

A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

Rostrum

NATIONAL
FORENSIC
LEAGUE
SPEECH & DEBATE HONOR SOCIETY

VOLUME 88
ISSUE 2
FALL 2013

INSIDE

COACH AND PROGRAM RECOGNITION

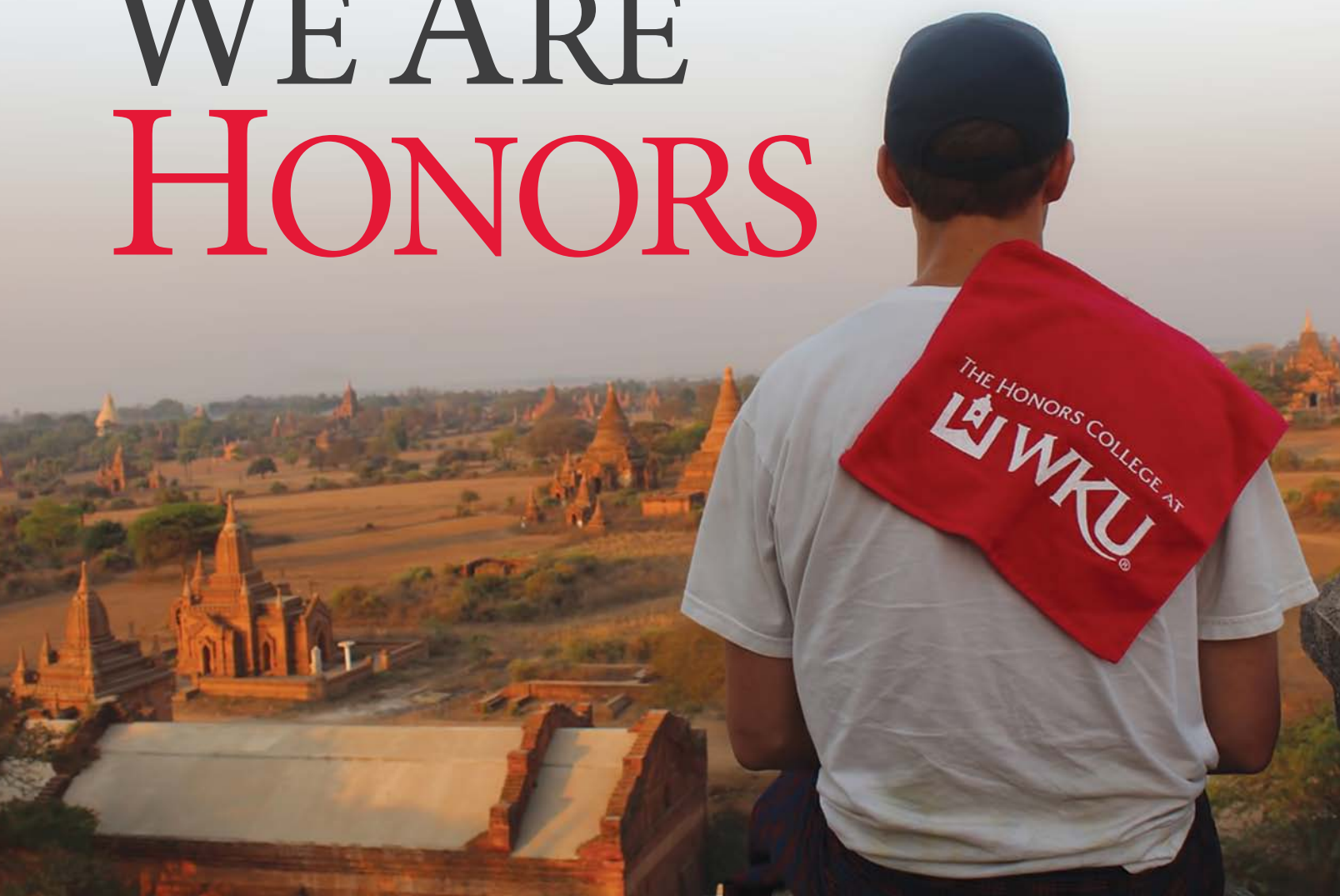


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2014 Program Dates

Individual Events	June 28 – July 12
Individual Events with extension	June 28 – July 16
CX Session 1	June 26 – July 16
CX Session 2	July 18 – August 7
Public Forum (experienced)	June 26 – July 3
Public Forum (advanced)	July 5 – July 12
Lincoln-Douglas	July 19 – August 2
Lincoln-Douglas with extension	July 19 – August 6

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SPEECH & DEBATE HONOR SOCIETY



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Corrections

Iaian Lampert's name was misspelled on page 65 of the Summer *Rostrum*. Lampert coached Christina Gilbert, the second place Senator from Los Gatos High School in California.

The Harker School in California was inadvertently omitted from the Speech Schools of Honor list on page 91 of the Summer *Rostrum*.

The *Rostrum* editorial team sincerely apologizes for these errors.

From the Editor



This issue of *Rostrum* celebrates coaches! To do so, we highlight some notable coach accomplishments and best practices, as well as draw attention to issues our coaches value.

In addition to recognizing our most recent Diamond Coaches, we offer up three revealing profiles spotlighting New England district chair and coach Mark Rischitelli, alum Justin Porter, and the Northeast Indiana District. We've also begun the first installment of "Get with the Program," a segment designed to introduce you to resources we think you'll find useful. In this issue, we highlight our New Coach Webinar Series.

Perhaps the best way to recognize what our coaches give to this activity is to celebrate the ways in which you maintain loyalty to certain standards, especially those in our Code of Honor, while learning to adapt and lead the charge to change what needs changing. To that end, this issue will also address how coaches can better respond to students with special needs, our current lack of understanding regarding participation in debate by gender, and a template for instructing and learning research skills via forensics.

We're especially excited to feature some adventures from World Schools Debate and to introduce coaches to the event prior to February, when the students who will represent the United States of America at the World Schools Debating Championships will be announced.

Sincerely,

J. Scott Wunn
Executive Director
National Forensic League

Rostrum

A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

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

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2013-2014 Topics

Current topics and resources are available at:
www.nationalforensicleague.org/topics

Topic Release Information

Public Forum Topic Release Dates

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

Lincoln-Douglas Topic Release Dates

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

2014-2015 Policy Debate Topic Voting

- Topic synopsis printed in the Summer *Rostrum*
- Preliminary voting occurs online in September-October
- Final voting occurs online in November-December
- Topic for 2014-2015 released by the NFHS in January 2014

Reminder: Student Topic Voting

The Board of Directors voted unanimously at its Spring meeting to allow student members to vote on proposed debate topics where a vote is held to determine the topic debated. The League has created a weighted system of counting the votes where the coach vote is worth 75% and the student vote is worth 25%. Only current students are eligible to vote. Students must be registered users of this website in order to vote. Students may sign up for a free account by visiting the home page and clicking the orange "Become a Member" button in the upper left corner of the home page at www.nationalforensicleague.org.

NOVEMBER 2013

Public Forum Debate

Resolved: The benefits of domestic surveillance by the NSA outweigh the harms.

NOVEMBER/DECEMBER 2013

Lincoln-Douglas Debate

Resolved: In the United States criminal justice system, truth-seeking ought to take precedence over attorney-client privilege.

2013-2014

Policy Debate

Resolved: The United States federal government should substantially increase its economic engagement toward Cuba, Mexico or Venezuela.





SOAPBOX

A student publication of the National Speech & Debate Association

WHAT'S SOAPBOX?

Soapbox is a new online publication by students, for students in the speech and debate community

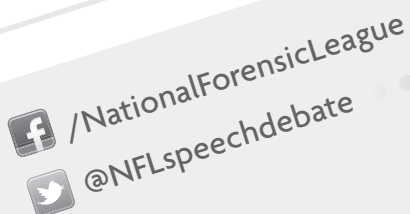
COMING SOON

Look for Soapbox at www.studentsoapbox.org starting December 1

CONTRIBUTE

Soapbox welcomes questions and comments, story ideas, and submissions of articles, photos, and videos.

To share your thoughts, get submission guidelines, and more, please email us at soapbox@nationalforensicleague.org.



Soapbox is published under the direction of the National Forensic League's Student Leadership Committee (SLC), a group of more than 270 civically engaged young people who help us fulfill our mission.

Soapbox is different from *Rostrum* magazine—it will be a solely web-based publication. Online publishing allows content to be updated as it becomes available, so it's as fresh possible. The online content will also be easy to comment on, share, and re-blog!

The specific types of content will be determined by our student leaders on the SLC, but ideas include:

- Stories about teams who work together to make a difference for the activity of their communities.
- Stories that spotlight the way speech and debate have helped students in widely varying situations grow and succeed.
- Resources to help readers be more successful at tournaments and as squad leaders, such as current event analyses, tips on how to use member resources to your full advantage, advice from high profile alums, etc.
- Tidbits that give you a glimpse into the lives of speech and debate students, from photo and video to fun lifestyle articles.

To stay updated about the launch of the publication, look for the

- hashtag **#soapbox** on any of the League's social media channels!

Leadership

Board of Directors Fall Minutes

September 27-29, 2013
Des Moines, IA

The Board of Directors held its fall meeting September 27-29, 2013, in Des Moines, IA. Present were President Don Crabtree, Vice President Pam Cady Wycoff, Kandi King, Brother Kevin Dalmasse, Pam McComas, Tim Sheaff, Tommie Lindsey, Jr., Dave Huston, and Steve Schappaugh. Alternate Jay Rye was also present.

President Crabtree called the meeting to order at 9:00 a.m.

Overview of Mission, Vision, and Strategic Narrative

Moved by Wycoff, seconded by McComas: "Accept the proposed mission and vision."

Passed: 9-0

The organization's updated mission and vision statements were finalized and approved during the Board's summer strategic planning session in July, which was facilitated by consultant Robert M. Sheehan, Jr., Ph.D. However, because no official minutes were published from that meeting, the motion is documented here.

Mission: The National Speech & Debate Association believes communication skills are essential for empowering youth to become engaged citizens, skilled professionals, and honorable leaders in our global society. We connect, support, and inspire a diverse community of honor society members committed to fostering excellence in young people through competitive speech and debate activities.

Vision: We envision a world in which every student has access to competitive speech and debate activities. We are the leading voice in the development of resources, competitive and ethical standards, curricular and co-curricular opportunities, and recognition systems for our vast network of student, coach, and alumni members.

At the September meeting, Executive Director Wunn provided a follow-up of the overarching strategic narrative that will help guide the Board and national office staff for the coming year.

Budget

Moved by King, seconded by Sheaff: "Approve the National Tournament budget for 2013-14."

Passed: 9-0

Moved by King, seconded by McComas: "Approve the Honor Society budget for 2013-14."

Passed: 9-0

Executive Director Wunn provided a thorough assessment of the previous year's final budget and presented proposed National Tournament and Honor Society budgets for 2013-14. Key staff members provided overviews and information on programs affecting the strategic plan and budget. The Board reviewed the budget and asked questions regarding appropriations of funding. The budget passed with minor adjustments.

Fall Minutes *(continued)*

The meeting resumed Saturday at 9:00 a.m.

Development Update

In alignment with the strategic narrative for the organization, the League will continue to explore diverse revenue streams in the coming year. The group discussed plans for implementing the Annual Fund drive this fall, follow-through with local and federal grant opportunities, and ongoing cultivation and stewardship of new and longtime sponsors.

Student Leadership Committee Update

A total of 352 students were nominated representing 44 states, Morocco, and South Korea. The initial response from the students has been very enthusiastic thus far. The group will begin meeting regularly via webinar to finalize its by-laws and develop a range of subcommittees including, but not limited to, student member outreach, the digital student publication, and the creation of a “State of the Youth” report.

National Tournament Bids

Moved by Lindsey, seconded by King: “Host the National Tournament in Salt Lake City, UT in 2016.”

Passed: 9-0

Moved by Schappagh, seconded by McComas: “Host the National Tournament in Birmingham, AL in 2017.”

Passed: 9-0

Executive Director Wunn provided an update on National Tournament logistics for Overland Park, KS in 2014.

Nationals will return to the Sheraton hotel concept in Dallas, TX in 2015.

Board Committee Updates

The Board expressed commitment to working with the Executive Director to find appropriate assessment tools to evaluate itself, in addition to reviewing the current governance system, volunteer leadership structure, and classification of schools to determine whether or not adjustments would lead to stronger mission accomplishment. The Executive Director will provide quarterly reports to be evaluated by the Strategic Planning Committee. Board members also discussed last year's outreach efforts to assigned “Good to Great” district leadership groups and will work in conjunction with the Executive Director to further maximize this project in 2013-14.

Summer Leadership Conference

Moved by Wycoff, seconded by McComas: “Host the Summer Leadership Conference July 28-31, 2014, at the Golden Nugget Hotel in Las Vegas.”

Passed: 9-0

The Executive Director will collaborate with Board members, district leaders, and national office staff regarding the theme and agenda for the fourth installment of the Summer Leadership Conference. Additional information will be sent to the district leadership as it becomes available.

Florida Panther District Split Proposal

Moved by Lindsey, seconded by Schappagh: “Allow the Florida Panther district to split with the stipulations outlined by the Executive Director.”

Passed: 9-0

Student Website Registration Procedures

Moved by Wycoff, seconded by Sheaff: “Revise the process to allow student email address or membership identification numbers to be used during website registration. Eliminate the requirement for full compliance for teams to attend the District Tournament.”

Passed: 9-0

Due to thoughtful correspondence received from several district leaders across the country, the Board made two changes to the original policy (first published in the Summer 2013 *Rostrum*).

1. The original policy stated that in year two (2014-15), any school that did not have 100% of its active members registered would not be able to attend the District competition. The amended policy states that all students who have registered for the website will be eligible to compete and will count toward a school's strength.
2. Originally, all students were required to provide an email address in order to register. We have added an alternative option that allows a student to register using his/her unique Merit ID Number. That number is available in the Points Application.

For additional information, please see the article on pages 14-15 of the Fall *Rostrum*.

Spoken-Word Poetry Contest

Moved by Schappagh, seconded by King: “Implement an in-school contest for Spoken-Word Poetry, open to all member and non-member high school students. A school with a minimum of 10 students competing will select a winner who can enter an online contest. Schools with 50 entries may enter two contestants. Schools with 75 or more entries may enter three contestants. The top six students from the online contest will be invited to participate in a showcase at the National Tournament. The in-school contest will happen in the months of January and February. The online contest submissions will be due March 15, with finalists announced April 15.”

Passed: 9-0

This contest stems from a short competition that was piloted prior to the 2013 National Tournament, which involved approximately 80 contestants nationwide. This will allow interested students a unique way to participate in a popular art form within the school setting at a minimal cost to programs. To learn more about the new program, visit www.nationalforensicleague.org/spoken-word.

Minimum Entry for Qualifiers

Moved by McComas, seconded by Huston: “Amend the rules for determining the number of qualifiers to Nationals from the District Tournament series. For a district to qualify entries to Nationals in an event, a minimum of two schools must be entered in that event.”

Passed: 5-4

Aye: Lindsey, Schappagh, Crabtree, Huston, McComas

No: Wycoff, Sheaff, Dalmasse, King

As the League strives to foster excellence in young people through competitive speech and debate activities, the Board discussed the pros and cons of establishing minimum standards for the number of schools represented in a given event to justify qualifiers in that event for Nationals.

Pilot Urban Debate League Public Forum Program

Moved by Huston, seconded by King: “Charge the Executive Director to create a Pilot UDL program that offers free entries for Public Forum Debate at the National Tournament to UDL schools in at least Houston and New York City.”

Passed: 9-0

The League already does outreach work with Urban Debate Leagues across the country, including providing free entries to UDL Policy Debate teams at Nationals. With the presence of Public Forum in Houston and New York, and discussions of it expanding elsewhere, the Board agreed to promote this new interest through a pilot program.

