coach said this

wonderful thing. He said, “If you work on this performance looking for a negative experience, then you are going to find it. Try looking for a positive experience, and you'll be amazed at what might be found there.” I'd like to say that those words changed me forever right away, but I had to have another miserable tournament experience and more frustrating rehearsals before my coach told me his wonderful words again. I heard him the second time. We worked together to fix my performance, and I soon experienced success in DI.

I would not jump ship so quickly on a piece of literature again. The piece was not holding me back. I was holding me back. Once I figured that out, the search for literature became a lot easier. I stopped trying to find the perfect piece, and forensics made a lot more sense.

This is how at Forensics Camp, we, as an Interp staff, are able to help successfully place literature with 60 competitors within 48 hours. It is not because we have better books than anyone else. We have just learned, through our experience, that the perfect thing isn't out there. We enter the process looking for a positive experience and when we make a mistake and make a choice that doesn't work, we don't lose hope. There is a lot of literature out there, in all of the world, so it'll only be a matter of time before we find something that works. 

*Employing a few techniques in your literature search can save you lots of time—and cash!*

- **Read the back cover.** If the narrative is already too complicated, then go no further.
- **Seek out pretty/glossy covers.**
- **Read the first page and see if you get a sense of the voice.** Then read the first page of the third chapter (sometimes books start slow).
- **Next, read the first few pages of the last chapter.**
- **Finally, read the last page.** After that, you should have a sense if the book will work or not.
- **As you read, start cutting in your head.** Think about possible conflicts, relationships, climaxes. If it is an autobiography about a movie star, look for the chapter where they had trouble making it, or the one about how they hit rock bottom due to alcoholism. Consider the relationships on which your cutting will focus. Determine if it is about the character's relationship with him or herself, or a relationship with a father, lover, or sibling.
- **Look past the words.** Don't immediately dismiss a selection when the words don't make you laugh or cry. Try to imagine characters, environment, and interesting perspectives as you read. Sometimes, an idea or performance device can get you further than the actual words.
- **Read with *structure* in mind.** Know what you're looking for. Learn about cutting structure *before* you go hunting for literature. This will save you LOTS of time in the end. Remember: **Exposition, Inciting Incident, Rising Action, Climax, Falling Action, and Conclusion.**

## ► About the Authors



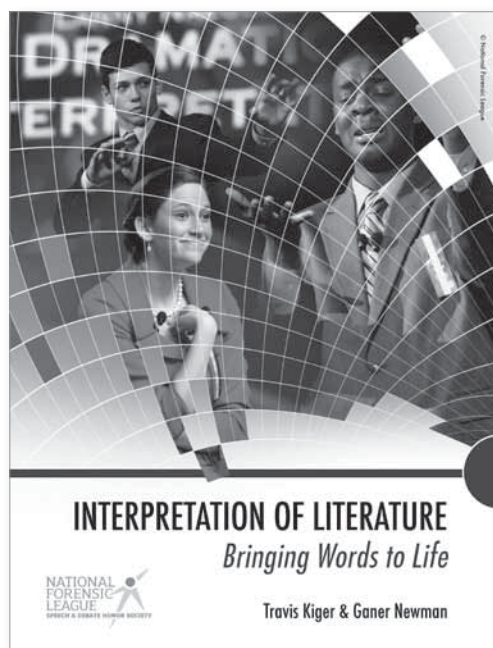
**Travis Kiger** is an English teacher and coach at Wesley Chapel High School in the Florida Sunshine District. He is also an MFA student at the University of Tampa

and coaches Interpretation at the Florida Forensic Institute.



**Ganer Newman** is a coach at Western Kentucky University and is the Director of Interpretation at the Florida Forensic Institute.

They are both founding members of C4 Debate and recently worked together on the text *Interpretation of Literature: Bringing Words to Life for the National Forensic League*. They are currently collaborating on a new public speaking text for iDebate Press.



► *Interpretation of Literature: Bringing Words to Life* is available for download by League Resource Package subscribers. To learn more, visit <http://goo.gl/McJjQ>.



## INDIVIDUAL EVENTS

JULY 28 - AUGUST 10, 2013

### Interpretive Events

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

### Limited Preparation Events

- Extemp
- Impromptu
- Commentary



### Why practice Individual Events at Stanford?

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



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# Welcome New Schools!

Baker High School	AL
Aspire California College Prep Academy	CA
Aspire Lionel Wilson College Prep Academy	CA
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Canyon Crest Academy	CA
Castlemont Leadership Preparatory	CA
Downtown High School	CA
Edison High School - Huntington Beach	CA
Emery High	CA
Envision Academy	CA
Fremont High School	CA
Ida B. Wells High School	CA
John O'Connell High School	CA
June Jordan School for Equity	CA
Oakland Technical High School	CA
Skyline High School	CA
Temescal Canyon High School	CA
Union Mine High School	CA
Imagine School at North Port	FL
Wesley Chapel High School	FL
Bremen High School	GA
Ivy Bridge Academy	GA
Belvidere North High School	IL

James B. Conant High School	IL
Olympia High School	IL
West Noble High School	IN
Morse High School	ME
York High School	ME
Cross Creek Early College High School	NC
Portsmouth Christian Academy	NH
Camden High School	NJ
Creative Arts Morgan Village	NJ
Ithaca High School	NY
Berryhill High School	OK
Wright Christian Academy	OK
Abernathy High School	TX
Brideau Homeschool	VT
Colchester High School	VT
Vergennes Union High School	VT
Ferris High School	WA
Othello High School	WA
Vashon High School	WA
Divine Savior Holy Angels High	WI
Elkhart Lake Glenbeulah High School	WI
Germantown High School	WI
Trinity Academy	WI

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*Note: You must use the JOT website to register entries for your tournament.*



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# UNIVERSITY OF NORTH TEXAS™

## Mean Green Workshops

- **Your comfort and safety** are the primary concerns for Residential Life Director **Kandi King!**
- **Focus on Skills.** We want you to leave as a better debater! We prioritize process over product. Spend time with instructors and in practice sessions learning skills to move to the next level!
- **Directed by Coaches.** The workshop and each division are directed by career high school teachers with years of classroom experience.
- **Attention to Geography.** We want you to leave with what's most valuable for your situation. We prepare you to return to your specific region and circuit, and we are committed to adapting to your needs.
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- **New option for Commuters.** Save more and stay at home with a discount of \$100 per week.
- **Squad Discounts & Financial Aid.** We've awarded over \$500,000 in aid in 9 years.