Fall Minutes *(continued)*

Minimum Contestant Limits for Supplemental and Consolation Events at Nationals

Moved by Schappaugh, seconded by Huston: “Require a minimum standard of entries in supplemental and consolation events over a three year period. If the average for an event is below 225 after three years, the event will be considered to be replaced with a new event for a three-year period to determine the viability. Assessment will begin using the 2014 National Tournament data. At the conclusion of the 2016 Nationals, the Executive Director would present data to the Competition and Rules Committee to evaluate what events are sustainable.”

Passed: 7-2

Aye: Lindsey, Sheaff, Schappaugh, Crabtree, Dalmasse, King, Huston

No: Wycoff, McComas

The Board determined that competition events should have a minimum standard to crown a national champion. This proposal allows for a three-year window to collect data on the viability of the events and consider options to increase the value and recognition we provide in supplemental and consolation events.

Alternate Rye departed. The meeting resumed Sunday at 9:00 a.m.

National Invitational Tournament

Moved by Dalmasse, seconded by Wycoff: “Delay implementation of the National Invitational concept for at least a year.”

Passed: 6-3

Aye: Lindsey, Dalmasse, Crabtree, King, Wycoff, McComas

No: Schappaugh, Sheaff, Huston

Novice Nationals Concept

Moved by Sheaff, seconded by Schappaugh: “Adopt a novice invitational for Overland Park.”

Failed: 3-6

Aye: Schappaugh, Sheaff, Huston

No: Lindsey, Dalmasse, Crabtree, King, Wycoff, McComas

The Competition and Rules Committee presented updated proposals for adding an open invitational style tournament that would run concurrently with the National Tournament. After much discussion, both the varsity and novice concepts failed to pass for 2014. However, the Board charged the Executive Director and the Competition and Rules Committee with further exploring the concept of a Novice Nationals for future consideration.

Lindsey and Dalmasse departed at 9:45 a.m.

Evidence in Debate

Moved by Schappaugh, seconded by Huston: “Implement the updated rules for evidence in debate for the 2014-15 school year. Districts will have the autonomy to use the updated rules in the 2013-14 school year as they long as they give their district membership 60 days’ notice before their District Tournament.”

Passed: 7-0

Aye: Schappaugh, McComas, King, Sheaff, Wycoff, Crabtree, Huston

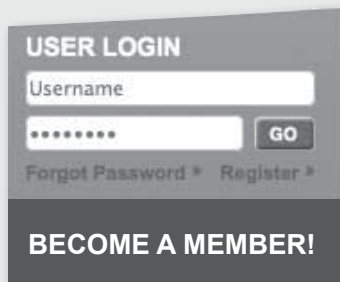
These rules apply only to Lincoln-Douglas, Public Forum, and Policy Debate. Those districts using the rules this year will be asked to provide feedback regarding the application of the rules before launching them in 2014-15. To read the complete proposal, including the rationale for the changes, see pages 16-19 of the Fall *Rostrum*.

The meeting adjourned Sunday at 12:50 p.m. 

LOOKING FOR FINAL ROUND INTERP VIDEOS?

As an added benefit of League membership, students and coaches may **view current year** National Tournament final rounds of **Dramatic, Duo, and Humorous Interpretation online** by registering for our website and logging in to the dashboard—all at no additional cost!

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USER LOGIN

Username

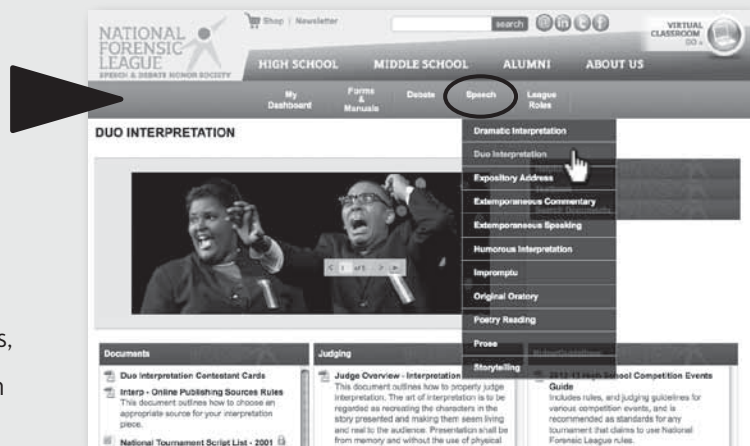
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2 EXPLORE



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Election Year for National Board of Directors

Interested in serving the League? Read more about how you can get involved!

► 2014 Election Process



Election of Board members shall be conducted in even-numbered years as follows:

- Any member coach with five years of National Forensic League coaching experience or any current or past district chair may become a candidate for the national Board of Directors by so advising the Executive Director in writing before January 20, 2014, by certified mail.
- **Not all seats are up for election.** Board members Don Crabtree, Pamela McComas, Timothy Sheaff, and David Huston were elected in 2010, and their seats are up for election in 2014.
- Present members of the Board of Directors whose terms expire on July 31, 2014, shall become candidates for re-election by filing a written statement with the Executive Director by January 20, 2014, by certified mail.
- No person may be a candidate or serve as a member of the Board of Directors if he or she will reach 70 years of age before or during his or her term in office. This rule does not apply to the Administrative Representative who is appointed by the Board of Directors every two years.
- Each candidate shall be allotted one *Rostrum* column, unedited by the national office, to support his or her candidacy. The column must be no longer than 400 words in length and must be submitted in writing to the Executive Director by January 20, 2014, by emailing director@nationalforensicleague.org. Each candidate may include a photo to accompany the column.
- Each provisional, member, and charter chapter shall be mailed a ballot on which the candidates' names appear in an order drawn by lot and on which the school shall vote for four candidates. A chapter's active members and degrees (total strength) on record in the national office on May 1, 2014, shall determine the number of votes it is allotted. A charter chapter will be granted the number of votes equal to its total strength. Provisional and member chapters shall be granted the number of votes equal to one-half its total strength.

Frequently Asked Questions

- **What is the general time commitment as a member of the national Board of Directors?** Board members are expected to attend three regularly scheduled meetings. These meetings are scheduled by the Board and generally occur in early fall, late spring, and at the National Tournament. The fall and spring meetings generally run two and a half days, and the National Tournament meeting is a few hours on the day prior to registration day. In addition to meetings, Board members are periodically asked to participate in committee work and are sometimes asked to attend state conventions and workshops as representatives of the League.
- **What is the role and specific time commitment of a Board member at the National Tournament?** Board members are asked to attend several public events during the day and in the evening, as well as serve various volunteer roles during the competition hours.
- **Is there a financial cost to being a Board member?** No stipend or salary is given to a member of the Board of Directors. However, travel expenses (related to Board member responsibilities) are paid by the League.

Important Deadlines

- Candidates must file written statements with the Executive Director by **January 20, 2014**.
- Ballots will be mailed to schools in **April 2014**.
- Results will be announced online and in the Summer 2014 *Rostrum*.

► Board of Directors Responsibilities and Expectations

The Board determines the League's mission and purpose, and ensures effective organizational planning. Directors:

- Promote and uphold the mission, purpose, goals, policies, programs, services, strengths, and needs.
- Serve as ambassadors by upholding the constitution and acting in a manner that is in the organization's best interest.
- Determine, monitor, and strengthen the organization's programs and services.

The Board governs the organization through broad policies and objectives and determines, monitors, and strengthens programs and services. Directors:

- Serve in leadership positions and undertake special assignments willingly and enthusiastically.
- Prepare for and participate in three annual full Board meetings (mid-autumn, late spring, and the day before the National Tournament), committees, and other organizational programs and activities.
- Ask timely and substantive questions at meetings—consistent with their conscience and convictions—while supporting the majority decision on actions passed by the Board, as well as suggest agenda items as needed for meetings, ensuring that significant, policy-related matters are addressed.
- Maintain confidentiality of the Board's closed executive sessions, adjudicate objectively on the basis of information received from individuals and urge those with grievances to follow established policies, and speak for the Board or organization only when authorized to do so.
- Gain an awareness of trends in the field of speech and debate.
- Orient new Board members and evaluate Board performance.

The Board selects and removes the Executive Director, whose performance it evaluates. Directors:

- Counsel the Executive Director as appropriate and offer support during the variety of problem solving and public relations interactions that arise with groups and individuals.
- Refrain from requesting special information or projects from staff without first consulting the Executive Director.


The Board ensures legal and ethical integrity and maintains accountability. Directors:

- Serve the organization as a whole, rather than any special interest group or constituency, and maintain independence and objectivity, acting with a sense of fairness, ethics, and personal integrity.
- Uphold the premise that even the appearance of a conflict of interest that might bring harm to the Board or organization is undesirable, and will disclose any possible conflicts to the Board in a timely manner.
- Seek advice from the Executive Director before accepting or offering gifts from or to anyone who does business with the organization.

The Board provides proper financial oversight, ensures adequate resources, and approves sale of League assets. Directors:

- Exercise prudence with the Board in the control and transfer of funds.
- Understand and evaluate the organization's financial statements and otherwise help the Board fulfill its fiduciary responsibilities.

The Board enhances the organization's public standing. Directors:

- Support the organization through annual giving according to personal means.
- Assist the Executive Director, Development Director, and Development Board by implementing fundraising strategies through personal influence with corporations, individuals, and/or foundations. 



Updates to Student Website Registration Procedures

At its Fall meeting, the Board of Directors listened to valuable feedback from district leaders and the rest of the membership and made two important changes to streamline the new policy.

A few of our members asked for more clarity concerning the student website registration procedures that were passed by the Board in May and published in the Summer issue of *Rostrum*. Due to the correspondence received, the Board has revised the original policy.

1. Originally, the policy stated that in year two (2014-15), any school that did not have 100% of its active student members registered on the website would not be able to attend the District competition. **The Board has rescinded that portion of the policy.** Any students who have registered on the website will remain eligible to compete at Districts and Nationals and will count toward a school's strength.
2. Originally, all students were required to provide an email address in order to register. Now, we have added an alternative option that allows a student to register using his/her unique **Merit ID Number**. That number is available in the Points Application.

Following are some additional questions that we have received along with answers to help clarify.

Why are students being asked to register? We want to promote active membership and prioritize the honor code for our members. Students impacting the strength of a school and/or competing in District and National competition should acknowledge that they are members of the organization and have agreed to follow the tenets of the National Forensic League Code of Honor. We also want to ensure that students have gained initial access to the resources and communications available to them as a lifetime member. Moreover, we currently have no method for determining who is being served by our organization. As a nonprofit entity, we need to be able to articulate who we serve and the diverse needs of our membership. Through the website registration process, we give each member the opportunity to voluntarily share key demographic data that can assist us in making the argument for public and private support for speech and debate activities.

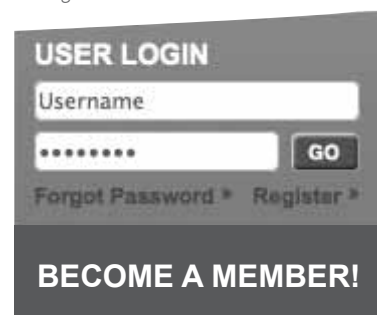
What is required to register? Students may register (see Figure 1) using a unique, verifiable email address, or they have

the option to register using their Merit ID Number. In both cases, students are asked to connect their name on record with an email address or a personal identification number, as well as provide their city and state. We will never sell or provide a student email address to any third party without the student's express written consent.

Is a student required to provide any additional personal data? No. Other than basic contact information, every other data field is either optional, or it has an "other" or "prefer not to answer" option.

Who is being asked to register on the website and when? In 2013-14, website registration is only required of *new* students. Once the process has become more familiar for schools, website registration will be required in 2014-15 for *all* students (returning and new).

Figure 1



► Students may access the online registration page by clicking the orange "Become a Member" button in the top left corner of our home page, www.nationalforensicleague.org.

Figure 2

	2013-14 School Year					2014-15 School Year and Beyond				
	Receives certificate and honor seals	Counts toward school strength	Eligible to compete at Districts/ Nationals	Ability to watch prior Nationals videos online	Access to Virtual Squadroom online platform	Receives certificate and honor seals	Counts toward school strength	Eligible to compete at Districts/ Nationals	Ability to watch prior Nationals videos online	Access to Virtual Squadroom online platform
Unregistered new student	✓					✓				
Registered new student	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Unregistered returning student	✓	✓	✓			✓				
Registered returning student	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

▲ This chart details some of the membership benefits student members will receive based on registered vs. unregistered status.

Does a student have to register more than once?

No. Once a student registers, he or she never has to register again.

If a student registers with an email address, can he or she unsubscribe and stop receiving emails?

Yes. Once a student has registered using an email address, he or she is in complete control of the email subscription. If a student unsubscribes, he or she will no longer receive any organizational information, including the digital student publication. However, the student will remain active, count toward a school's strength, and remain eligible for District and National competition.

What happens if a student does not register?

If a student does not register, he or she will still receive a certificate of membership and any honor seals earned. However, in 2013-14, unregistered new members will not count toward a school's strength and may not compete at Districts and Nationals. In 2014-15 and beyond, only students who have registered on the website will count toward a

school's strength, and only registered students will be eligible for District and National competition (see Figure 2).

How do coaches know if a student has registered on the website?

In the Points Application, a gold star will appear next to the student's name if he or she has registered successfully (see Figure 3).

How will the District Committee know if a student has registered?

Since the Joy of Tournaments system for Districts is tied to the Points

Application, JOT will not allow a student to register for Districts unless he or she has registered on the website.

What should I do if I have other questions about the new policy?


Feel free to email any questions to director@nationalforensicleague.org or call (920) 748-6206. To read more about how we use personal information, or to read our complete data security policy, please visit us online at www.nationalforensicleague.org/asp/ TermsOfUse.aspx. 

Figure 3

View Member Students (Graduated Students)				
Name	Grad	Degrees	Merit Date	Points
Arthur Bratton	2014	Excellence	08/21/2013	247
Nancy Fergiewitz	2015	Distinction	03/08/2013	275
Sandra Greeneson	2016	Excellence	03/05/2013	171
Joyce Krueger	2015			
Dick Letuchystein	2015			
Austin Mathis	2015	Excellence	03/14/2013	202

Student is registered for the website

▲ Coaches may log in to the Points Application (www.NFLonline.org/points_application) to view their School Profile page. A gold star will appear next to a student's name once he or she has registered on the website.

Evidence in Debate: Rules Changes

The Board adopted new rules to clarify the use of evidence in Lincoln-Douglas, Public Forum, and Policy Debate. The new rules will take effect in 2014-15; however, they may be used in 2013-14, provided districts give their schools 60 days' notice before the District Tournament. Read on to learn more.

*Introduction by
Steve Schappagh,
Competition and Rules
Committee Chair*



The Board of Directors first became aware of growing concerns related to the use of evidence in debate during the 2012 Summer Leadership Conference, in addition to coach correspondence with the Executive Director and private conversations. The community provided a clear call to action to the Board.

As a result, the Competition and Rules Committee began discussing the issues relevant to evidence in debate. These deliberations took place via webinar meetings, private online discussion boards, email, and Board meetings.

The issues were diverse and complex. It is now November of 2013, and more than a year has been put into deliberating, surveying, researching, vetting, debating, and revising a new set of standards and rules for evidence in LD, PF, and Policy Debate. We believe we have constructed guidelines that clearly explain the duties of debaters as

well as the process for dealing with challenges for tournament officials.

The new standards will go into effect for the 2014-15 school year. However, districts may choose to implement them this year, provided they give their schools 60 days' notice before the District Tournament. For all districts who adopt the rules this year, we welcome information about their usability, clarity, and effectiveness.

Special thanks to the members of the Competition and Rules Committee are in order. Hundreds of hours were poured into this process by Don Crabtree, Kandi King, Dave Huston, and Pam Wycoff. The rest of the Board of Directors assisted the committee in working through initial drafts. Finally, members of the national office staff were instrumental in understanding how protests currently are handled, as well as the issues that are common at Districts and/or Nationals. ✎

Send feedback to director@nationalforensicleague.org or schappau@nova.edu.

The new evidence rules will not take effect until 2015 at the National Tournament.