### Policy Debate

**Director:** **Dr. Tracy McFarland, Dallas Jesuit**

Two Weeks: June 30 – July 13, \$1750  
Three Weeks: June 30 – July 20, \$2450  
Four Weeks: June 30 – July 27, \$3150

### Lincoln-Douglas Debate

**Director:** **Aaron Timmons, Greenhill School**

Two Weeks: June 30 – July 13, \$1750  
Three Weeks: June 30 – July 20, \$2450

### Congressional Debate

**Director:** **Chris Agee, Newman Smith**

One Week: June 30 – July 6, \$950  
Two Weeks: June 30 – July 13, \$1750

### Public Forum Debate

**Director:** **Bro. Kevin Tidd, Delbarton School**

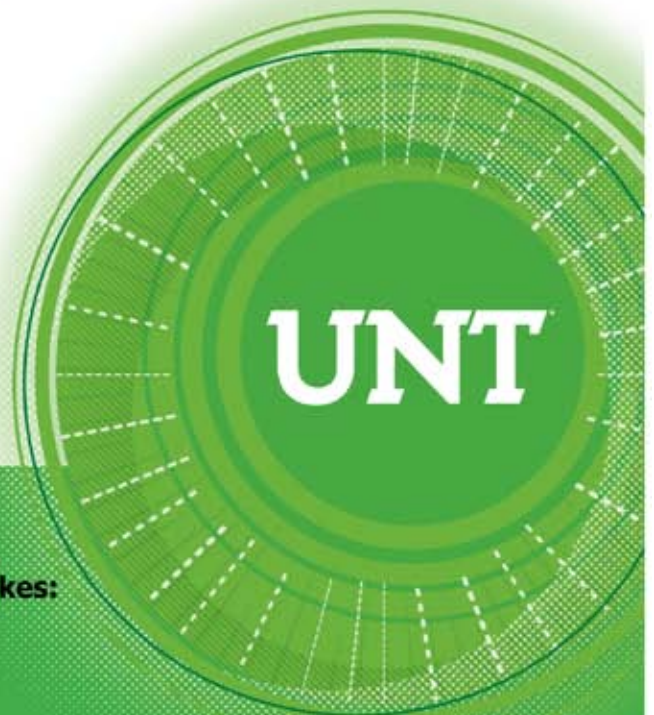
One Week: June 30 – July 6, \$950  
Two Weeks: June 30 – July 13, \$1750

### Individual Events (Oral Interp or Public Speaking)

**Director:** **\*Surprise announcement coming soon!**

One Week: June 30 – July 6, \$950  
Two Weeks: June 30 – July 13, \$1750

*10th Anniversary!*



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## ACADEMIC ALL AMERICANS

(February 1, 2013 through February 28, 2013)



*The Academic All American award recognizes students who have earned the degree of Superior Distinction (750 points); earned a GPA of 3.7 on a 4.0 scale (or its equivalent); received an ACT score of 27 or higher, or SAT combined score of 2000 or higher; completed at least 5 semesters of high school; and demonstrated outstanding character and leadership.*



### ALABAMA

Rachel Parker  
Erin Ross  
Allison Young

Mars Hill Bible School  
Mars Hill Bible School  
Mars Hill Bible School

### CALIFORNIA

Claire Rapp

El Dorado High School

### COLORADO

Daniel Otter

Pueblo Centennial High School

### IOWA

Ivy Xue

Ankeny High School

### ILLINOIS

Luke Engel  
Jessica Stroner  
Bradley Weeder

Wheaton North High School  
Wheaton North High School  
Wheaton North High School

### INDIANA

Michaila Nate

Plymouth High School

### KANSAS

Cole Feldman  
Edward Loupe  
Lauren Pauls

St. James Academy  
Lawrence High School  
Lawrence High School

### MINNESOTA

Sasha Shilko

Maple Grove Senior High School

### MISSOURI

Raymond Fang  
Sidharth Goel  
Stephen Herrera  
Dallas Neely  
David Rivera  
Lucille Sappington  
Brendan Smith

The Pembroke School  
The Pembroke School  
Summit Christian Academy  
Brentwood High School  
Brentwood High School  
Brentwood High School  
Blue Springs South High School

### NEBRASKA

Mehgan Cain  
Alan Davis  
Greta Morris  
Vivek Srivats  
Vaibhav Viswanathan  
Peter Xu

Millard North High School  
Millard North High School  
Millard North High School  
Millard North High School  
Millard North High School  
Millard North High School

### OHIO

Gabrielle Boltz  
Christopher Browne

Middletown High School  
Stow-Munroe Falls High School

### OKLAHOMA

Elizabeth Fentress  
Jackson Monroe

Bartlesville High School  
Norman North High School

### OREGON

McKinley Rodriguez

Lincoln High School

### PENNSYLVANIA

Morgan P. Lennon

North Allegheny High School

### SOUTH DAKOTA

Rachel Crawford  
Justice Mack

Spearfish High School  
Spearfish High School

### TEXAS

James Matthew Aller  
Elizabeth Marie Fetherman  
Alyssa Lynn Snyder

Holy Trinity Catholic High School  
Holy Trinity Catholic High School  
Holy Trinity Catholic High School

### UTAH

Nandini Deo

Skyline High School

### WYOMING

Christopher Benton  
Ian Dome  
Carter Henman

Cheyenne East High School  
Cheyenne East High School  
Cheyenne East High School



# Student Service Citations

The following students have received Student Service Citations in recognition of outstanding service to speech and debate education. Students receive a citation for every 100 service points earned through activities such as community speaking or outreach. A single act of service usually garners between two and five service points.