Evidence in Debate

7.1. Responsibilities of contestants reading evidence

- A. **Evidence defined.** Debaters are responsible for the validity of all evidence they introduce in the debate. Evidence includes, but is not limited to: facts, expert's opinion, statistics, or examples attributable to a specific, identifiable, authoritative source used to support a claim. Unattributed ideas are the opinion of the student competitor and are not evidence.
- B. **Oral source citation.** In all debate events, debaters are expected to, at a minimum, orally deliver the following when introducing evidence in a debate round: author's name (last), source, and year of publication. Should two or more quotations be used from the same source, the author, the source, and the year must be given orally only for the first piece of evidence from that source. Subsequently, only the author's name is required.
- C. **Written source citation.** In all debate events, debaters are expected to have and be able to provide all information required by full MLA or APA citations, in addition to the qualifications of the author, for any evidence they introduce into the debate round. Internet-based sources must also include the title of the website, database, or access point; the date accessed; and the web address. The additional citation required for online sources must appear on all evidence, but need not be read.
- D. **Paraphrasing, authoritative source versus general understanding.** Evidence attributed to an authoritative source, whether quoted or paraphrased, will be held to the same standard of citation and accuracy. For example, if a debater references a specific theory by a specific author, s/he must meet this standard. However, if a debater speaks about a general concept without attributing it to an authoritative source, that would not constitute evidence. [Example: If a debater were to reference "social contract theory" in general, a source citation is not required. However, if s/he references John Locke's social contract theory, evidence citation would need to be available.]
- E. **Ellipses prohibited.** In all debate events, the use of internal ellipsis (...) is prohibited unless it is a replication of the original document. Debaters may omit the reading of certain words; however, the text that is verbally omitted must be present in the text of what was read for opposing debaters and/or judges to examine. The portions of the evidence read including where the debater begins and ends must be clearly marked as outlined in 7.1(g)(2).
- F. **Availability of original source.** The original source or copy of the relevant pages of evidence read in round must be available to the opponent during and/or after the round. Additionally, the original source and/or copy of the relevant pages must be available for the judge after the round, if requested. In all debate events, for reference, any evidence that is presented during the round must be made available to the opponent during the round if requested.
- G. **Distinguishing between what parts of each piece of evidence are and are not read in a particular round.** In all debate events, debaters must mark their evidence in two ways:
1. Oral delivery of each piece of evidence must be identified by a clear oral pause or by saying "quote/unquote." The use of "quote/unquote" is definitive and may be preferable to debaters. Clear oral pauses are left solely to the discretion of the judge.
 2. The written text must be marked to clearly indicate the portions read in the debate. In the written text, the standard practices of underlining or highlighting what is read, and/or minimizing what is unread, is definitive and may be preferable to debaters. The clarity of other means of marking evidence is left to the discretion of the judge.

- H. **Private communication prohibited.** Private, personal correspondence or communication with an author is inadmissible as evidence.

7.2. Definitions of evidence violations

- A. "Distortion" exists when the evidence itself contains added and/or deleted word(s) which are not meant to clarify the author's intent, but alter the point the author is establishing (e.g., **deleting** the word '**may**'; **replacing** '**may**' with '**will**'; **deleting** '**not**'; **adding** the word '**not**'; and so-on). Additionally, failure to bracket added words would be considered serious distortion of evidence.
- B. "Non-existent evidence" means:
1. The debater(s) reading the evidence is unable to provide the original source or copy of the relevant pages within 20 minutes of a request by the judge or tournament official following the completion of the round.
 2. The evidence cited is not located in the original source cited.
- C. "Misrepresentation" occurs when:
1. Debaters claim the conclusion of the author is different than its original intent;
 2. Use of a "straw man" argument to indicate the argument is the actual conclusion of the author;
 3. Exaggeration of an author's claim substantially changes the impact of conclusion;
 4. The debater claims to have read the complete text of highlighted evidence when, in fact, the debater skips or omits portions of evidence (e.g., clipping).
- D. "Technical violations" occur when a debater fails to meet one or more of his/her responsibilities as outlined in 7.1(b) ("oral source citation"), 7.1(c) ("written source citation"), 7.1(e) ("ellipses prohibited"), 7.1(f) ("availability of original source"), 7.1(g) ("distinguishing between what parts of each piece of evidence are and are not read in a particular round") and 7.1(h) ("private communication prohibited").
- evidence (technical violations as outlined in 7.2(d)), exaggeration of evidence (as defined by 7.2(c)(3)), and "clipping" in the round (as defined by 7.2(c)(4)).
- B. The judges' decision in all of the above violations **may not** be appealed, unless a rule has been ignored and/or misinterpreted. An appeal has to be presented in writing to the tabulation room within 20 minutes of the conclusion of the tournament's debate round by a coach or school-affiliated representative. The appeal needs to specify which rule was in question in the round, and how the judge ignored and/or misinterpreted the rule. The 20-minute time period begins once the last ballot from all rounds (if flighted, both flights) has been collected by the tab room. The ruling of the District Committee is final. If the District Committee determines the judge has misinterpreted a rule and mistakenly awarded a debater a loss, the District Committee shall award a double-win in that debate.
- C. Evidence violations involving the misrepresentation (as outlined in 7.2(c)), distortion (as outlined in 7.2(a)), or claims on nonexistent evidence (as outlined in 7.2(b)), except those specifically delegated to the judge in 7.3(a) (violations of 7.2(c)(3) and 7.2(c)(4)), will be the responsibility of the District Committee. A coach or school-affiliated adult representative must submit a protest to the tab room within 20 minutes of the conclusion of the debate round. The 20-minute time period begins once the last ballot from all rounds (if flighted, both flights) has been collected by the District Committee. The protest must be substantive and written to establish the claim of the evidence violation. The challenged contestant and coach will then be notified. If the District Committee finds the original protest to be substantive, the coach or school-affiliated adult and debater(s) will be given 20 minutes to provide evidence denying the claim. If such evidence cannot be offered, the challenged debater(s) will be given the loss in the round and may be subject to additional penalties. In these instances, the District Committee will assume a double-win and proceed with normal tournament procedures until a decision is made.

7.3. Procedures for resolving evidence violations

- A. Judges are responsible for resolving disputes between debaters regarding source citations and marking of

- D. The District Committee's decision to disqualify a student can be appealed to the national office referee, in writing, within 20 minutes of the committee's decision to disqualify. Both sides will be able to provide written explanations and supporting evidence to defend their individual side, and a decision will be

rendered in a timely manner. This decision shall be final and cannot be appealed. If the national office referee has not made a decision by the end of the round following the round being protested, competition in that event must not continue until a decision has been rendered. (That is, no more than one round may occur between the round being protested and the decision of the national office referee.)

7.4. After a debate round, responsibilities of debaters involved in evidentiary challenge

- A. Debaters challenging evidence are required to:
 1. Have substantive grounds to levy a protest based on the requirements in 7.1 and 7.2.
 2. Demonstrate the evidence was misrepresented, distorted, non-existent, or a reasonable search of no more than 20 minutes cannot prove the validity of the evidence presented in the round.
 3. A challenging debater's coach or school-affiliated adult will provide the tab room with a written protest. The written protest must include the specific claim being made, the rule in question, and the support required for making the claim.
- B. The following procedures will be followed if the challenge meets the criteria outlined in 7.4(a):
 1. The debater being challenged must demonstrate the validity of the evidence read in the debate if the protest levied by the challenger is substantive.
 2. The tab room must notify the coach or school-affiliated adult of the debater being challenged and that adult will have the opportunity to assist his/her student in addressing the challenge.
 3. Debaters being protested have 20 minutes from the time the coach or school-affiliated adult is notified by a tournament official to establish the validity of the evidence presented in the debate round.

7.5. Penalties for evidence violation

- A. Any technical violations pursuant to 7.2(d) will result in any and all offending pieces of evidence being disregarded in the round by the judge.
- B. If a debater(s) is found to be exaggerating evidence (as defined by 7.2C(3)), and/or "clipping" (as defined by 7.2(c)(4)) at any point in the debate, the judge will vote

against the offending contestant, award zero speaker points (if applicable), and indicate the reason for decision on the ballot.

- C. If an evidence violation is presented where a debater is found to have committed a distortion (as defined in 7.2(a)), and/or have used "nonexistent evidence" (as defined by 7.2(b)), and/or "misrepresented evidence" (as defined in 7.2(c)(1-2)), at the conclusion of due process, the offending debater(s) will lose the debate and be disqualified from the tournament.
- D. Depending on the severity, an offense may result in notification of said offense to the debater's high school administration and chapter sponsor, loss of all District and/or National Tournament merit points, including trophy and sweepstakes points for the offending student(s), and/or revocation of League membership. These decisions would be left to the national office, and not the individual District Committee.

7.6. Tournament Adjustments

- A. Under no circumstance will a tournament or part of a tournament be re-run because of a violation of these rules.
- B. In the case of a disqualification of a debater(s), all ranks and decisions of other debater(s) made prior to the start of the protest stand and no revision of past round ranks will take place.
- C. When a round has been held between the round being protested and a final decision regarding the protest, the result of that round will be recorded as follows:
 1. If the protest is upheld, and a debater is disqualified, the opponent of the disqualified debater will receive a forfeit win.
 2. If the protest is overruled, and the protesting debater won the protested round, no revision of the result on the ballot will take place.
 3. If the protest is overruled, the protesting debater lost the protested round, and had no previous losses, no revision of the result on the ballot will take place.
 4. If the protest is overruled, the protesting debater lost the protested round, and had a previous loss, the opponent will receive a forfeit win regardless of the result on the ballot.



Looking for college scholarships?

Look no further.

American Legion Oratorical Contest

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



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

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



photo: Eldon Lindsay

National Commander Jim Koutz with the 2013 first-place finisher Agnes Rieger of Kansas City, MO.

FLORIDA FORENSIC INSTITUTE



CONGRATULATIONS to the FFliers who opened their season around the country. At Yale our nationally competitive students finaled in every speech event, multiple PF teams reached elims, including finals, and over half the final round of Congressional Debate, including second place and the Champion, were FFI 2013 summer alums. **We are thrilled to watch our students' summer work pay off in trophies and TOC Bids.**



But equally thrilling was the student who exclaimed with a huge grin, *"I didn't break at Yale, but before FFI, I was so shy I couldn't speak to anyone. I am so happy with my performance here. FFI was a life changing experience."*

That student just made finals at her first local tournament of the year.



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Women in Debate: Working Toward a More Complete Picture

"Gender discrimination is by no means the fault of all men, but of a few individuals who are being tolerated, who aren't being told that their actions are wrong."

— **Annie Kors**, co-founder of DebatersAgainstSexism.org, is a senior at Harvard Westlake (CA) and has debated on the World Debate circuit.

How can you as a coach best recruit, support, and foster confidence in female team members? In Texas, women are under-represented in nearly all speech and debate events. The authors argue for discovery of participation rates by gender nationwide, offer perspectives from women in the activity, and invite you to join the conversation and read more narratives at www.ForensicsOnline.net.

*compiled by Cindi Timmons,
with Bekah Boyer*



*additional contributions by
Steffany Batik, Beth Eskin,
Annie Kors, and Rebecca Kuang*

"Experiences I faced as a young woman in this activity temporarily robbed me of my voice; ultimately, it was the power of debate that gave it back to me." — Cindi Timmons

Over the past year, gender issues have rated prominent placement in the headlines.

From candidates stumbling over women's issues in the general election last fall, to highly publicized attacks on women both here and abroad, to the release of Sheryl Sandberg's new book, *Lean In: Women, Work, and the Will to Lead* (2013), these issues have been front and center in public discourse. Derek Yuill added a forensic layer to the dialogue in "Female Success and Participation in High School Forensics" in the February 2013 *Rostrum*.

It seems clear that participation rates for women in forensics do not match their numbers in society. If we believe that forensics has the power to give people a voice, we need to make more earnest efforts to give that power to groups underrepresented in the activity: women and minorities.

To female coaches, judges, and competitors, it has long been obvious that there is a gender imbalance in the activity, but to what extent? Inspired by Mr. Yuill's search for statistics of high school forensic participation, I compiled the following from the 2013 Texas Forensic Association (TFA) State Tournament held in March:

Lincoln-Douglas	187 entries	31.0% women
Policy	44 teams	13.8% women
Public Forum	126 teams	32.0% women
Congress (combined)	211 entries	31.7% women
Duo Interp	66 teams	44.6% women
Duet Acting	84 teams	45.8% women
Humorous Interp	97 entries	36.0% women
Dramatic Interp	112 entries	43.7% women
Oratory	93 entries	52.6% women
U.S. Extemp	111 entries	31.5% women
Int'l Extemp	105 entries	28.5% women



Of the coaches listed for the 207 schools participating (some listing multiple coaches), 49.3% were women.

The methodology and limitations were the same as noted by Mr. Yuill. Note that with the exception of Oratory, not a single event reflects the composition of our society or our schools. It is also interesting to note that in the two partner events involving acting/interpretation there was a substantially greater percentage of women participating as opposed to the two debate partner events. We need to ask ourselves as a community what makes some events less attractive to women.

I agree with Mr. Yuill that research is needed to determine a true picture of participation nationwide. For the state

"I have been debating since an early age, and since I was 13, people have said things to me that no teenage girl should ever have to hear."

— **Rebecca Kuang**, co-founder of DebatersAgainstSexism.org, is the Texas state, NDCA, and TOC champion in LD Debate. She is now a student at Georgetown University.

tournament data to have more validity, we would need to be able to track it over time. The process is cumbersome at best—scrolling through names available through Joy of Tournaments data sets is tedious and somewhat prone to error (is “Taylor” a girl or a boy?). The National

Forensic League is leading in this area by beginning the process of collecting data. Information from other state tournaments and invitationals, such as the Texas state tournament presented above, could be gathered into a national database. As information is gathered, we might be able to determine if there is more of an entrance or retention barrier to gender balance. This not only offers compelling information for academic study, but also may provide access to special funding or scholarship opportunities and pave the way toward programs to increase participation across all sub-populations.

While we do need numbers to understand the scope of female participation in forensics, numbers are



supplemented by narratives. I have compiled five narratives that offer perspectives from different women with speech and debate experience: an active leader with 40 years in the activity; a successful experienced coach; a talented younger coach; a former participant and coach who is now an administrator; and a college student who debated and now serves as an assistant coach. Our common experience is participation in debate—a forensic activity with the least female participation of all of the events.

Sexism In Debate

While the world of high school forensics has an enormous amount to offer its participants, it cannot escape the problems that plague the rest of society. Interpers explore social issues through their scripts, extempers through discussion of current events, and orators through their prepared speeches. It is time for the debate

community to have a real conversation about these issues, too. One of the most damaging problems facing women in society is the reality of sexism, sexual harassment, and assault. Perhaps due to the enormous gender imbalance in debate, young women in the activity can sadly speak to the occurrence of these issues from a personal perspective.

There are undoubtedly a number of reasons why women lag in participation rates in high school forensics; one of them is sexism. I began my participation in forensics in 1974 as an eighth grader. I experienced sexism the same year. Over the years, I have faced harassment from coaches, judges, competitors, and even colleagues. As a coach, I have read ballots written to my female students that were completely inappropriate; I once had a male colleague tell me he wanted to judge one of my female debaters in order to ogle her ample chest. I'm not talking about gender differences in

communication—I'm talking about overt, hostile sexism. The problem continues today. This past year the issue of sexism became a topic of heated discussion as personal narratives entered tournaments on the national circuit. The problem is not confined to the United States, either. Just this past March, two young women debating in Scotland encountered vicious verbal abuse in a final round. They have written extensively of their experience, and the story has received international attention. The women involved believe such behavior is on the rise from educated young men; to the degree that this is true, forensic educators have the opportunity to be on the front lines in countering such misogynist attitudes and behaviors.

Minimization by male colleagues is a related issue faced by female coaches. I have had colleagues assume that my win-loss record as a coach was less because I was a female. I have had male judges on panels interrupt me as I gave a decision. I had one male judge try to intimidate me by pushing up against me and using derogatory language directed at me as a female. Such odious behavior is completely unacceptable and should be called out, but the minimization can occur in more subtle ways, too—is there parity on committees, on judge panels, on institute staffs? There is a concept known as Government Legitimacy in Debate, the idea that members of a community see institutions as being legitimate constructs representing all constituencies fairly. This should be the goal of speech and debate organizations and committees, as well.