## Student Service Citation, 4th Degree (400+ points)

Kailey Cheyenne Nieman	Seymour High School	TN	435
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## Student Service Citation, 3rd Degree (300+ points)

Emily Meyers	Maryville R-II High School	MO	363
Sean Weller	Air Academy High School	CO	350
Mir Ghouri	Norman High School	OK	343

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

David Colston	Glenbrook South High School	IL	267
Connor Morris	Whitehouse High School	TX	257
Taylor Cantrall	Brewster Academy	NH	255
Tyler Dallis	Exeter R-6 High School	MO	229
Alanna Kalbfliesh	Dobson High School	AZ	217
Raisa Rynne Runnels	Bixby High School	OK	217
Antonio Albor	Raytown High School	MO	210
Emily Jadwin	Gahanna-Lincoln High School	OH	210
Dalton Glasscock	Maize South High School	KS	209
Cayley Jameson	Muscatine High School	IA	209
Maria Meyer	North Catholic High School	PA	209
Sara Stewart	Truman High School	PA	209
Kelly Gifford	Corvallis High School	MT	207
Jesse D. Harth	Marshall High School	MO	204
Travis Huddleston	Bixby High School	OK	204
Jaclynn Elaine Payne	Central High School - Springfield	MO	203
Scarlett Simmons	Bixby High School	OK	202
John Mckay	Chaminade High School	NY	200
Megan Miklusicak	Seymour High School	TN	200
Gina Milano	Connersville Sr. High School	IN	200

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

Mason Powell	Seymour High School	TN	189
Jena Sugay	Hinsdale Central High School	IL	182
Peter Bruno	Schaumburg High School	IL	170
Kirk Wolff	Morristown West High School	TN	164
Felix Yoon	Albany High School	CA	156
Mahera Suhail	Downers Grove South High School	IL	155
Saeeda Zaman	Downers Grove South High School	IL	155
Nicolas O'Connor	Chaminade High School	NY	150
Sabrina Thomas	Downers Grove South High School	IL	150
Laura Nelson	Hinsdale Central High School	IL	149
Jesse Darrow	Boca Raton Community High School	FL	145
Francesca MacLaughlin	Rio Americano High School	CA	145
Thomas Startz	Fargo Shanley High School	ND	145
Keegan M. Troth	Marshall High School	MO	145
Matt Jamison	Cardinal Mooney High School	OH	142
Mitchell Bild	Downers Grove South High School	IL	134
Parthiv Shah	Downers Grove South High School	IL	130
Mathew Dallas	Exeter R-6 High School	MO	129
Sebastian Startz	Fargo Shanley High School	ND	129
Ryan M. Kennedy	Wellington High School	FL	128
Daniel Balsamo	Downers Grove South High School	IL	125
Brooks Mackender	Raymore-Peculiar High School	MO	125
Martina Pendergraft	Exeter R-6 High School	MO	125
Elizabeth John	William Tennent High School	PA	124
Anais Carell	Hinsdale Central High School	IL	123
Emily G. Wiseley	Exeter R-6 High School	MO	123
Tyler Fountain Eubanks	East Carteret High School	NC	122
Omari Collins	Raymore-Peculiar High School	MO	120
Dana Legg	Antioch Community High School	IL	120
Nathaniel Weber	Raymore-Peculiar High School	MO	120
Evan Amster	Matawan Regional High School	NJ	119

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

Contessa Marie Neff	Ridgefield High School	WA	119
Ashutosh Jindal	Monta Vista High School	CA	118
Jacob Mangum	Whitehouse High School	TX	118
Michael Dobuski	Holy Ghost Prep	PA	117
Dan Leahy	Downers Grove South High School	IL	117
Erin Kelly Noble	Bishop McGuinness High School	OK	117
Mansi Maini	The Bronx High School Of Science	NY	116
Adam Adnane	William Tennent High School	PA	115
Emma Pilgrim	Lawton Academy Of Arts & Sciences	OK	115
Esther Wong	University High School - Fresno	CA	115
Mariah Blankenship	Exeter R-6 High School	MO	114
Mason Weston	Exeter R-6 High School	MO	114
Savannah Hulsey	Whitehouse High School	TX	113
Bianca Barcelo	Brewster Academy	NH	110
Julia Couillard	Downers Grove South High School	IL	110
Maureen Driscoll	Cardinal Mooney High School	OH	110
Jordan Feliciano	Norton High School	OH	110
Nicholas Ketchum	Randolph-Henry High School	VA	110
Jesse Payan	Arroyo High School	CA	110
Daniel Spinelli	La Salle College High School	PA	110
Haley Huddleston	Bixby High School	OK	109
Andrew Ross	Clearfield High School	UT	109
Nick Clinton	Hampton High School	PA	108
Colin Samuel	Bethany Christian High School	IN	106
Emily Dahowski	Downers Grove South High School	IL	105
Srilatha Dasari	Northrop High School	IN	105
Thomas Davis	Raymore-Peculiar High School	MO	105
Christina Gilbert	Los Gatos High School	CA	105
Linda Katelyn Gillis	Connersville Sr. High School	IN	105
Cayden Hurst	Layton High School	UT	105
Aaron Jennings	Lebanon High School	MO	105
Cameron Keegan	Analy High School	CA	105
Jimmy Lin	Alhambra High School	CA	105
Caroline Lux	Whitehouse High School	TX	105
Jordan McGraw	Connersville Sr. High School	IN	105
Dane Schnake	Raymore-Peculiar High School	MO	105
Robyn Wheelock	Norman High School	OK	105
Madelon Wink	Raymore-Peculiar High School	MO	105
Sara Chaffee-Bates	Walker High School	MN	104
Abigail Francis George	Miami Southridge Senior High School	FL	104
My Huynh	Gabrielino High School	CA	104
Ari Pollack	Madison West High School	WI	104
Julio Salazar	Morristown West High School	TN	104
Ben Shemory	Shikellamy High School	PA	103
Gabrielle Thompson	Buffalo High School	MN	103
Jessica Woo	Gabrielino High School	CA	103
Vincent Tran	Gabrielino High School	CA	102
Alex Vidmar	Overland High School	CO	102
Julia Bittencourt	The Bronx High School Of Science	NY	101
David Gallo	Hinsdale Central High School	IL	101
Henry Ellis Price	Oak Ridge High School	TX	101
Danny K. Priestler	Exeter R-6 High School	MO	101
Forrest Andrews	Randolph-Henry High School	VA	100
Noah Avery	Randolph-Henry High School	VA	100
Caitlin Carlson	Downers Grove South High School	IL	100
Andrew De La Torre	La Puente High School	CA	100
Miles Deangelo	Boca Raton Community High School	FL	100
Zoe Flenniken	Seymour High School	TN	100
Garret Goehring	Central Catholic High School	OH	100
Zoe Henson	Norman High School	OK	100
Ian J. Magill	Ridgefield High School	WA	100
Tori Remington	Milbank High School	SD	100
Nicholas Ruby	Raymore-Peculiar High School	MO	100
Maranda Sutton	Lebanon High School	MO	100
Austin Tolentino	Downers Grove South High School	IL	100
Andres Vazquez	Arroyo High School	CA	100
Sarah Anne White	Norton High School	OH	100
Anna Wilson	Randolph-Henry High School	VA	100
Ryan Yu	Arroyo High School	CA	100

# COACH PROFILE

## Byron R. Arthur



*“The poise and confidence that this activity fosters is found nowhere else in education.”*

► **How did you first become involved in speech and debate?**

When I was a student at Holy Cross School, my English teacher Brother James McDonnell thought that it might be a good thing for me to do. I met the debate coach, Ms. Amelia Dyer, and I started immediately.

the activity and could not get enough of it. In my third year coaching at Jesuit High School New Orleans, I realized that it was actually teaching young people that I loved, and it demanded so much more than simply helping students to win debates.