Experiences I faced as a young woman in this activity temporarily robbed me of my voice; ultimately, it was the power of

(continued on page 26)

Practical steps to address women's issues in speech and debate

Each coach has unique students and circumstances to deal with, but the following ideas can serve as a guide to approaching your team about difficult issues.

- ▶ Start developing communication confidence in girls earlier. By high school, they may already be reluctant to develop their personal voice through forensics. This past year, our school started a debate club for 3rd and 4th graders two days a month after school. We had nearly 60 students join—30% of the enrollment. It was an enormous success, but we did see subtle sexism, even in 3rd grade. The boys would try to dominate the girls by talking over them or laughing at them. By grouping the girls together, we learned that they are much more willing to express themselves and have already developed more confidence. This year we offered the program again to 3rd and 4th graders and added a 5th/6th grade level. Half of the participants are girls in the younger grades and one-third are girls at the upper level. We are grouping the students by gender for many of the activities and have already seen a positive difference in the participation by girls.
- ▶ Provide female mentors. High school females can mentor young girls. Adult women can play that role for high school students. If you don't have access to a female coach find a female faculty or staff member who can provide that assistance to the young women on your team.
- ▶ Tournaments – recruit and assign female judges. Our top debater last year, a young woman, encountered 66 judges in elim rounds before February; only three of them were women. If

true communication style differences exist between genders, then it is critical to provide judges who are familiar with the same style.

- ▶ Institutes – recruit female lab leaders, both for their mentoring and to provide security. Young women away from home may be more reluctant to report any sexism they experience to young male lab leaders. Have specific policies in place to prevent sexism and to deal with it if it occurs. Hire more seasoned educators to work with high school students.
- ▶ Adopt specific policies for your teams regarding sexism and any other form of discrimination or harassment. Set high expectations for your team members. Do not tolerate or participate in conversations or bantering that is demeaning to any group.
- ▶ An analogy that may work is an athletic competition. In an athletic competition, opponents may exchange physical blows, blocks, hits, kicks, trips, etc., to keep the other player/team from scoring points. Debate competition, a competition of words, has the potential to be highly adversarial due to its win-loss parameters. Students may use their words to defend their positions or to attack an opponent in order to “score” points. While a physical blow may leave a bruise, it may also contribute to an incapacitating injury. Words can be equally destructive. When you add bright minds, a competitive atmosphere, high stakes, and a games-playing mentality, the arena is capable of producing destructive behavior.
- ▶ All students need to be instructed on appropriate limits to discourse. Conversations may be had with sub-populations separated for ease of conversation and questions, but do not make the mistake of just “talking to the girls.” That sends a host of mixed messages to your team—none good. Instead, set parameters for appropriate behavior and discourse, consequences of not following boundaries, and an established method of recourse for infractions.
- ▶ It is helpful to let students know that some “blows” arise from social awkwardness rather than ill intent. Students should know that they are entitled to stand up for themselves and draw boundaries, but it may help to know that someone is merely “clueless” rather than malicious. On the other hand, it is important to not minimize an incident that a student brings to you. In a world of the Internet and cyber-bullying, we cannot afford to dismiss events that students may carry with them long after the tournament.
- ▶ Adopt the tactics of the anti-bullying programs. Stand up to sexist behavior you witness. If necessary, report inappropriate language and behavior to the appropriate authority. Enlist other women to help.



In February 2013, Rebecca Kuang and Annie Kors started www.DebatersAgainstSexism.org. They created a pledge outlining goals for respectful treatment of all individuals across gender lines. In under a week, it gained more than a thousand signatures.

debate that gave it back to me. Empower the young women in your schools and on your teams by protecting their access to this vital tool for finding and using their voice through participation in speech and debate.

On the Front Lines: Bekah Boyer



I was never a great debater; my butt was constantly whupped by those who worked harder than I did. Coincidentally, that self-same butt was apparently more interesting to some people in the community than my identity. I was harassed, insulted, and demeaned by members of my own team and others. Sometimes the harassment was as trivial as offensive humor (“go make me a sandwich”), but often, tasteless jokes escalated to demands for sexual favors in exchange for a card the boys were already sharing. Troubled, alone, and unsure what to do, I spun into a depression. I wasn’t a lone wolf; I just had no one in whom to confide. Thankfully, an adult in the community noticed that I wasn’t doing well. She kept me from

quitting debate or doing anything drastic because of a fleeting feeling.

I got help. The kicker is, I had to tell an adult first.

My story, though personal, is not rare. Boundaries aren’t always clearly defined between competitors or between students and adults. From jokes about a creepy judge’s “leg paradigm” to sexist comments to a young student I know of who survived a tragic assault at a summer institute, many women in debate have experienced sexism in some form.

Adults in the community have a responsibility as educators and as chaperones, ethically and legally, to support kids. I would like to say that my trials ended when I was handed a diploma, but overt and discreet harassment has continued into my career as a coach and a judge. These daily struggles require the support of my colleagues, too.

We have too much groupthink in debate: we cannot let someone who is suffering fall to the wayside because of the bystander effect. As adults we must take responsibility and notify people who can make the problem

right. Although an event may have occurred within the debate community, we must keep in mind that we are not a sovereign nation: there is a “debate world” and a “real world,” but the two are linked. While debate rounds are not the ideal forums for issues such as these, the debate community must still address the issues—but how?

Coaches should work closely with their schools’ guidance counselors. Debaters are smart kids, and smart kids are generally more vulnerable. We have to remember that these young adults look up to adults more than we as coaches expect. They have real-life problems, and unless you are trained to handle that, you need to work with someone who is.

If someone decides to share a story in a debate round in the form of a narrative, judges should inform the adult in charge of that student and ensure that student knows what options are available.

Tournaments hosted at schools can easily include cards detailing local resources for confidential and legal reporting of assault and harassment in the registration packet. To show exemplary responsibility for the well-being of competitors, they can encourage their guidance counselor or a representative of an assisting organization to be available at the tournament so help will be on hand if necessary.

“We cannot let someone who is suffering fall to the wayside because of the bystander effect.” — Bekah Boyer

In addition to having a licensed counselor on staff, camps can create anonymous exit surveys for attendees to report instances in which they were threatened or felt unsafe. Exit surveys are another opportunity to distribute information about local and national resources for victims of sexual harassment or assault.

If judges hear about an instance of sexual harassment or violence in a round, they should figure out if another adult knows what has happened. They can then take steps to ensure that the right people know what to do. There is no confidentiality clause in debate. Most rounds are explicitly open to the public. Protect yourself and the kids you have judged by reporting.


The next step is to encourage your coaches, judges, schools, and opponents to follow these measures or any others that may come up in the conversation surrounding this issue. Sadly, most instances of sexual assault are committed by people known and trusted by the victim. We need to take proactive steps both to reduce incidents and to heal as a community.

If you, or someone you know, is a victim of sexual or gender-based violence, please tell someone who can help you. You are not alone. Here are some resources at your disposal:

- Rape, Abuse, and Incest National Network: <http://www.rainn.org/get-help/national-sexual-assault-hotline> or call 1-800-656-HOPE
- To seek multidisciplinary training on this issue: visit SATI at <http://www.mysati.com>

- Or select a local center: <http://centers.rainn.org>
- Your local Planned Parenthood and your computer browser are always good places to start!

Conclusion

We are all thankful for speech and debate. We believe in its power to transform individuals and society. We also believe that complacency and ignorance of the status quo contributes to real obstacles to full participation by young women. Through awareness and education, we can work together as a community to remove barriers, whatever they may be. 

Cindi Timmons is a member of the National Forensic League Hall of Fame, a three-diamond coach, and the Lone Star District Chair from Greenhill School in Texas.

Bekah Boyer is a senior at Southern Methodist University in Texas and is completing a double major in Women's Studies and Art History. She is also the president of SMU's Women's Interest Network, and is currently an assistant debate coach.

To read other perspectives and contribute to the conversation, visit www.ForensicsOnline.net, visit the Rostrum Magazine section, and look for "Women in Speech & Debate: Additional Narratives."

Additional Voices

Find full narratives from these women at www.ForensicsOnline.net.

"My advice to the females on my squad is: Celebrate the best in others and let the worst help you become stronger within yourself. Forensics gives women the opportunity to do both."

— **Beth Eskin** is the Florida Panther district chair and the coach of Timber Creek High School in Florida.

"Young women, if you are committed to developing a better culture for debate, stand and plant yourself in this community. Set out to teach empathy, respect, courtesy, etiquette, self-control, and honor to all students—alongside flowing, and strategy, and research."

— Anonymous female coach from New York who also debated in high school

"As an administrator, I think one of the most important roles we fill is in providing sound guidance to our instructors. Competitors in forensics represent their schools just as athletes do and inappropriate behavior during performances or at tournaments is something that we as institutions should address."

— **Steffany Batik** is an Assistant Principal at Grapevine High School in Texas and is a former coach and competitor.

Join the conversation at www.ForensicsOnline.net.



Open the Door:

What Speaking Can Do for Students with Disabilities

Coach Madeleine Deliee wasn't certain that students with disabilities could succeed in speech and debate. Her experience with some very special students transformed her mindset and gave her surety that the activity can be treated as a form of therapeutic feedback and a tool to improve classroom performance and student self-advocacy.

by Madeleine Deliee

It was my second year as a coach. A student walked into the interest meeting we hold at the beginning of each year, smiling broadly, eager to join forensics. It didn't take me long to notice that the student had a pretty severe speech impediment. I had never encountered a student with a disability who expressed interest in forensics before, and I wasn't at all sure what to do or how to incorporate him onto the team.

My initial thought was a therapy consultation. He was clearly interested, and I certainly didn't want to turn him away, but I had no idea what to do with him in an arena that was largely based on clarity of speech. I contacted our school's speech therapist and asked her to consult with the student. She gave him some exercises and he cheerfully accepted the help. The exercises did nothing to change his speech (I later learned that the kid was humoring me; he'd been in speech therapy since early elementary

school, and he knew that the exercises weren't going to change anything, but he accepted them as part of his entrance onto the team).

Cut to four years later and this student was in semifinals at the National Catholic Forensic League National Tournament, delivering his Oratory on dealing with his speech impediment. Granted, this was an exceptional kid, but there are many exceptional kids, and some of those kids never even consider forensics due to their educational, emotional, or physical challenges. They fear public speaking, or group interaction, or the "extra school work" of reading/research and writing, so they don't come in the door. And, sadly, sometimes we don't do all we can to welcome them in.

As coaches, it is our responsibility to make sure that door is open. Over the years, I have had the privilege of working with many students for whom the challenge of competition was magnified by the challenges they already

faced on a daily basis. This is not to say that forensics has been a perfect fit or panacea for all. But for many, it has built confidence, social skills, and academic strategies in ways that they never expected.

Forensics as Feedback

Students with disabilities often don't expect to succeed. Frustratingly, many are still told that they are slow or incapable. High school is often a time when students, especially those with disabilities, question their existing self-concept or begin to form one imbued with negativity. Forensics gives kids who may not see themselves as winners an opportunity to obtain specific feedback (which often addresses their particular challenges), to reflect on and then address those areas, and then to receive subsequent feedback on their effort.

For example, a student with ADHD (and we've coached many of these) might have ballots that detail some of the very issues enumerated in his/her Individualized Education Program (IEP). Common issues include impulsivity control (evidenced by inappropriate humor or inappropriate conduct) or lack of structure or disorganized thinking. Ballots give concrete evidence as to how these issues are manifesting in a particular and largely controllable environment. We have used them to demonstrate that these traits are evident to an unbiased viewer and then to strategize with students on how to address those issues, both within the microstructure of a tournament and larger venues like school and work. We have also used this to specifically demonstrate progress (*see Figure 1*).

Academic and Social Growth

The classroom benefits of forensics cannot be overstated. Students with

Figure 1

Using ballot feedback to show progress

Coach to student: "There were several comments about disorganized structure on your ballots from the first tournament. We worked on it, and in the second tournament, we didn't see that comment anymore. In fact, you had a compliment on how clear your structure was. Good job!"

learning disabilities often mention increased ease in planning writing, thinking under pressure, organizing their ideas, and understanding literature. Of course, the ability to speak clearly, audibly, and cogently is also a tremendous asset. Students may be more likely to participate in class discussions, and teachers may give more credence to their ideas when they are expressed in a more coherent and authoritative manner. Many classes require an oral presentation of some variety; our school requires students to complete a service learning project that culminates in a presentation of the student's efforts.

Other organizations, such as the Boy Scouts and Girl Scouts, also require a concluding interview before a panel, discussing the candidate's demonstration of the organization's principles. Beyond just the dreaded project/presentation, interview, or speech, however, a student who is more comfortable speaking may also be more comfortable requesting help or clarification during instruction, thereby leading to additional academic growth.

This advancement is by no means limited to that which is quantifiable by grades. Students with emotional disabilities talk about learning to deal with stress and anxiety or finding connections to their own experience through increased reading ("Ms. Deliee, I'm looking for a piece about someone

who is always fighting with her mom, okay?"). In fact, it sometimes seems as though the academic gains are outstripped by social growth. Students who were panicked about speaking in front of others, anxious about interacting with peers, or reluctant to join in any kind of organized activity have found that forensics gives them a place to belong.

I have coached several students on the Autism spectrum. According to the Autism Society, only 56% of these students even complete high school. This may be due partially to the communication issues experienced, including frustration with the inability to communicate and reluctance to engage in "the hidden curriculum"—the social codes and norms that most learn through immersion, but which those with Autism may only absorb through purposeful instruction. Both students and parents have commented on the ways in which forensics helped students integrate into a group and embrace a school activity, cultivating the skills of language and interaction. Again, this reinforces the development of positive self-concept; peer acceptance is an enormous part of adolescence, and the cultivation of a safe place to belong can make high school a much happier experience for any student.


Creating Self-Advocates

Developmentally, high school can be a rocky time for many (if not most). A

student with a disability may find that s/he has to grapple with far more than the average teen. Furthermore, s/he also needs to start self-advocating in a way that may not have been his/her responsibility in the past. Forensics helps students to develop advocacy and other long-term coping strategies that they will continue to need long after high school. One of my students had a long-term health issue that required medication and a shortened school day; these were part of her IEP. Unfortunately, I did not realize until the day of our District Tournament that her schedule meant that she was ineligible to compete, due to insufficient credits. Ultimately, we appealed this and the student was allowed to advance, but this was largely due to the student's own initiative to advocate for herself. She wrote a persuasive letter explaining why she needed the shorter school day and why she should still be allowed to compete for her school and her team—and she saw the direct and tangible benefit of her actions.

According to Integrating Transition Planning into the IEP Process, “[g]ood self-advocates know how to ask questions and get help from other people. They do not let other people do everything for them or tell them what to do. Self-advocates are assertive” (West,

Corbey, et. al.). Effective self-advocacy is one of the most powerful tools we can hope to give our students. The fact that my student was able to wield that and see the impact of her action was an enormous accomplishment for her, an affirmation for her parents, and also a lesson in tolerance and understanding for her teammates. The benefits of inclusion for students with disabilities have long been emphasized in our classrooms; we cannot forget, however, the simultaneous benefits that are also extended to the rest of the group, including coaches, when all students are welcomed.

Will all students with disabilities take to forensics? No, of course not. Will it be beneficial to them if they persevere? I like to think so. For as much as forensics offers to the average kid who joins the team, the opportunities for students with disabilities are all the richer, potentially addressing the very obstacles that make school a trial. Academically, socially, and developmentally, forensics gives students powerful tools to meet their challenges head-on. 

Madeleine Deliee has been the forensic coach at West Springfield High School (Springfield, VA) for seven years. She was also the general education teacher for team-taught English for six of those years.

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A Long, Strange Trip

by Ken Ogden and Mark Webber

wcdc

The authors share their experiences coaching debate, including their initial encounters with World Schools Debate and how they came to see it as an effective tool for teaching real-world skills, reaching a more diverse group of students, and creating opportunities for international discourse.