► **Did you have a forensic mentor? If so, who was it, and what did s/he teach you?**

Amelia Dyer was my high school coach and she showed me a number of the tools necessary to direct a good program. I also count Daryl Fisher, a former coach at Isidore Newman, and Barbara Fontenot, who in those days coached at McDonough #35 in New Orleans, as other coaches who inspired me as a young coach.

► **Tell us a little about your school and forensic program and the features that make them unique.**


The program at Holy Cross School is in its second year after being dormant since around 2002. Our school has been around since 1849 and debate began in 1944. As a Catholic all-male institution, the school is steeped in tradition and our program honors that tradition in every way possible. We are unapologetic about our commitment to our history and the brotherhood which makes our school very special.

► **Why did you decide to become a speech and debate coach?**

Initially it was because I loved






- **What challenges do you face as a coach?** Building a program has been challenging but also very exciting. We have had to re-introduce the school to the program, and I am pleased to say that the institution has embraced us. There is tremendous enthusiasm for what we do and the challenge has been to grow the program in a manner which still allows us to maintain the culture that was established last year when there were only six members competing.
- **How has coaching changed you?** Coaching has made me a better teacher. It has taught me that it is not enough to convey subject matter to students, but it is my duty to be relevant in their lives. Being a coach is simply an outgrowth of being a committed and caring teacher. I watched my mother model this as a teacher, and I have endeavored to do the same. Coaching has given me an opportunity to live that out.
- **In what ways has the National Forensic League helped you as a coach?** Today's League is innovative and very progressive. There are so many resources available for a coach that were simply not there when I started coaching in the 80s.
- **How does participation in speech and debate prepare your students for college and beyond?** The years I have spent in the corporate world have shown me that not everyone knows how to compete. Forensics gives students that ability in a way that very few activities are able to provide. The poise and confidence that this activity fosters is found nowhere else in education.
- **What would be your advice for graduating seniors?** Never forget these days and the lessons learned, but do not allow them to be the apex of your accomplishment. Use this time as a means to a much more accomplished end.
- **Tell us about your favorite memory of the activity or an accomplishment of which you are most proud.** I have been blessed to have had a number of great moments in this activity with most of them being as a coach. The young men I coached at Jesuit gave me so many wonderful moments. The greatest moment may have come two months after reviving this program at Holy Cross and my boys reached an elimination round at their second tournament. It was a signal that this great activity had returned to the school I love. 

Coach Profile

**Byron R. Arthur** is the Debate Coach at Holy Cross School in New Orleans. His involvement in the activity began in 1981 when he joined the National Forensic League, and eventually coached at Jesuit High School in New Orleans from 1987-1996. A practicing attorney, he returned to coaching in 2011. He is a member of the Gold Key Society of the Barkley Forum at Emory University.

# District in Detail



*“Celebration!  
Let’s all celebrate and  
have a good time!!  
Celebration!!!  
We gonna celebrate and  
have a good time!!!!”<sup>1</sup>*

## District Committee

**Nick Bollas**, *Chair*  
GlenOak High School – Canton, OH

**Bill Franck**  
Wooster High School – Wooster, OH

**Penny Harris**  
Central Catholic High School – Canton, OH

**Tom Mosberger**  
GlenOak High School – Canton, OH

**John Weaver**  
Perry High School – Massillon, OH

## Eastern Ohio

*compiled by Nick Bollas*

► **Tell us a little about the Eastern Ohio district and what makes it unique.** Eastern Ohio *celebrates* the National Forensic League and competitive speech and debate! With our partners—the Western Ohio, North Coast, and Northern Ohio districts, as well as the Ohio High School Speech League (OHSSL)—the Eastern Ohio district distinguishes itself in communication education, community accountability, and GREAT speech and debate competition!

Eastern Ohio *celebrates* our geographic diversity, centered on the cities of Canton (home of the National Pro Football Hall of Fame) and Akron (home of the beloved Goodyear airships). Eastern Ohio ranges from the farming counties of Knox to the west and Portage to the

east; from suburban Medina county to the north and the Appalachian hills of Carroll, Tuscarawas, and Coshocton counties to the south.

Eastern Ohio also *celebrates* the cultural diversity afforded by our geography. Our chapter schools represent urban populations, rural communities, and suburban “bedroom” townships. Our student-competitors embrace the opportunity to share experiences from our widely divergent social perspectives. Our kids develop acceptance, understanding, and friendships from the interaction necessary in interscholastic speech and debate competition.

Eastern Ohio *celebrates* being uniquely Eastern Ohio! We have huge chapter schools, by Ohio standards, and small chapters. Yet,

of the 20 schools competing at our 2013 District Tournament, 13 schools qualified student-competitors to the National Tournament! Additionally, a 14th chapter qualified competitors from the Western Ohio District Tournament. Eastern Ohio *celebrates* our competitive balance, and we expect this to continue at our District Congress.

► **What are some best practices you would like to share with other district leaders?** First, we celebrate the belief that all chapters and coaches have a voice in what affects Eastern Ohio. Our District Committee provides proper guidance and leadership, but it is so much easier when all chapter schools are involved in the process. We invite open discussion about initiatives,

<sup>1</sup>Source: <http://www.lyricsondemand.com/c/coolandtheganglyrics/celebrategoodtimeslyrics.html>

policies, and decisions made by the District Committee. Our coaches know that their concerns and questions will be heard. Our coaches know that new and different means of conducting and expediting tournaments will be explored. In Eastern Ohio never is heard, "That's the way it has always been done." Instead, what is heard is, "What a great idea! Let's try it out!" With that attitude, Eastern Ohio works as a united group. Admittedly, there are times when a "great idea" doesn't work, but, for the most part, new approaches result in better tournament management and a happier experience for our kids.