We'll be upfront about it: we believe World Schools Debate is a game changer.

The day we sat down to Skype with each other about our transitions from policy/value debate to coaching, teaching, and consulting on World Schools style debate, Ken's check at the Down House Coffee Bar and Restaurant was delivered inside a book. Here is the paragraph that book opened to:

"Copernicus was a trained theologian who became a scientist. So was Darwin. Copernicus started a major evolution in cosmography, which was contrary to theological dogma he had been taught. Darwin started a revolution in biology even more important for our concepts of our places and roles in the universe and even more in conflict with the almost universally accepted dogmas of the religion dominant in his time and society."

Wow. What a parallel to our journey into World Schools Debate. As with all paradigm shifts, something usually builds until the evidence of a needed change becomes incontrovertible. Even then, the first signs of change are often derided and treated with scorn. Considering that the paradigm shift in question involves a transition to the format of debate

we now embrace, we're grateful that in today's world this scorn is unlikely to result in the consequences spared Copernicus because of his timely death and felt by his student Galileo.

The scorn itself, however, persists. When people are entrenched in one framework for how debate should work in the best interest of students, the first reaction to something new or different is often rejection. We both experienced a healthy skepticism when introduced to World Schools Debate. But history has shown us over the last 100 years that students and their environments have changed, and the activity has changed along the way. Sometimes the change evolves with the current framework, such as progression in the use of debate theory, and sometimes the unmet needs of students and schools for debate drive new evolutions or styles of debate.

The one constant in all of this is change. World Schools Debate is a manifestation of that change or evolution. A style of debate that originated overseas. A style of debate that can uniquely meet the needs of students and schools everywhere and is becoming a particularly effective pedagogical strategy in urban school settings. World

Schools style debate increases access to debate, especially for new general education teachers and students, meets specific needs for teaching language arts to urban students, and provides a very useful framework for teaching English as a Second Language (ESL) or English Language Learners (ELL). Best of all, the training required for World Schools Debate makes it possible for almost any teacher to incorporate this style of debate into a variety of academic courses, in a traditional debate class, or as an after-school activity or club.

As coaches, we have traveled different roads (literally) and yet here we are in the same place—finding World Schools Debate as the most useful tool for our specific, but completely different, school communities.

Ken's Story

After suffering a knee injury that interrupted my high school basketball career, I joined the debate team midway through my junior year at Northbrook High School. In 1978, Policy Debate was all there was, so that's what I did. When I matriculated to the University of Houston, I didn't know a whole lot about college debate, but a month later I was

boarding a plane for the first time ever on my way to debate at the CEDA national tournament. I debated Policy for the next four years, and after college, coached forensic squads that competed in National Forensic League and Texas Forensic Association events. I was a Policy debater and a Policy Debate coach. Policy Debate had changed my life.

I left coaching for several years but returned to it in 2005 as the first league director of the Houston Urban Debate League (HUDL). Helping bring debate back to urban high schools in Houston, where I had won my first tournament as a novice debater, was a great experience. Back in the 70s, all the HISD schools had debate teams. By the time I was hired by HUDL only three of more than 30 high schools maintained teams.

At the time, I suggested to some of the HUDL board members that if we really wanted to impact the lives of our students we should consider selecting our own topics to debate. I knew traditional Policy Debate was a good tool but not the best tool for meeting the needs of these students, and I thought its physical performance style would hinder our ability to demonstrate debate's usefulness for school administrators and fundraising.

It would be another five years before HUDL made a dramatic paradigm shift in high school debate possible by introducing World Schools Debate during its 2012-13 season, the direct result of the HUDL Board of Directors, their open-mindedness about what works best for our schools, and their willingness to make bold moves.

The introduction to World Schools Debate happened to coincide with my first season back as a teacher and high school debate coach at Sam Houston Math, Science, and Technology Center. I refused to coach World Schools Debate at first. I "knew" that with my 20 years of coaching experience I could coach these kids to be successful in Policy Debate.

I eventually was able to step back and evaluate Policy Debate as a teaching strategy at this urban high school. I started the year with two debate classes. Midway through the year I saw enrollment drop and interest wane and decided to roll the dice on World Schools Debate.

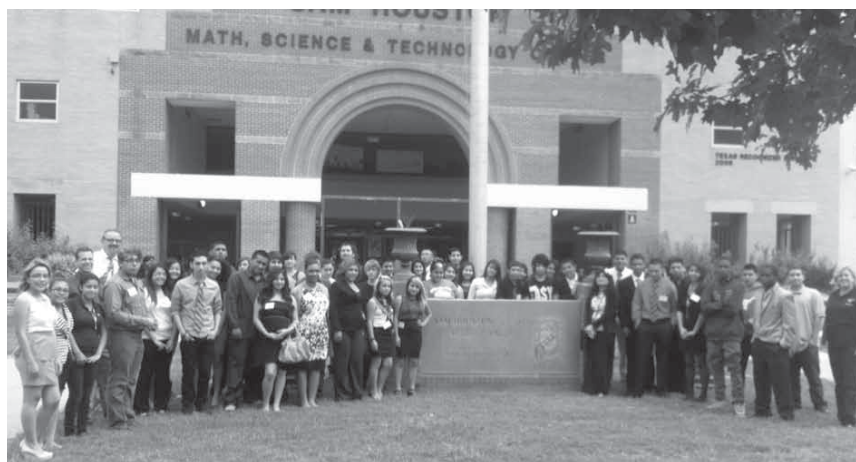
Much to my surprise, the number of students interested in debate went through the roof. We have five debate classes this year, and we were able to hire a second full-time debate coach. Why the turnaround? Simply stated, World Schools Debate is a comparatively better teaching tool in urban high schools. But let me make one thing clear—I would push to compete in World Schools Debate at any established program. While Policy Debate, as it is, is educational—it seems to me that the education is almost a side effect of the activity, not the driving force behind its design.

Administrators and financial supporters can immediately observe the relevance of the activity, including the literacy, writing, and language skills it develops. Instruction in World Schools Debate teaches language

arts and writing skills that many of our students must master to be successful on our state standardized tests. As a result, administrators made a commitment to speech and debate instruction, and Sam Houston MSTC now has four speech teachers and two debate teachers—a very high number for a school with approximately 2,000 students.

Why did World Schools Debate take off? For starters, it is more accessible to students. It allows many more students to experience debate as a transformative activity. Designed to meet the needs of international students who need to compete in a universal language (English), it makes a very useful and understandable tool for engaging urban students and ESL students.

World Schools Debate skills are more transferable to other classes and job opportunities. At Sam Houston I am teaching debate and speech classes—but in reality, I am teaching communication literacy, civil discourse and argument, and applying sound communication principals in and out of debate. World



▲ Sam Houston's Debate Team prepares to board the bus for their first HUDL debate tournament of the year. The team had a full bus of 55 students participating at a school that had no program a year ago.



▲ *Team Mexico having lunch in the souk after winning seventh place at the 2013 World Schools Debating Championships held in Turkey.*

Schools Debate is designed in a way that encourages collaboration and planning by the whole team.

World Schools Debate is better at improving the writing of students. In the HUDL, we do a minimum of four topics per tournament, plus impromptu topics. The students may only use hand-written notes, which is cool because about 70% of my students do not have the full complement of technology and information tools in their homes. I have tailored the students' case writing strategies to parallel what our English Language Arts teachers are using to prepare their students for the Texas state exams.

Best of all, World Schools Debate teaches the value of and appropriate use of expert testimony and evidence. What it means to research and what it means to be published have radically changed in the information age, yet our debate research practices have remained the same. If it's published, it has some sort of ethos or credibility. Students read expert testimony at supersonic speed and the

evidence is rarely vetted. The team has not established the authority of the expert or selected and extracted the main ideas for the literature themselves. It is different in the HUDL version of World Schools Debate—our students have to write their own research from computers by hand. They are very selective in what they consider an expert—they know they have to research four topics for the next tournament, and it has to be quality, not quantity. This means there is incentive to learn the authoritative value of each piece of evidence!

There is plenty more to discuss on the relative academic merits of different styles of debate. Many will argue that World Schools Debate is not as rigorous as traditional Policy Debate (though I might see it as *rigor mortem*). But as I teach the students in my class, this is not an either/or issue. To say it can only be one way or another is a classic fallacy. Schools, leagues, and communities should adopt strategies to meet the particular needs of the students; after all, isn't that the point of school?

Mark's Story

I was not a high school debater. In fact, my major field of study was Theatre, which I still enjoy directing and acting in today. I did participate in forensics but only debated once ever in university. After teaching middle school for two years, by dumb luck I landed the Houston-Memorial Debate job following a trio of Texas' legendary coaches: Anne Raines, Jean Boles, and Rex Fleming. I inherited a pretty good regional/national circuit debate team and began to audit debate camps each summer, which afforded me the opportunity to watch some of the best debate coaches in the country at work. Debate was (and still is) my life! Nothing could take me away from it... and then I met the woman I would marry, an international teacher from Houston, Texas.

Cindy and I began our overseas teaching careers in Venezuela. I was able to start a high school debate league doing American Parliamentary debate from an old handbook I found online. This is also where I originally took interest in World Schools Debate. I tried to get a team together but had no success finding funding.

After two years in Venezuela, my wife and I moved on to Malaysia, and I served as tournament director of the Southeast Asia Forensics Tournament for three years, then got to coach our school's team my final year. Again, I entertained the idea of getting a Worlds team together but the past Malaysian coach convinced me that there were too many hurdles, governmental and non-governmental. After Malaysia, we moved to new positions in the Sudan. The international schools in Sudan were not particularly interested in debate, possibly for security reasons, but many of the local schools had been doing some form of debate and were quite interested, including a local women's university, Al-Afhad.

During my last year in the Sudan, my debate coach dream came true! We were invited by the Qatar Foundation, all expenses paid, to bring a team from the Sudan to the November training session and January World Schools Debating Championships to be hosted in Doha. We went to work right away learning how to debate World Schools style! At first it was really strange; I had not given much thought to how people in other parts of the world debate or don't debate and why. During the training session, I remember being asked if my Sudanese team would debate the team from Israel if we drew them, and how odd that question first struck me—but think of the political implications of debating a country that your country does not even recognize.

At first, it was a bit difficult to teach my debaters not to read evidence in a debate round. Using words like “motion” and “proposition” and “opposition” were a reach. Many things I rejected not because our way was better but just because that was the way I was used to doing debate. Yet I knew I had to embrace World Schools Debate format in its entirety to be able to do it well. It's like living in a new country—you have to at least try to learn the language so that you can understand the culture.

The Sudanese experience was sort of serendipitous, because no one had formal debating experience so we used mixed teams with kids from different schools debating together for the sparring sessions we had leading up to our departure for the world championships. It was fabulous to see the Northern and Southern Sudanese students working together (this was before the country voted to split forming the new nation of South Sudan). They were a bit cautious at first, but really dove in later as trust and camaraderie were built. I always thought that was a model for how the Sudanese

A Look at the World Schools Debate Ballot

by Mark Webber

STYLE (40% emphasis) – The style of World Schools Debate is grand and eloquent and focuses on clear, articulate speaking. Cases are extemporized and not read. Debaters are not penalized because they do not speak perfect English or speak with an accent. It is a fierce but friendly debating atmosphere. Good posture, good eye contact, good gestures, and good composure are all rewarded. According to Slovenia coach Bojana Skrt, about 60% of teams competing in the last five years have been ESL or EFL teams. Fast speaking or spreading would really hinder many countries' abilities to participate. Good speaking style also lends ethos to the speaker and is an important element of persuasion, especially when communicating on a global level.

CONTENT (20% emphasis) – Debaters are awarded points for having a strong and broad world knowledge. To use examples from one's own country in a debate is uncommon because it gives one team a clear advantage. Debaters are expected to be able to articulately provide analysis about any event taking place on the globe at any given moment and to understand how geopolitical issues are intertwined. In World Schools Debate, evidence is almost never read into the round. It appears through current and historical events, scientific knowledge, and even literary examples and references that are brought up. For each motion debated, we collect as much evidence as a good Lincoln-Douglas topic warrants. Most importantly, evidence does not take the place of analysis. The debaters must be able to explain how their examples relate to the motion using a “common sense” rationale that proves their side of the debate.

STRATEGY (20% emphasis) – This area mainly deals with knowing what arguments are important, giving those arguments sufficient attention, and the ability to focus the debate on the key substantive issues. Not much weight is given for undeveloped, peripheral arguments that have little to do with the main topic. Definitional debates or arguments on technicalities are frowned upon. The judges would much rather listen to you argue the motion head-on. If there is a definitional challenge, it usually makes for a better debate and much happier judges when the teams can come to a compromise of what the definition means.

government should have worked. Debating together broke down the barriers between northern and southern debaters as they could see that even though they were from different places and had recently been enemies, they wanted the same things in life and even had very similar opinions about policies and values.

We attended the WSDC Tournament in January full of unwarranted confidence. Team Sudan went 3 and 5 that year, including two losses where we took one of the three ballots off of top-ranked teams England and Greece! We felt pretty good about ourselves and received a lot of support from a man I had only heard about on the Internet, Dr. Alfred Snider, a.k.a. "Tuna!" Dr. Snider is the icon of international debate to many people in many countries around the globe. His dedication to international debate is profound and amazing!


One of the great things about World Schools Debate is meeting and becoming friends with people from completely different parts of the world and distinctly different cultures. In the global village in which we have come to live, this is an opportunity that should be afforded to every young person, especially those who come from one of the richest countries and most prominent cultures in the world.

In 2010, my wife and I were eager for a new adventure and moved to Mexico. Fortunately, I was granted the honor of coaching Team Mexico (la patria!) by the English Speaking Union, which has sponsored the team since its inception in 2008. I knew that we could not be competitive if we did not have

tournament experience, so we started a debate league. I admittedly teach mostly privileged, highly educated students who have been afforded the opportunity to go to schools that teach them English or teach much of the curriculum in English as well as other modern languages. I think it is fair that I mention this because a majority of Mexican students do not have those opportunities and we are working very hard to provide debate for students from other backgrounds.

I have learned volumes by coaching debate and starting debate leagues in countries that had never heard of debate or didn't debate because if you argued with someone you became their enemy. I have learned that debate can take on many formats. I do not claim that any one style of debate is better than another. I do not love every single facet of any one style of debate. What I love about World Schools Debate is that it brings many, many people together from around the world on the most even playing field that exists to participate in an activity in which people from every culture can exchange ideas about how they see the world and want to improve it. That cannot be a bad thing, no matter how you look at it.

A good World Schools debater should be a stylistically good speaker, possess a vast and profound knowledge of past and present world events, philosophy and literature, be able to cut through externalities to the heart of the debate always searching for good middle ground, and, last but not least, be a good team player. When you bring all of these components together I believe you have a very challenging and rigorous debate

activity. If you can commit to these things, as well as keep an open mind about how others view the world, you will find World Schools Debate to be very challenging and very fun. I would love to see this style of debate flourish in the spirit that it was intended in the United States. 

Ken Ogden is the coach at Sam Houston Math, Science, and Technology Center, a member school of the Houston Urban Debate League (HUDL). Ken has been coaching debate in one form or another for 25 years. Ken debated at Northbrook High School and The University of Houston (NDT '83 and '84). Ken has also coached at the Woodlands High School and Stratford High School. His students have been state champions in Oratory and Extemporaneous Speaking and state finalists in Lincoln-Douglas Debate and Policy Debate—including winning the Policy division at St. Mark's Heart of Texas invitational.

Mark Webber has lived and coached debate in five countries on four continents. Mark was the coach at Houston-Memorial from 1991-2000, also serving on the TOC Advisory Board and National Forensic League Lincoln-Douglas Wording Committee. He has coached Team Sudan and Team Mexico at the World Schools Debating Championships. He also has started leagues in Venezuela, Sudan, and Mexico, as well as assisting leagues in Southeast Asia. He is currently the coach of Team Mexico, The American School Foundation D.F. high school, and Tec de Monterrey CSF university teams, and is owner of Webber's Educational Consulting and the English Speaking Theatre Co. in Mexico City, Mexico.



In January 2014, six students will be named to represent the United States of America.

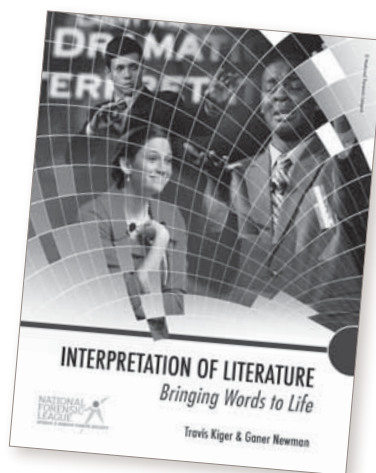
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All applicants must be legal residents of the 50 United States or the District of Columbia. Winner will be awarded a \$1,000 scholarship towards their freshman year in college. For more details, read the Official Rules available at www.zinch.com/nfl-scholarship-rules.

Deadline for entry is November 22, 2013.





Get With the Program: New Coach Webinar Series

This issue we invite you to check out the New Coach Webinar Series on the League's Resource pages. Navigate to our New Coach Webinars by logging into the website, which will bring up your dashboard. In the orange navigation bar at the top, hover over "Webinars," then select "View Webinars." The Coaching Webinars will be one of the first items you see.

Most of the sessions listed were initially held live and were recorded for all member coaches' benefit and review at any time. Our current selection of webinars aimed to support new coaches covers the basics of running a team—including budgeting, fundraising, and recruiting—as well as how to run specific practices based on event type. Experienced coaches might also benefit from the tips provided during these sessions.

This is an excellent opportunity to take advantage of our community's expertise and learn directly from former competitors, coaches, and League staff.

Below is a look at what's currently available to all member coaches (not just Resource Package subscribers):

Budgeting

► Two-diamond coach Karson Kalashian walks you through how to best deal with the challenge of budgeting for your program. As the advisor of a team with limited resources, Karson has important insights and advice for those in similar situations.

Foundations of Running Practices

► One-diamond coach Melissa Cortes offers her advice regarding setting up team practices and maximizing use of that time.

Fundraising

► The League's Director of Development, Cherian Koshy, reveals ways in which your program can go about raising money. As the League's chief fundraiser, he has a unique perspective and tremendously valuable advice.

Managing Your Squad at a

Tournament ► Two-diamond coach Dan Meyers walks you through how best to navigate the challenges and opportunities of squad management while at a tournament.

Promoting Your Program

► One-diamond coach Jon Cruz, coach of a school with more than 900 members and degrees, and five-diamond coach Jay Stubbs, whose program has more than 500 members and degrees, discuss the ways in which they promote their teams.

Recruiting

► Two-diamond coach and member of the League Board of Directors Steve Schappaugh shares strategies new coaches can use to improve recruiting.

Running Congressional Debate Practices

► Two-diamond coach Adam J. Jacobi offers his advice regarding how new coaches can run Congressional Debate practices, including several suggestions for drills and activities.



Running Debate Practices

► Two-diamond coach Alli Martin shares her ideas regarding how new coaches should run debate practices, including useful suggestions for drills and activities.

Running Interp Practices

► Three-diamond coach Debbie Simon provides tips for new coaches on designing interp practices, including drills and activities specific to Interp events.

Running Original Oratory Practices

► Former National Tournament finalist and experienced coach Ashley Mack provides an overview and pointers for running Oratory practices, complete with drills and activities.

Structuring Your Team

► Five-diamond coach Jay Stubbs discusses ways in which new coaches might choose to structure their teams. Particular attention is given to considerations such as the events in which a team should compete, opportunities for student leadership, and the differences between programs with a speech and/or debate class and those that are strictly after-school programs.

Tech and Team Management


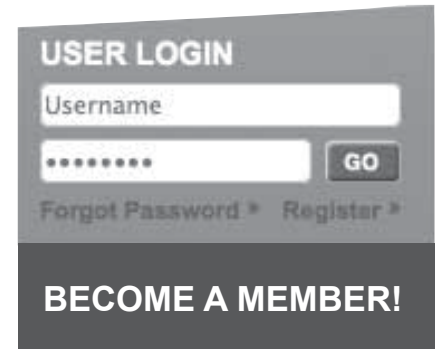
► Two-diamond coach Dan Meyers shares how technology can be used to manage a program more easily and efficiently. 

Figure 1



If you haven't registered for a free account on our website, you may do so by visiting our home page and clicking the orange "Become a Member" box (see Figure 1). Once registered, member students and coaches may access our webinars from any page on our site by logging in to the "Virtual Classroom" in the upper right hand corner of the screen (see Figure 2) and then selecting "View Webinars" from the orange toolbar.

Figure 2



Want to write for *Rostrum*?

Email editor@nationalforensicleague.org with your ideas or comments.



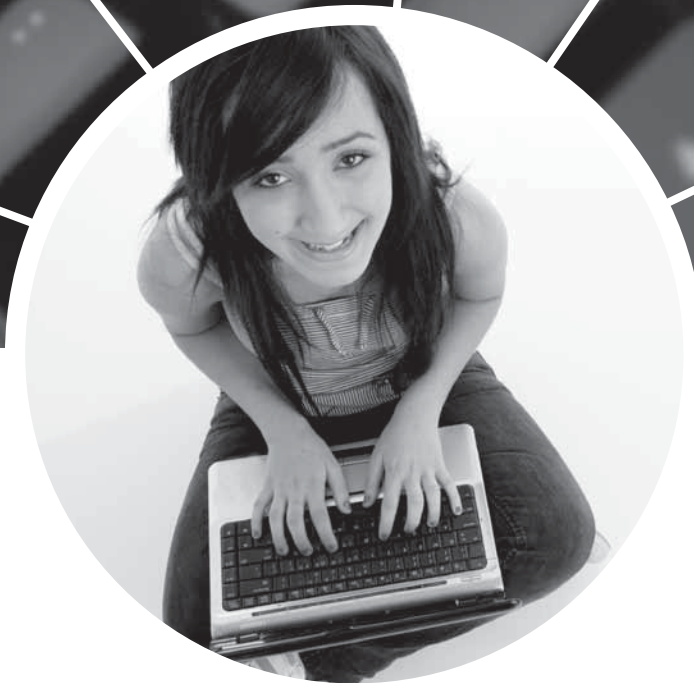
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The Future of Forensics After Hours:

An Inside Look at After-School Novice Tournaments

compiled by Megan Loden West, with Steve Schappaugh

These coaches have developed a means to turn after-school practice into much more—a competitive learning environment that brings veteran and novice competitors, teams, and districts together to accelerate novice development.

For over a year now, coaches and competitors across the country have been asking us about the infamous “After-School Tournaments” we run once a month in our little, literal corner of the country known as the Florida Manatee district. ASTs, as we lovingly call them, are our ode to the importance of the future of forensics and an epic combination of controlled chaos and clockwork precision.

If you haven’t heard about this venture, you are not alone. Hailing from the big forensic states of Texas and California, I hadn’t either. Three years ago, however, I was welcomed into the

Manatee district in South Florida and this project rocked my forensic world.

I couldn’t believe that AST events were not happening all over the country!

I immediately wanted to be a part of this great idea, and at the end of the 2011-12 school year, Steve Schappaugh, who graciously hosts an AST once a month, asked me to take over the tab director position of the ASTs. Last year alone, our district hosted eight tournaments with more than 1,200 competitors, and as a district, we saw a massive increase in National Forensic League membership, new coach participation, and overall excitement about the tournaments.

Steve and I have collaborated to create what we believe is a great model for any size district in any part of the country. While we host anywhere from 50 to 800 students at a time, the model really is “one size fits all.” That said, in order to get you the most information possible, we thought it would be best to answer the normal chain of questions that we are asked any time this topic comes up—Socrates would be proud!

What are the basic vital stats—where are these tournaments held and what time do you start them? ASTs are held once a month at the same location. The average size is around 600 competitors.

The tournaments begin at the same time each time, and registration is at the same desk in the Media Center.

Registration is from 2:00 p.m. to 3:00 p.m. As soon as the bell rings at University School (3:10 p.m.), the competitors are released from the cafeteria where they have been impatiently waiting/prepping to go to their rounds, which begin promptly at 3:15 p.m. Like clockwork, Round 2 begins at 4:30 p.m. and Round 3 begins at 5:30 p.m.

We run three rounds of HI, DI, DUO, OI, MX, OO, LD, PF, DEC, and Impromptu. Congress has two sessions (usually 3:30 p.m. to 5:00 p.m. and 5:15 p.m. to 6:45 p.m.) and Policy has two rounds (3:15 p.m. and 5:15 p.m.). We strive to be in awards by 7:00 p.m. and

have the school cleared out by 7:30 p.m. Most months, this is an easily attainable schedule.

Say that again... you do three rounds of competition on a weekday after school and are finished by 7:30 p.m.?

Yes, but it hasn't come without a few modifications and adjustments. There are three elements that are really important to this schedule.

- Schools obviously have to arrive on time. The 2:00 p.m. to 3:00 p.m. arrival is

integral to starting the tournament on time. Some schools have to get their students out of their last class or two of the day, but we have these dates on the county calendar, so they appear in the same category as a football or volleyball game.

- Someone must pre-pair the entire tournament and create packets of schematics for the coaches to pick up at registration. This is something we just started this year. Basically, the students know as soon as they arrive

“We already work well into the afternoon hours with our team kids, so why not all meet in the same place?”



what room they need to be for all of their rounds or sessions. We also post Congress chambers online the morning of the tournament.

- Finally, Steve and I have two “AST Student Assistants” from our respective teams—we’ve both also made it an officer position. These two students help us throughout the month to advertise the tournaments through social media, write topics, and assist with day-of setup. During the tournament itself, they distribute ballots to their peers, troubleshoot, and run around if needed to make sure everything is on schedule.

Okay. So who competes and judges?

The competitor requirements are straightforward. The tournament is open to any novice competitors within their first three semesters of competition. We usually have an array of students from 7th to 12th grade, and one of our goals for the 2013-14 competitive season is to increase the attendance of middle schoolers to mimic the steep incline of junior high participation in the NJFL.

The judges are one of the main keys to success. Aside from parents or coaches who accompany their students and fill spots in the judging pool, the vast majority of judges are high school juniors and seniors who have earned at least 150 League points. They literally are the glue that holds this tournament together. Our varsity competitors have been trained to write constructive ballots, return them to the tab room quickly, and keep coming back month after month to do so.


Every coach in our district would probably also add that the student judging experience creates varsity competitors with better round vision and flowing practices for debate events, as well as overall judge adaptation strategies and perspective for typical tournaments where they are the performers.

What else can I/we do to make these successful? There are a few other elements that make our ASTs really special.

- We make a conscious effort to connect the Extemp/Impromptu topics and Congress legislation (we only use the titles) with the current debate topics and issues at the time. For example, our September topic areas included nuclear proliferation and domestic surveillance. We find that this overlap facilitates a great classroom environment where novices can really utilize the varsity team members and entire debate teams can have big picture discussions about general topics.
- We parallel “actual” tournaments as much as possible. For example, even though the coaches get schematics, we still post them in the cafeteria; professional dress is highly encouraged; awards etiquette is expected. Students really get the microcosmic tournament experience.
- Finally, the tournament model itself incentivizes students to continue attending until they are out of AST eligibility. We added a cumulative award this year to increase

tournament-to-tournament retention. And at only \$3 per entry, the cost is accessible to everyone or within reach of team funding. As an added bonus, this cost covers facility and administrative fees but still serves as a mini-fundraiser for whichever school is hosting.

The AST equation is simple, and the concept is virtually foolproof. We already work well into the afternoon hours with our team kids, so why not all meet in the same place? In addition to the aforementioned benefits, the after-school tournament model trains better competitors through both competition and judging, creates district camaraderie, and above all, gives our emerging rock stars a low-stress environment to learn the ropes and shine.

Please do not hesitate to let Steve or me know if you have any specific questions, or feel free to stalk the “Broward Novice Tournament” options you see monthly on Joy of Tournaments. We both envision a forensic community where these after hours gems are the norm, not the exception. 

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

Steve Schappaugh is the Associate Director of Student Life and Director of Forensics at University School (Manatee District, FL). He is also a member of the National Forensic League Board of Directors.

A black and white photograph of the Golden Gate Bridge, showing its massive steel structure and suspension cables against a cloudy sky and distant hills.

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▲ Paul Gu, '09 League alum

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Research Skill Acquisition in Competitive Forensics:

A Pathway for Demonstrating Programmatic Value

By exploring the three dimensions of research and formulating research-specific educational objectives, the author creates a template for instructing on and learning research skills via speech and debate and gives educators, administrators, and students concrete outcomes to achieve through their involvement in the activity. In doing so, she argues that research skills should be elevated to the same level of significance we assign to public speaking skills.

by Jessica Furgerson



Introduction

As a former competitor in forensics, my research abilities were honed via countless debate assignments, the writing of multiple speeches, and daily extemp filing. Now when my students tell me they couldn't find any resources on their topic I consider it a challenge to prove that I can find exactly what they are looking for and fast. It was not until I began teaching that I realized that although research came easily to me as a student, the same cannot often be said for students not exposed to the rigorous research process inherent within competitive forensics.

Approximately 75% of non-forensic students admit they are either uncomfortable or somewhat uncomfortable with conducting library research required to complete a course assignment (Kunkel, Weaver & Cook, 1996). In contrast, the majority of those who participate in forensics report feeling that this participation provided them with the advantage of research skills. In their study of competitors in college

forensics, McMillian and Mancillas (1991) conclude that 74% of those surveyed saw an improvement in their research skills after competing in forensics. These numbers demonstrate that forensics is not just a competitive activity; it is instrumental in teaching students valuable research skills.

The correlation between participation in forensics and research skill acquisition is certainly not new. Numerous scholars have highlighted this benefit in previous research. Much of this scholarship focuses primarily on the benefit of improving one's research skills. Preston (1992) notes, "the attention to detail thorough research requires, then, could provide a skill the student might use over the course of a life" (p. 28). Panelists at the Wake Forest National Debate Conference connected the research skills gained through participation in forensics with academic achievement in the classroom and career advancement later in life (Louden, 2010). Even Bill Lawhorn (2008), an economist with the Bureau of Labor statistics, connects the

Jessica Furgerson is the Director of Debate at Western Kentucky University.

research skills attained via forensics to success in the workplace later in life (as cited in Loudon, 2010, p.35). Although the benefits of research skill acquisition through forensics are clearly articulated in the existing literature, little discussion has been given to the types of research skills gained or how students develop these skills.

In the modern educational era of unstable budgets and a heightened focus on assessment, it is paramount that forensic educators find a way to promote their programs and the tangible benefits they provide to students. As Kelly (2010) notes, “Forensics programming... needs to be reconceptualized in order to communicate the natural alignment between forensics pedagogy and institutional expectations of programmatic value” (p. 130). Though there are countless skills and benefits attained through forensics, such as competitive success or critical thinking, herein I focus on research skill acquisition as not only one of the most important takeaways for students, but also as a key mechanism for any forensic team to demonstrate programmatic value in an assessment driven climate.

Research Skill Acquisition

At all levels, and in all areas of competitive forensics, research is an integral step in becoming tournament ready. Whether it is compiling files for extemporaneous speaking, constructing a public address speech, or assembling a debate case, research is a prerequisite. Even getting an oral interpretation piece ready for competition requires research on the part of the performer to develop the character, setting, and/or backstory of the piece—a process also known as dramaturgy. The research required of forensic competitors can be broken down into three distinct dimensions: locating, examining, and applying.

Locating

The first, and most basic, research skill employed by students in forensics

is locating, or the act of finding and compiling information. In many instances, locating resources goes beyond simply performing a simple Internet search, and instead requires students to find both a breadth and depth of information. This demand can also be thought of as tasking students to find both a large quantity (breadth) of resources and a diversity (depth) of resources. Bearing in mind that each event will have a different research demand, the research skill set of locating is both variable and adaptive.