Second, Eastern Ohio celebrates the "California Plan" for speech competition at the District Tournament. We absolutely believe the "California Plan" is the fairest means of conducting a District Tournament. We know that the demand on judges lengthens the tournament, but we make it work. By "dragging" and "staggering" sections within an event, we manage to get three-judge panels into every round of preliminary competition. We are so committed to the "California Plan," that we are exploring and researching the "Eastern Ohio Option" that we hope to propose to the National Forensic League Board of Directors for consideration.

Third, Eastern Ohio celebrates our commitment to an open and transparent District Tournament and District Congress. We not only teach valuable communication skills; we practice good communication between schools. Every coach is offered a position in District Tournament/ Congress operations. We have absolute belief in the integrity and honor of those involved in our national qualifying series. There are no secrets. The tournament process is well understood by all coaches and competitors. Decisions are not "handed-down," but rather achieved from a thorough review of the governing rules and common consensus on the intent of those rules. Happily, the word "protest" is unheard of in Eastern Ohio.

Fourth, Eastern Ohio celebrates the achievement of all of our

student-competitors. We encourage our students to keep competition inside "the rounds." We know that our young adults will carry through the expectations and demands of fierce competition with the similar expectations and demands of good friendship. Because of that belief, Eastern Ohio, by consensus, does not participate in the "Student of the Year" process. In our coaching hearts, we know that many of our kids are deserving of the title "Student of the Year."

► **What challenges do you face as a district?** We know that this is not unique to Eastern Ohio... *money!* Ken Ebb said it best with his lyrics from *Cabaret*, "Money make the world go 'round." Eastern Ohio needs more of the money that makes the world go 'round! Without going into the details of Ohio's unconstitutional public school funding method, Eastern Ohio is truly challenged by funding for student activities of any kind. With the financial impact of school district budget cuts, the increase in "pay-to-play" (oops!) "pay-to-participate" programs and the difficulty of passing increased levies on property, Eastern Ohio is beginning to see a decline in speech and debate enrollment in many of our chapter schools. Even those chapters without a pay-to-participate requirement see shrinking numbers (a sign of the economy and a need for students to work to help provide for the family).


Yet, Eastern Ohio still celebrates school district administrators who find ways to fund transportation costs, tournament fees, and/or National Forensic League/OHSSL membership fees. We acknowledge, with deep gratitude, the hard work and dedication

of parent support groups, who coordinate fundraising efforts to keep all kids "on the bus." We also know that some of our coaches reach into their own pockets to ensure their student-competitors participate.

Also, non-unique to Eastern Ohio, is the issue of coach retention. With the seemingly unending demands of coaching, it becomes increasingly difficult to find coaches who are willing to be "lifers." Increased licensure requirements, administrative paperwork, family concerns, afterschool commitments, and the never-ending fundraising headaches, make some of our youngest and best coaches say, "I'm sorry, but..."

Thankfully, Eastern Ohio *celebrates* the suggestions and practices of our sister districts in providing a pathway to overcoming some of the issues involving coach retention and recruitment!

► **How do you promote your program to administrators, school board members, parents, and/or alumni?** Eastern Ohio is lucky to be such a competitive district. Our schools typically perform well at the national level, which is impressive to those whose support is key to each school's success. Also, we perform well within the state. The Eastern Ohio district often has at least one or two state champions and a bevy of state finalists.

In sum, our coaches tend to be the most selfless, giving coaches in the state of Ohio. These are people who tend to spend more time with their students than with their own family and friends. We model dedication and commitment for our students and colleagues, thereby earning their respect and ultimately their support. 





# How to Choose a Summer Workshop

*by Jason Sykes*



Spring for most speech and debate programs represents many things—winding down some elements of competition, gearing up for others, and making plans for the summer. Summer workshops play an important role in the individual progression of students and competitive events. One week of workshop can offer as much as a semester's time in the classroom. Selecting the right workshop is the key.

Every year a new summer program claims to fill a gap left by other workshops or to offer something innovative that provides a winning edge. A common complaint I hear from coaches regarding summer institute is that students picked up habits or pedagogical approaches that simply do not fit within the goals and needs of their programs. At the same time, students feel pressured to choose camps that will push them forward and improve their skill set beyond what is offered locally.

It is vital through the workshop selection process that students, coaches, and parents work together to ensure that institutes are chosen

for appropriate reasons that will serve the needs of each student and his or her stage of development, programmatic concerns, and regional sensitivity.

With the cost of workshops, inundation of advertisements, conflicting words of wisdom from friends and colleagues, and the sheer number of institutes, choosing the right program can be a stressful endeavor for parents, students, and even seasoned coaches. With that in mind, I have collected some helpful tips for choosing summer workshop experiences that are right for you. Some of these ideas are adapted from those championed for years by the Lincoln-Douglas Education Project, and some I have developed through many seasons with students, parents, and workshop participants.

## **Attend camp for the right reason.**

We should be honest about the fact that students enjoy spending time with each other and compete for reasons other than trophies and educational value. For most of us, the relationships we build with others are very important to our participation

### **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 Dennis at [carolg@harker.org](mailto:carolg@harker.org).*

in forensics. While summer programs can offer a chance to grow socially with other members of the speech and debate community, prioritizing academic development is central to competitive growth. While it can be tempting to attend camp with friends, students must focus on their own development. Take the long view, and remember the purpose of attending a highly specialized academic program—learning.

**Become a better competitor.** Some debate institutes are motivated by profit, prestige, or recruitment rather than skill development. Remember your priorities. If you do not intend to leave summer workshop as a stronger speaker or debater, you should enjoy your vacation doing something more productive. Make sure that you will have plenty of practice in front of experienced professionals. Critiqued practice should be a central component of the workshop you choose. Large lectures are sometimes a crucial part of your workshop experience, but they should never entirely substitute the individualized work you receive from working in smaller groups with experienced teachers.


**Focus on teaching.** Flashy names of recently successful competitors can be alluring, but think about what these folks have been doing the last few years—winning. It is rare that students who are focused on their own competitive success have the time to learn the fine arts of judging, coaching, or, most importantly, teaching. Preparing a successful lesson, managing a classroom, and bringing outstanding experience to a

workshop take a long time to master and should not be underestimated. Recent success may be a good indication of knowledge of current trends and developments in your event, but be careful. You may be better off with someone who remembers how to win and has also developed the necessary teaching skills to help you understand the same. Make sure that you are aware of the specific academic objectives of the workshops you consider as well as their means for achieving those goals.

**Strive for improvement, but be humble.** One of the most common mistakes I see students and coaches make is to overestimate their own learning curve. An easy path to a frustrating experience is sitting in a room for several weeks while your peers and instructors speak over your head. Trust experienced coaches and teachers who regularly design winning programs. Their advice about where you should be is usually accurate. It is far more important to be met where you are and to develop from there rather than being in the “top lab” and getting left behind on day one. At the same time, do not sell yourself short. This difficult balance is hard to achieve, and you must be honest with yourself about where you are and how you plan to progress during your valuable weeks at camp.

**Remember your roots.** Learning an innovative trick might be fun, but remember where you compete when you return home. Respecting the tendencies of your particular squad, region, or competitive circuit

is perhaps the most important prerequisite to audience adaptation. Be sure that your squad, your coach, your parents, and your local judges will appreciate what you bring home. Choosing a workshop that values your individual experience should be a paramount concern.

**Play it safe.** Parents and coaches want kids to be happy and healthy. Workshops sometimes prioritize other aspects of a camp experience at the expense of a balanced approach. Select institutes led by experienced administrative personnel who understand the intricacies of protecting the safety of large student groups. Be thankful for professionals who are willing to maintain appropriate learning environments. Spending several weeks and many thousands of dollars does no one any good if students are sent home early for health or safety concerns. Summer institute should be demanding, but students must also be well-fed, well-rested, and well-hydrated in order to take anything away. I see countless students push too hard only to find themselves exhausted for culminating practice or competitive events. Workshops are more like marathons than sprints. Make sure you choose a workshop that puts your success and well-being into perspective. 

**Jason Sykes** is Associate Director of Debate at The Hockaday School in Dallas, Texas, and the Institute Director at the University of North Texas Mean Green Workshops. He lives in Denton with his wife Naomi and their two children.



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## the coaches:

### Coyne

Lynne Coyne from Myers  
Park HS, NC, formerly of  
Ridge HS, NJ. Coach of  
perennial national finalists  
and semifinalists.

### Kline

Jason Kline, Assistant  
Principal from Myers Park  
HS, NC. Brings his years of  
successful coaching and  
administrative experience.

### Momary

Karina Momary from the  
Harker School in CA. Led her  
middle school teams to NJFL  
School of Excellence awards  
in debate in 2011 and 2012.

### Peele

Jonathan Peele from the  
Harker School, CA. Coach of  
numerous state and  
invitational champions in a  
range of events.

### Sheard

Robert Sheard from Durham  
Academy, NC. Coach of the  
2008 NFL National  
Champions.

### Tidd

Bro. Kevin Tidd from the  
Delbarton School, NJ. Coach  
of the 2011 NFL Champions  
as well as 2010 and 2011  
NCFL Champions.

### Williams

Chase Williams, political  
consultant and assistant  
coach. Contributed to the  
successes of numerous  
invitational and TOC finalists.



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afterwards. "

- Augie Atencio, Delbarton '14

# Employment Opportunities

For more recent job listings, visit us online:

[www.nationalforensicleague.org/careers](http://www.nationalforensicleague.org/careers)



## Ankeny Centennial High School Seeks English or Social Studies Teacher, Head Debate Coach

Ankeny Centennial High School is a college preparatory school in Ankeny, Iowa. Ankeny Schools are considered some of the best in the state, and this school in particular, which will open its doors for the first time in August 2013, is actively searching for a highly qualified High School English or Social Studies teacher who can also serve as a Head Debate Coach during its inaugural season. Interested applicants should email Kevin Biggs, District Director of Athletics and Activities, at [kevin.biggs@ankenyschools.org](mailto:kevin.biggs@ankenyschools.org).

## Bellaire High School Seeks Full-Time Policy Debate Coach

Bellaire High School anticipates an opening for a full-time Policy Debate coach for the 2013-14 school year.

- Located in Houston, Texas.
- 73 Policy Debate teams qualified for the National Forensic League National Tournament.
- Top 10 nationally ranked program each of the last 10 years.
- Attended National Forensic League Nationals 55 of 57 years of the program's existence.
- Local, regional, state, and national travel opportunities.
- Full-time teaching position available (Communication Applications and Debate classes).
- Candidate should be effective coaching both communication-oriented Policy Debate as well as TOC.
- Position offers maximum time to coach students with minimal administrative responsibilities.

Interested candidates should submit a resume and cover letter addressed to Jay Stubbs at [BellaireDebate@sbcglobal.net](mailto:BellaireDebate@sbcglobal.net).

## Boston Debate League Seeks Full-Time Director of Programs

The Boston Debate League (BDL) is seeking a full-time Director of Programs. The Director of Programs will enhance and implement BDL's strategic programmatic vision throughout Boston Public Schools, inventing solutions to new challenges as BDL expands both programs within existing schools and new schools. With strong support from the district, BDL looks to expand from serving 18 schools and 600 students to serving the entire district with their After School Debate League and Evidence Based Argumentation (EBA) programs.

Interested candidates should submit a resume and cover letter addressed to Steve Stein at <http://www.commongoodcareers.org/jobs/detail/bdl-director-of-programs/>.

BDL is partnering with Commongood Careers on this search. Learn more about CGC at [www.commongoodcareers.org](http://www.commongoodcareers.org).



## Cheyenne East High School Seeking Speech/Debate Coach

Cheyenne East High School in Wyoming is looking for a new speech/debate coach for the Fall of 2013. Cheyenne is located 100 miles north of Denver, CO. East High School serves 1,600 students. The base salary is \$46,000 with an additional generous coaching stipend. Class size is in the low twenties. An English endorsement would be preferred. We are seeking a head coach and have an assistant coaching staff in place. Fundraising is minimal, as our program is funded by the local school district. Interested applicants should fill out the application form and submit transcripts online at [www.laramie1.org](http://www.laramie1.org). Questions? Contact Michael Starks at (307) 630-6103.