The act of locating resources provides students with numerous beneficial skills. Initially, locating resources while preparing a speech, case, or performance piece encourages students to seek out information in multiple forms and formats to avoid concerns raised over a lack of diverse sources and/or outdated sources. Additionally, locating resources provides forensic competitors hands-on experience with information technologies such as databases, electronic publications, and library systems. These basic skills contribute to an increase in a student's information literacy.

Barbara Humes (1999) of the National Institute on Postsecondary Education, Libraries, and Lifelong Learning explains, “being information literate requires knowing how to clearly define a subject or area of investigation; select the appropriate terminology that expresses the concept or subject under investigation; formulate a search strategy that takes into consideration different sources of information and the variable ways that information is organized” (p. 1). Therefore, the initial act of locating resources contributes to research skill acquisition via forensics by tasking students to wrestle with information in ways that improve their research abilities and information literacy.

Examining

The second research skill set students gain while participating in forensics is that of examining, or critically evaluating sources based on numerous criteria

including usefulness, timeliness, and appropriateness. Although it is a good idea to cast a broad net in the locating phase of research, not all of the resources that students find during this process should be utilized in the final product. As such, students must engage in a process of examining the resources they have found based on the constraints of their specific event. Students engaged in events other than those classified as oral interpretation face the most constraints in terms of what constitutes acceptable source material.

The act of examining resources builds a student's research skill set in two key ways. First, by examining sources, students learn to become critical consumers of media. When students are asked to assess the resources they have found based on criteria like those discussed above, students begin asking questions about the author's motivations, possible limitations of the reference, and the overall effectiveness of the source; these questions are essential to the ethical and knowledgeable use of information in so far as students are grappling with the information rather than incorporating it without question.

Second, the process of examining resources broadens a student's knowledge of the topic. In the context of debate, examining your resources, as well your opponents', opens an additional realm of argumentation in so far as you are now able to compare evidence on the basis of its appropriateness to the topic, the author qualifications to address the topic, and the superiority of a piece of evidence in comparison to another. In a broader context, “students who know how to use information resources and who recognize the essential characteristics and purposes of published materials have a critical advantage when adding to their knowledge base” (Quarton, 2003, p. 123). Thus, the secondary act of examining resources contributes to research skill acquisition via forensics by encouraging students to reflect on the sources they draw from in

ways that promote ethical scholarship and increased awareness of a topic.

Applying

The final skill set students learn while participating in forensics comes in the form of applying, or incorporating, the resources they have gathered and evaluated into a final product such as a case, a speech, or a performance. Here again, the process of applying will differ based on event. In the context of oral interpretation performance, the research process is primarily visible in the introductory section of the performance, whereas application is a bit more complicated in either public address or debate in so far as students are required to not only incorporate numerous sources, but to do so in a specific fashion. Although not identical in all forensic organizations, the necessity to incorporate sources in a clear and ethical manner requires that students master the skill of applying resources.

Learning how to apply resources builds upon the research skill set of students in forensics in two distinct ways. Initially, by learning how to apply and incorporate resources appropriately, students improve the quality of their performance. Sprague and Stuart (2005) explain, “by giving credit for supporting materials, you build your own credibility by showing the range of your research. You are also providing information your listeners are almost certain to want” (p. 198). The incorporation of resources, when balanced with effective prose or narration, allows students to demonstrate their knowledge on the topic, increasing their ethos and logos as a speaker and subsequently their chances for success.

Additionally, learning how to appropriately utilize resources places a student on the path toward ethical scholarship by teaching them to avoid plagiarism and the misrepresentation of others' work. Although it is often impossible to determine if a student is accurately representing the information they provide, the expectation that all sources will be orally cited socializes

the student into ethical practices of scholarship by means of a desire to maintain credibility with the audience. Therefore, the act of applying resources contributes to research skill acquisition via forensics by providing students with guidelines for the implementation of resources in ways that further promote ethical scholarship and attention to one's ethos and logos as a speaker.

No matter what forensic events a student participates in, research skill acquisition occurs at the levels of locating, examining, and applying resources. Each of these dimensions provides students with practical experience necessary for success in forensics, academic settings, and the professional world. Additionally, these skills work in conjunction with one another to develop a student's research abilities and information literacy.

Why Research Skill Acquisition Matters

Forensics is inherently an educational activity which seeks to provide students with more than just opportunities for competition. However as Paine (2010) explains, “in a time of shrinking budgets and increasingly insistent calls for accountability, we must develop clear connections between what we do as a community and what we therefore have the right to say our students learn” (p. 8). The preceding discussion of research skill acquisition proves that what we do as a community does in fact facilitate student learning of key research skills; however, to maximize this information as a tool to demonstrate the success of a forensic program, the process of locating, examining, and applying resources must also be connected to larger educational goals. This is achieved via an examination of research skill acquisition through the lens of Bloom's Taxonomy as well as the development of educational objectives.

Bloom's Taxonomy

Initially, Bloom's “Taxonomy of Educational Objectives is a framework for classifying statements of what we expect or intend students to learn as a result

of instruction” (Krathwohl, 2002, p. 212). Divided into six categories (knowledge, comprehension, application, analysis, synthesis, and evaluation), the taxonomy represents a cumulative hierarchy that students move through as they achieve mastery at each level beginning with knowledge and culminating in evaluation. Research skill acquisition, as outlined above, accesses each level of Bloom's taxonomy, thus facilitating growth in the cognitive, affective, and behavioral learning domains.

The first skill of locating resources taps into the two most basic levels of learning identified by Bloom's Taxonomy: knowledge and comprehension. In the process of locating, students are encouraged to move through level one, knowledge, by increasing their understanding of a topic in terms of specifics and generalizations. Locating also engages the second level of learning by teaching students how to translate, interpret, and extrapolate information.

In addition to accessing the first two levels of learning, the skill of examining progresses students to the fourth and sixth levels of the taxonomy: analysis and evaluation. The analysis level of learning is clearly accessed via examining one's resources as doing so requires students to explore characteristics of their research such as appropriateness and clarity. Additionally, because forensics often asks students to evaluate evidence, it clearly harnesses the sixth level of evaluation.

Finally, the act of applying accesses the remaining levels of application and synthesis. Students access these levels of learning simultaneously as they integrate their raw research into a finalized product, such as a prepared speech or debate case.

The National Forensic League, the largest governing body for high school forensic competition in the United States, contends that “forensic activities harness student proficiency [in] research information and higher-level application and evaluation” and thus serve as “a proven method for engaging students at the highest levels of Bloom's Taxonomy”



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(National Forensic League, 2011, p. 1). It is clear then, that forensic competition in general, and research skill acquisition in particular, is useful in creating an opportunity for students to learn valuable skills at all levels of learning.

Formulating Educational Objectives

Understanding how research skill acquisition facilitates student learning at all levels is only a partial step toward heeding the call established earlier to articulate the connection between forensics and the educational expectations of the institutions which house these programs. As Kelly (2010)

further, “programs throughout the United States will be challenged by their institutions to demonstrate their functional effectiveness in teaching and learning in order to justify their funding and resource streams” (p. 131). Accordingly, it is necessary to establish educational objectives “describing the characteristics and specific skills that [we intend] students to develop” (Scannell & Tracy, 1975, p. 28) through research skill acquisition.


Educational objectives are conceived of in relation to three domains of learning: cognitive, psychomotor or behavioral, and affective. The cognitive

domain is defined by the understanding and retention of information. The affective domain is constituted by a student's ability to internalize information, values, and beliefs. Finally, the psychomotor or behavioral domain concerns the mastery of physical skills (Reeves, 2006, p. 295). The following table provides a sample of educational outcomes for each skill set: locating, examining, and applying. These outcomes are not intended to be comprehensive, but they do demonstrate the range of outcomes that forensic educators can expect their students to develop through participation in forensics.

Learning Objectives Derived from Research Skill Acquisition in Forensics

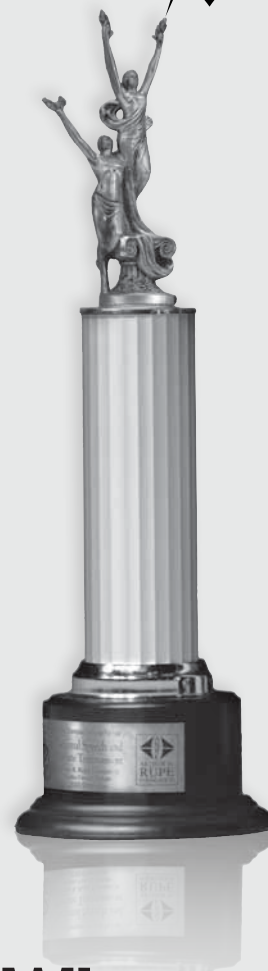
	Cognitive Domain	Affective Domain	Behavioral Domain
Locating	<p>Identify resources needed.</p> <p>Select resources from multiple information outlets.</p> <p>Compile information for the preparation of an event.</p>	<p>Understand the importance of needing source material.</p> <p>Realize the necessity to keep information organized.</p> <p>Adhere to standards of acceptability when selecting sources.</p>	<p>Recognize one's research abilities and limitations.</p> <p>Locate information quickly and accurately.</p> <p>Modify research habits based on the event.</p>
Examining	<p>Distinguish between sources based on clarity, appropriateness, and timeliness.</p> <p>Critique resources based on author and or source qualifications.</p> <p>Assess the value of selected resources.</p>	<p>Recognize the characteristics of appropriate source material.</p> <p>Question the potential biases of source materials.</p> <p>Justify the appropriateness of selected sources.</p>	<p>Display competence in analyzing source material.</p> <p>Detect when more information about a source is needed.</p> <p>Make claims pertaining to the quality of source material.</p>
Applying	<p>Summarize information from gathered materials.</p> <p>Compose a speech utilizing research materials.</p> <p>Support your argument with appropriate resources.</p>	<p>Display a commitment to ethical research practices.</p> <p>Demonstrate awareness of plagiarism.</p> <p>Appreciate the role information plays within performances.</p>	<p>Duplicate information obtained during research.</p> <p>Create an original work with the aid of resources.</p> <p>Alter the use of information based on feedback.</p>

The educational objectives above give educators, administrators, and students concrete outcomes to achieve through their involvement, and in doing so, ground forensics as a site of higher-level learning. Additionally, whereas affect is usually skipped over in the classroom setting in favor of sheer demonstration of skills, teaching students to appreciate and understand the research process as it relates to forensics is critical to pushing students toward better performances rather than simply going through the motions. Thus, by exploring the three dimensions of research across the three domains of learning, a template for instruction and learning research skills in forensics now exists.

Attempts to gain recognition for one's program can be carried out in a variety of ways. Rather than merely asserting that forensics teaches students valuable research skills, this piece has articulated not only what those skills are, but why they are so valuable. As an educator, coach, and former competitor, it is my contention that the importance of these research skills should not be relegated to a simple acknowledgement in a laundry list of the benefits of forensics; instead, it must be elevated to the same level of significance we give to public speaking skills. After all, without the element of research, public speaking is at best magnificent prose, and at worst incoherent rambling. 

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Where
will you
be next
summer?

June 15-20

ALUMNI SPOTLIGHT

Justin Porter

Justin Porter is a 2012 graduate of William B. Murrah High School in Jackson, Mississippi. Sixty-seven percent of Murrah students come from low-income families. Justin, along with a group of close friends, started a debate program at Murrah during his junior year. Since then, the William B. Murrah chapter has grown, and Justin has matriculated at Harvard University, where he is now a sophomore. Justin spoke with us about his experience as a member of the debate community and his views about the value of debate.



► **What inspired you to start a debate program at your school?** I was inspired to get involved in debate after reading some of the works of Christopher Hitchens. He was an incredible journalist and author who was tremendously talented at speaking in public and crafting powerful, persuasive arguments. I wanted to build those skills and be like him, or as close as possible. Persuasion is the pen that writes history.

► **How hard was it to start a debate program from scratch?** **Who supported you?** It was very difficult for a number of reasons. We were high school students with hectic schedules and limited time to spare. We were inexperienced and somewhat naïve about the tenacity that was required to be competitive. At state tournaments, there was a clearly established pecking order, and it was hard for us to beat

veteran debaters who had been competing since their freshman years (or, in some cases, since middle school). That being said, we had an enormous advantage in the form of our first coach, Sonya Harvey (and her husband, Brett). Both former competitors, they were completely dedicated to seeing us succeed.

► **What spurred your program's growth?** When we started the team my junior year, there were fewer than 10 committed members. That number exploded the following year, and I didn't completely understand why. Perhaps it was because my Public Forum partner and I were starting to build a reputation, or maybe it was the fiery rhetoric on the loads of posters we plastered all over the place. The strongest explanation, I think, is that smart students simply saw the benefits of what we were doing and wanted to get involved. And that's the magic of high school speech and debate—it has a unique ability to unleash the latent intellectual and creative energy inside the nation's brightest students.

► **When did you realize your team should join the National Forensic League, and why?** We joined from the start. It was a no-brainer. The League is clearly the prominent organization for anyone interested in speech and debate, and qualifying for the National Tournament was one of my primary objectives. I craved that experience.

► **How did the way you learned through debate differ from how you learned in the classroom?** The lessons I learned from debate were mostly *applications* of what I learned in the classroom. In English class, I might write an argumentative essay supporting or rejecting Peter Singer's idea of charity, but I wouldn't have a peer next to me writing a specific counterargument. Through debate, I had to defend my arguments from a thoughtful critic who was eager to tear them apart. The process builds intellectual dexterity, demands a depth of subject matter knowledge, and incentivizes one to reject unsupported assumptions.

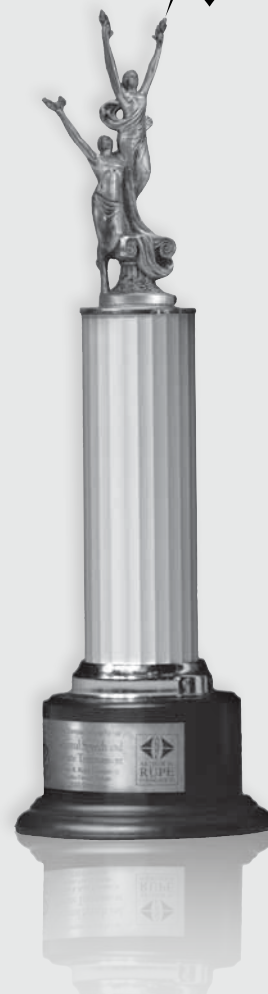
► **Having completed your first year at Harvard, can you give specific examples of how your debate background has helped you succeed beyond high school?** The most powerful thing my participation in speech and debate did for me was force me to write frequently. I still get terribly nervous while speaking in public, but I love pouring my thoughts out on paper. Debate built my writing skills, which in turn gave me a useful mechanism for actively processing

and contemplating my experience at Harvard.

► **What kinds of activities take up most of your time during the school year now? Have your decisions been influenced by debate?** Honestly, my classes take up the majority of my time. And debate has been invaluable in preparing for those classes. I was once told that someone who can read and write well cannot be stopped. That may be an exaggeration, but there's a kernel of truth in the statement. Debate taught me how to synthesize information, make refined arguments, and prepare strategically for whatever's coming next. As far as campus activities, I'm involved in the Social Innovation Collaboration, Harvard's Bureau of Study Counsel, and the Black Men's Forum, and I'm a mentor in the Leaders! Program, which offers tutoring and mentoring to low-income students.