## Lake Highland Preparatory School Seeks Upper School English Teacher, Extemporaneous Speaking and Original Oratory Coach for 2013-2014 Year

Lake Highland Preparatory is a coeducational, Pre-K through 12 college preparatory school in Orlando, Florida. The school is actively searching for a highly qualified Upper School English Teacher who has experience coaching high school forensics and specializes in coaching individual speech events. The focal point of the coaching responsibilities would be in extemporaneous speaking and original oratory. Interested applicants should attach a detailed resume and send by email to Mike Jakubisin, Director of the Upper School ([mjakubisin@lhps.org](mailto:mjakubisin@lhps.org)).

## Poly Prep Seeking Part-Time Assistant Coach

Poly Prep Country Day School in Brooklyn, NY is seeking a part-time assistant coach with tournament experience/success. At a minimum, this position would require coaching approximately eight hours per week and attending tournaments. Compensation would be on a per hour/per tournament basis. This position has the potential to expand depending on outcomes. Candidates with Interp experience are especially encouraged to apply.

Interested candidates should email a resume, cover letter, and references to Brent Adams at [badams@polyprep.org](mailto:badams@polyprep.org).

## University School Seeks Upper School English Teacher, Assistant Speech and Debate Coach

University School of Nova Southeastern is a college preparatory school in Fort Lauderdale, Florida. The school is actively searching for a **highly qualified Upper School English teacher** who can also serve as an **Assistant Speech and Debate Coach**. Interested applicants should email Steven Schappagh ([schappau@nova.edu](mailto:schappau@nova.edu)), Associate Director for Student Life and the Director of Speech and Debate.

As a part of the Nova Southeastern University community, teachers receive benefits that include **tuition discounts for graduate degrees!** Another outstanding benefit is a **competitive retirement package**.

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2-Week Sept/Oct Resolution Prep: Aug 11-Aug 24

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June 23-June 29, 2013

\*VBI@Georgetown is an independent entity running in conjunction with the Georgetown Debate Seminar. All registration is done through the directors of GDS.

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2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011

#### NATIONAL RUNNERS-UP

2004, 2005, 2007, 2008, 2009, 2011

#### NATIONAL SEMIFINALISTS

2005, 2006 (2), 2010, 2012 (2)

VBI Alumni have also won the majority of TOC and NCFL Championships in the last decade, including

**TOC:** '03, '04, '05, '06, '08, '09, '10, '12

**NCFL:** '04, '05, '06, '08, '09, '10, '11

### Victory Briefs Leadership

**Victor Jih, VBI Founder & Owner:** Debated at Leigh High School, coached by Kim Jones. He has coached debate for 14 years & is the director of debate at Brentwood School (CA). Victor has coached 2 CA State Semifinalists, 2 NFL National Semifinalists, 10 National Qualifiers and served 6 years as the District Chair.

**Mike Bietz, VBI Director:** Debated at Eagan High School, coached by Joni Anker & Peter Hilts. In his 12th year as a head LD coach, he currently serves as director of debate at Harvard-Westlake School (CA). Mike has coached 2 MN State Champions, a TOC Champion, 2 TOC Semifinalists, and has had 5 debaters place in the top 8 at NFL Nationals, including 2 Champions & 2 Semifinalists.

**Co-Directors:** **Stephen Babb**- debated at Texas Military Institute, placed 4th at NFL and was a TFA State Champion; **Jake Nebel**- debated at Trinity Prep (FL), placed 2nd at NFL and 4-time Harvard Invitational Finalist; **Catherine Tarsney**- debated at St. Louis Park (MN), won the TOC and was a State Quarterfinalist; **Chris Theis**- debated at Apple Valley HS, 2-time TOC Champion and 2-time State Quarterfinalist; **Adam Torson**- debated at Fargo South (ND), was a 3-time NFL Qualifier, placed 11th at NFL and was a North Dakota State Champion

[www.victorybriefsinstitute.com](http://www.victorybriefsinstitute.com)

## DISTRICT STANDINGS *(as of March 1, 2013)*

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	238	Blue Valley North High School	818
2	--	Florida Manatee	232	Nova High School	770
3	--	Northwest Indiana	229	Munster High School	542
4	--	East Los Angeles (CA)	219	Gabrielino High School	831
5	-1	Calif. Coast (CA)	216	Leland High School	969
6	--	East Kansas	201	Shawnee Mission East HS & Olathe Northwest HS	422
7	--	Rushmore (SD)	197	Sioux Falls Lincoln High School	474
8	--	Kansas Flint-Hills	193	Emporia High School	391
9	--	Northern South Dakota	187	Aberdeen Central High School	365
10	3	Show Me (MO)	186	Blue Springs South High School	396
11	--	New York City	179	The Bronx High School of Science	965
12	-2	San Fran Bay (CA)	175	James Logan High School	640
13	-1	Eastern Ohio	173	Perry High School	377
14	--	Illini (IL)	167	Downers Grove South High School	450
15	--	Nebraska	163	Millard North High School	491
16	2	New Jersey	160	Ridge High School	459
17	-2	Montana	155	Glacier High School	346
18	2	Ozark (MO)	152	Central High School - Springfield	612
19	2	Rocky Mountain-South (CO)	151	George Washington High School	483
19	--	Sunflower (KS)	151	Valley Center High School	438
19	-2	Northern Ohio	151	Canfield High School	338
22	--	Heart Of America (MO)	146	Liberty Sr. High School	677
22	2	Southern California	146	Claremont High School	381
24	8	Southern Minnesota	140	Eagan High School	460
24	6	Northern Illinois	140	Glenbrook North High School	469
26	-3	Sierra (CA)	139	Sanger High School	509
26	1	Utah-Wasatch	139	Sky View High School	370
28	-3	South Texas	138	Bellaire High School	541
29	-3	West Kansas	136	Salina High Central	361
30	-1	Carver-Truman (MO)	131	Neosho High School	390
30	-1	Sundance (UT)	131	Bingham High School	400
32	--	Central Minnesota	130	Eastview High School	425
33	-5	Western Ohio	127	Centerville High School	243
33	-1	South Carolina	127	Southside High School	420
35	-3	New England (MA & NH)	124	Newton South High School	295
35	5	Idaho Mountain River	124	Highland High School	356
37	2	Golden Desert (NV)	123	Green Valley High School	337
38	--	East Texas	121	William P. Clements High School	424
39	-7	Deep South (AL)	120	The Montgomery Academy	303
39	5	Florida Panther	120	Lake Highland Preparatory	369
39	2	Central Texas	120	Winston Churchill High School	315
42	-5	West Iowa	119	Dowling Catholic High School	391
43	-2	Idaho Gem of the Mountain	118	Mountain Home High School	303
44	--	Colorado	117	Cherry Creek High School	513
45	-1	New Mexico	116	East Mountain High School	224
46	-2	South Kansas	115	Fort Scott High School	261
46	15	Greater Illinois	115	University High School	172
46	-3	North Coast (OH)	115	Solon High School	251
49	4	Arizona	114	Desert Vista High School	375
49	--	Lone Star (TX)	114	Plano Sr. High School	289
51	6	Wind River (WY)	112	Green River High School	307
51	-3	Eastern Missouri	112	Pattonville High School	257
53	-2	Tarheel East (NC)	111	Cary Academy	369
54	-1	Northeast Indiana	110	Chesterton High School	414
54	-5	North Texas Longhorns	110	Coppell High School	221

*(as of March 1, 2013)***DISTRICT STANDINGS**

<b>Rank</b>	<b>Change</b>	<b>District</b>	<b>Average No. of Degrees</b>	<b>Leading Chapter</b>	<b>No. of Degrees</b>
56	1	Pittsburgh (PA)	109	North Allegheny Sr. High School	541
57	-6	Colorado Grande	108	Pueblo West High School	219
57	2	Great Salt Lake (UT)	108	Skyline High School	315
59	6	Hole In The Wall (WY)	104	Cheyenne East High School	237
60	--	Big Valley (CA)	103	Turlock High School	194
60	-5	Heart Of Texas	103	Hendrickson High School	407
62	6	Northern Lights (MN)	100	Moorhead High School	251
63	-2	Valley Forge (PA)	99	Truman High School	169
63	1	Georgia Northern Mountain	99	Henry W. Grady High School	314
65	-4	West Los Angeles (CA)	98	Palos Verdes Peninsula High School	236
65	-10	Space City (TX)	98	Cypress Woods High School	310
65	6	Hoosier Heartland (IN)	98	Fishers High School	246
68	-3	South Florida	97	Ransom Everglades Upper School	229
69	-1	Southern Wisconsin	96	Brookfield East High School	219
69	-4	Northern Wisconsin	96	Appleton East High School	368
71	1	Puget Sound (WA)	95	Snohomish High School	230
72	2	Nebraska South	91	Lincoln East High School	226
73	2	Carolina West (NC)	90	Ardrey Kell High School	236
73	-5	Inland Empire (WA)	90	Coeur D'Alene High School	207
75	-2	Mississippi	87	Oak Grove High School	174
76	1	Tennessee	86	Morristown West High School	255
76	3	North Oregon	86	Westview High School	299
78	--	New York State	85	Scarsdale High School	253
79	2	Western Washington	84	Gig Harbor High School	283
80	-5	UIL (TX)	82	Whitehouse High School	175
80	-1	East Oklahoma	82	Jenks High School	272
82	4	Georgia Southern Peach	81	Carrollton High School	206
83	-1	Kentucky	80	Rowan County Sr. High School	235
84	-1	Florida Sunshine	79	Pine View School	330
84	4	West Oklahoma	79	Norman High School	210
84	-1	Tall Cotton (TX)	79	Central High School - San Angelo	159
84	-1	Rocky Mountain-North (CO)	79	Rocky Mountain High School	200
88	4	Arkansas	78	Bentonville High School	119
89	-3	Western Slope (CO)	77	Central of Grand Junction High School	140
90	4	Chesapeake (MD)	73	Baltimore City College High School	158
91	-2	North Dakota Roughrider	72	Fargo Shanley High School	149
91	-2	LBJ (TX)	72	Richardson High School	198
93	-2	East Iowa	70	West High School - Iowa City	177
94	-2	Capitol Valley (CA)	70	Granite Bay High School	212
95	1	Hoosier Crossroads (IN)	69	Warren Central High School	142
96	2	West Virginia	68	Wheeling Park High School	113
97	-1	Gulf Coast (TX)	66	Gregory Portland High School	204
98	-3	Maine	65	Cape Elizabeth High School	152
99	1	Louisiana	64	Lafayette High School	155
100	3	Virginia	62	Broad Run High School	204
101	-2	Yellow Rose (TX)	61	Princeton High School	196
102	-1	South Oregon	58	Ashland High School	107
103	-2	Michigan	56	Portage Northern High School	127
104	--	West Texas	55	El Paso Coronado High School	138
105	1	Hawaii	54	Kamehameha Schools	117
105	--	Pacific Islands	54	CheongShim Int'l Academy	135
107	-1	Sagebrush (NV)	53	Reno High School	158
108	1	Pennsylvania	49	Bellwood-Antis High School	126
109	-1	Iroquois (NY)	38	Towanda Jr. - Sr. High School	108





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Ft. Lauderdale, Florida  
Honors College Class of 2015  
Featured on HBO's "Brave New Voices"



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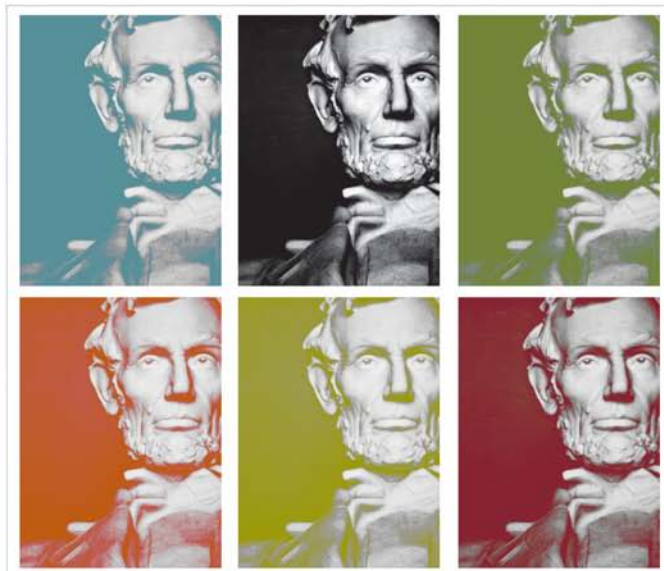


◀ Lindsey White  
Honors College, Class of 2014, St. Paul, MN  
National Champion  
NFL Humorous Interpretation 2009  
NFL Humorous Interpretation 2010

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Class of 2015, Tamarac, FL  
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