► **What advice would you give to a high school student who feels like he or she needs to choose between speech and debate and another activity, because of all the usual limitations on the number of events a student can undertake?**

I would tell the student to make a cost-benefit analysis. I chose debate because it gave me the rigorous critical thinking and writing skills I needed. Those skills are vital, and their value increases over one's lifetime. Few extracurricular activities offer such an enticing package. ✎



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PARK, KS**

June 15-20



Circle of Champion Coaches

Sweet Home
Alabama | 2013



(left to right) **Joseph A. Ugalde**, California (Prose); **Eric Jeraci**, Florida (Dramatic Interpretation); **David Kraft**, Florida (Dramatic Interpretation); **Michael Rutledge**, Texas (Extemporaneous Debate) **Kimberly Mancina**, California (Prose); **David Childree**, Florida (Congressional Debate—House); **Derek Yuill**, California (Original Oratory); **Daniel Strang**, Missouri (Humorous Interpretation); **Shannon Maney**, Illinois (Expository); **Mark Adams**, Illinois (Expository); **Laurie Adams**, Illinois (Expository); **John Michael Wascher**, Florida (Public Forum Debate); **Harry W. Strong**, Iowa (International Extemp); **Lisa Miller**, Florida (Congressional Debate—Senate); **James Fedje**, Minnesota (Storytelling); **Missy Carlson**, Illinois (Impromptu); **Kelly R. McCracken**, Oklahoma (United States Extemp); **Meredith Deaton**, Oklahoma (United States Extemp); **Megan Schaunaman**, Oklahoma (Commentary); **Chris Wardner**, California (Lincoln-Douglas Debate); **Ryan Joyce**, Pennsylvania (Duo Interpretation); **Darius Wilson**, Pennsylvania (Duo Interpretation); **Tony Figliola**, Pennsylvania (Duo Interpretation); **John J. Buettler**, Pennsylvania (Duo Interpretation); and **Michael Greenstein**, Illinois (Policy Debate).

Diamond Coach Recognition



◆ SEVENTH DIAMOND ◆

Douglas Tschetter

Milbank High School, SD

April 23, 2013

22,376 points

Seventh Diamond

Douglas Tschetter has been actively coaching in South Dakota for the past 37 years. He is the head coach for all competitive oral interpretation, debate, and congress events at his 9-12 high school of 340 students. Along with winning many state championships, Doug has coached 36 students from Milbank High School to the National Forensic League National Tournament.

Doug is one of the leaders of speech and debate in South Dakota. He served 10 years as Secretary/Treasurer, President-Elect, and President of the Speech Communication Association of South Dakota. He spent many more serving on the executive board as well as presenting dozens of programs on speech and debate at annual conventions. He has been recognized three times as South Dakota Debate Coach of the Year, and has received the Distinguished Service Award from the SCASD. Doug helped establish and co-directed the SCASD Debate Camp, which has served hundreds of South Dakota Policy and Lincoln-Douglas debaters for the past 26 years.

Doug is well known for both his integrity and his work ethic. He has served on the Northern South Dakota committee for the past 30+ years, has worked in many national tab rooms in speech and debate, and has spent countless hours working with students from all over South Dakota.

Fifth Diamond

David began his career at El Dorado Springs High School in Missouri where he taught for three years. After resurrecting the speech and debate program there, he began teaching at Neosho High School in 1990. While teaching and coaching at Neosho for the past 23 years, he has qualified 207 students to the National Tournament. At the district level, his squads have won the District Sweepstakes Award 11 times in the past 12 years. His coaching has resulted in national champions in Impromptu and Public Forum Debate and numerous semifinal and quarterfinalists in Lincoln-Douglas and Public Forum Debate. His squad has been awarded the School of Excellence Award in Debate five times, and in 2010, he coached the squad to win the Bruno E. Jacob Award.

In addition to his success as a coach, David regularly is asked to teach workshops at the state and local levels. David sees his role in speech and debate as more a teacher than coach and is most proud of the long-term success that he has seen from his former students.



◆ FIFTH DIAMOND ◆

David L. Watkins

Neosho High School, MO

February 17, 2013

31,775 points



◆ **FOURTH DIAMOND** ◆
Martha Benham
 Cherry Creek High School, CO
 December 7, 2012
 15,460 points



◆ **FOURTH DIAMOND** ◆
Steve Meadows
 Danville High School, KY
 January 19, 2013
 10,450 points



◆ **FOURTH DIAMOND** ◆
Jacquelyn Young
 Blue Springs High School, MO
 February 4, 2013
 10,790 points



◆ **FOURTH DIAMOND** ◆
Lee Ann Ince
 Harlingen High School South, TX
 April 4, 2013
 11,025 points



◆ **THIRD DIAMOND** ◆
Jennifer M. Jerome
 Millard West High School, NE
 December 3, 2012
 6,028 points



◆ **THIRD DIAMOND** ◆
Andrew Buchan
 Thomas Jefferson High School, WA
 December 14, 2012
 6,002 points



◆ **THIRD DIAMOND** ◆
Robert Littlefield
 Fargo Shanley High School, ND
 April 9, 2013
 6,328 points



◆ **SECOND DIAMOND** ◆
John Day
 Palm Beach Gardens High School, FL
 October 13, 2012
 3,024 points



◆ **SECOND DIAMOND** ◆
Christy Spruiell-Trussell
 Dripping Springs High School, TX
 March 18, 2013
 3,006 points

Diamond Coach Recognition



◆ **SECOND DIAMOND** ◆
Michael Worcester
 Buffalo High School, MN
 April 6, 2013
 3,000 points



◆ **SECOND DIAMOND** ◆
Christopher M. Rocca
 North Mecklenburg High School, NC
 April 10, 2013
 3,453 points



◆ **SECOND DIAMOND** ◆
Kara Acino
 Scottsbluff High School, NE
 April 26, 2013
 3,804 points



◆ **SECOND DIAMOND** ◆
Michael Hachmeister
 Parkway South High School, MO
 April 26, 2013
 3,407 points



◆ **FIRST DIAMOND** ◆
Tina Winings
 Charleston High School, IL
 August 30, 2012
 1,542 points



◆ **FIRST DIAMOND** ◆
Terri Hartline-Belke
 Butte High School, MT
 November 10, 2012
 1,502 points



◆ **FIRST DIAMOND** ◆
Robert Eric Worstell
 Whitmer High School, OH
 November 17, 2012
 1,503 points



◆ **FIRST DIAMOND** ◆
Todd Hammond
 Syracuse High School, UT
 December 6, 2012
 2,561 points



◆ **FIRST DIAMOND** ◆
Brad Thew
 Central Valley High School, WA
 January 7, 2013
 1,529 points

Diamond Coach Recognition



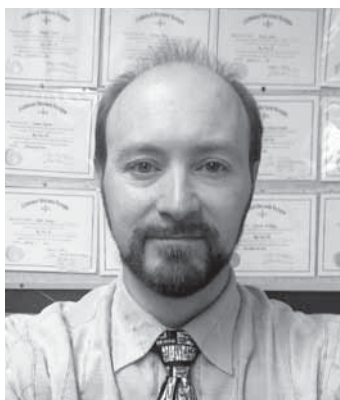
◆ FIRST DIAMOND ◆
Jeffrey C. Grinvalds
 Westside High School, NE
 February 4, 2013
 1,544 points



◆ FIRST DIAMOND ◆
Edith Wagar
 Valley City High School, ND
 February 6, 2013
 1,525 points



◆ FIRST DIAMOND ◆
Laurie Adams
 University High School, IL
 February 22, 2013
 1,524 points



◆ FIRST DIAMOND ◆
Jody Orme
 Sky View High School, UT
 March 10, 2013
 1,505 points



◆ FIRST DIAMOND ◆
Melissa Lowry Sullivan
 Southridge High School, OR
 March 12, 2013
 1,644 points



◆ FIRST DIAMOND ◆
Greg A. Achten
 The Harker School, CA
 March 13, 2013
 1,543 points



◆ FIRST DIAMOND ◆
Ernest Chomicki
 Bradley Tech High School, WI
 March 16, 2013
 1,527 points



◆ FIRST DIAMOND ◆
Jodie Wojkiewicz
 Little Chute High School, WI
 March 22, 2013
 1,509 points

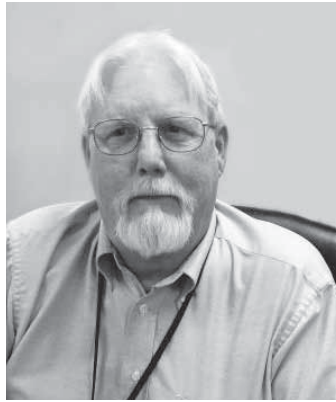


◆ FIRST DIAMOND ◆
Jonathan Voss
 Glenbrook South High School, IL
 March 23, 2013
 2,918 points

Diamond Coach Recognition



◆ **FIRST DIAMOND** ◆
Deborah T. Ketchum
 Randolph-Henry High School, VA
 March 24, 2013
 1,528 points



◆ **FIRST DIAMOND** ◆
Robert Mike Perry
 North Crowley High School, TX
 April 1, 2013
 1,506 points



◆ **FIRST DIAMOND** ◆
Brian Hoff
 The Classical Academy, CO
 April 2, 2013
 1,902 points



◆ **FIRST DIAMOND** ◆
Chetan Hertzog
 Harrison High School, NY
 April 8, 2013
 1,501 points



◆ **FIRST DIAMOND** ◆
Melanie Johnson
 West High School - Iowa City, IA
 April 9, 2013
 1,910 points



◆ **FIRST DIAMOND** ◆
Chris Sprouse
 Lake Highland Preparatory, FL
 April 16, 2013
 1,519 points



◆ **FIRST DIAMOND** ◆
Jason Warren
 The Parish Episcopal School, TX
 April 25, 2013
 1,507 points



◆ **FIRST DIAMOND** ◆
Timothy Newcomb
 Forest Lake High School, MN
 May 1, 2013
 1,511 points



◆ **FIRST DIAMOND** ◆
Katherine (Katy) Schwartz-Drowns
 Central High School - St. Joseph, MO
 September 30, 2013
 1,510 points

2014 Hall of Fame Nominations Due

.....

WHO IS ELIGIBLE?

Coaches with 25 years of League membership, or who are retired, are eligible for this prestigious award.

Keep in mind, your identity as nominator will remain confidential. Therefore, your statement of nomination and coach biography (300 words or less) should be written in the third person and focus on the coaching history and qualifications of your candidate. Some topics you might include are awards, accolades, accomplishments, career highlights, character, and personal contributions. See the sample biography below as a general guide.

SAMPLE BIOGRAPHY

Jane Smith has been a dedicated coach of speech and debate for the past 30 years. A five-diamond coach from Blank High School, Jane is the epitome of integrity and dedication to the National Forensic League.

Competitively, Jane has qualified more than 25 students to the National Tournament. Her team has sent seven students to the final rounds and has captured three national championships. During Jane's coaching career, Blank High School has won the Largest Chapter Award and the District Sweepstakes Award several times.

Jane has had an outstanding career at the state level as well, directing her team to five State Championships in speech competition. In 2005, she won the Outstanding Speech, Debate, and Theater Award from ABCDE. In 2007, XYZ awarded her the Outstanding Individual in Speech and Theater. In 2009, the State High School League inducted Jane into their Hall of Fame.

Jane is generous with her time, evidenced by her extensive service to the League and her state. For nine years, she has served as district chair. She is co-director of her state's debate camp. Jane has also hosted an invitational tournament for the last 15 years.

Her team's awards and achievements are only a snapshot of the important role that Jane plays in the lives of her students. Jane spends tireless hours not only to improve her students' forensic skills, but also to be a mentor and role model teaching her students to be responsible citizens as well as worthy competitors. Jane exemplifies the true spirit of the League's mission to bring lifetime skills of language and communication to the youth of our country.

With three decades of exemplary coaching, teaching, and service to her students and colleagues, Jane Smith richly deserves induction in the National Forensic League Hall of Fame.



NOMINATIONS MUST BE RECEIVED BY FEBRUARY 2, 2014.

Email nominations with coach biographies to:

emily.bratton@nationalforensicleague.org

or mail to: Emily Bratton | National Forensic League | PO Box 38 | Ripon, WI 54971-0038



Donus D. Roberts Quad Ruby Coach Recognition

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

(March 1, 2013 through October 15, 2013)

Michael L. Shaffer	West Allegheny High School, PA	1,457
Chris Lambert	Catalina Foothills High School, AZ	1,408
Regina Warren	Plymouth High School, IN	1,354
Shane Billig	Lawrence High School, KS	1,344
Reilly Hartigan	The Bronx High School Of Science, NY	1,281
Pam Gabel	Milnor Public School, ND	1,249
Dave DeMarzo	Wheaton Warrenville South High School, IL	1,228
Samin Agha	Hendrickson High School, TX	1,227
Rose M. Beilman	Pratt High School, KS	1,213
Kendra Willeby	Foster High School, TX	1,212
Tabitha Albury	Ardrey Kell High School, NC	1,203
E. A. (Betsy) Reed	Advanced Technologies Acad, NV	1,198
Kris Hall	The Montgomery Academy, AL	1,184
Rick Dorn	Worland High School, WY	1,183
Leslie Hernandez	Clear Creek High School, TX	1,182
Keith Huddleston	Norman North High School, OK	1,181
Steven Ellis	Belton High School, MO	1,152
Jacob Harris Neilson	American Leadership Academy, UT	1,148
Michael Lamb	Green Valley High School, NV	1,140
Hannah Flake	East Mountain High School, NM	1,126
Anthony F. Dehl	Waterloo East High School, IA	1,122
Stacie Gardner	Elko High School, NV	1,118
J.P. Fugler	Van High School, TX	1,109
Barry Don Fike	Oaks Christian School, CA	1,104
Amanda Mimms	Norman High School, OK	1,102
Kristi Bogy	Midlothian High School, TX	1,098
Andrew Riley	Lincoln High School, OR	1,096
Cyndi Ferguson	River Valley High School, AZ	1,088
Marco Antonio Bazan	James Bowie High School, TX	1,085
Scott Phillips	The Meadows School, NV	1,085
Andrea Folsom	Austintown Fitch High School, OH	1,084
Jessica Pankow	Kindred Public School District, ND	1,080
Ginny Dobrinski	Okeene High School, OK	1,078
Katie E. Gjerpen	Niles North High School, IL	1,074
Tami J. Parker	Lovejoy High School, TX	1,073

Kelly Stallard	John Handley High School, VA	1,071
Dana Facer	American Falls High School, ID	1,070
Stuart McCurdy	D. D. Eisenhower High School, WA	1,067
Stefanie Gail Weldon	Montgomery Blair High School, MD	1,067
Danielle Mahan	John Paul The Great Academy, LA	1,064
Linda G. Starnes	Portland High School, TN	1,063
Angela Fulton	The Culver Academies, IN	1,060
Caitlin Sarvey	Delta Charter High School, CA	1,058
Hunter Wood	Lake Highlands High School, TX	1,057
Charlene Rischitelli	Shrewsbury High School, MA	1,054
Robert Prichard	Granite Bay High School, CA	1,053
Heather R. Thompson	Hutchinson High School, KS	1,048
Sam Gruenberg	East Grand Forks Sr. High School, MN	1,044
Timothy Coleman	Harding High School, MN	1,040
Jon Blocker	Aurora Central High School, CO	1,036
Sarah Botsch-Mcguinn	Notre Dame High School, CA	1,036
Jonathan Florio	Ridge High School, NJ	1,036
Sarah H. Ilie	Glenbrook North High School, IL	1,036
Ashley Griese	Sioux Falls Lincoln High School, SD	1,029
Dustin Adams	Bakersfield Christian High School, CA	1,028
Orrei Barasch	Sherman Oaks CES, CA	1,024
Charlene Dietrich	Calallen High School, TX	1,024
Susan Chubrich-Seep	Horizon High School, AZ	1,022
Paul Montreuil	Centennial High School, ID	1,021
Marcy Jo Curr	Blackfoot High School, ID	1,019
Lorri Allen	Mason High School, OH	1,016
Aimee French	Cody High School, WY	1,011
Mark Weiland	Buffalo Grove High School, IL	1,010
Dave Moore	Kentlake High School, WA	1,007
Katrina Paradis	Salina High Central, KS	1,005
Debbie Ruzicka	Buffalo Grove High School, IL	1,004
Max A. Thompson	Rising Star High School, TX	1,004
Scott Pollack	Pennsbury High School, PA	1,003
Lora Burch	Cordell High School, OK	1,002
Starlyn Nackos	Murray High School, UT	1,001

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The National Forensic League is proud to partner with William S. Hein & Co. to provide all League members with access to HeinOnline—an outstanding source of legal scholarship normally only available to law students and legal professionals—*at no additional cost!*

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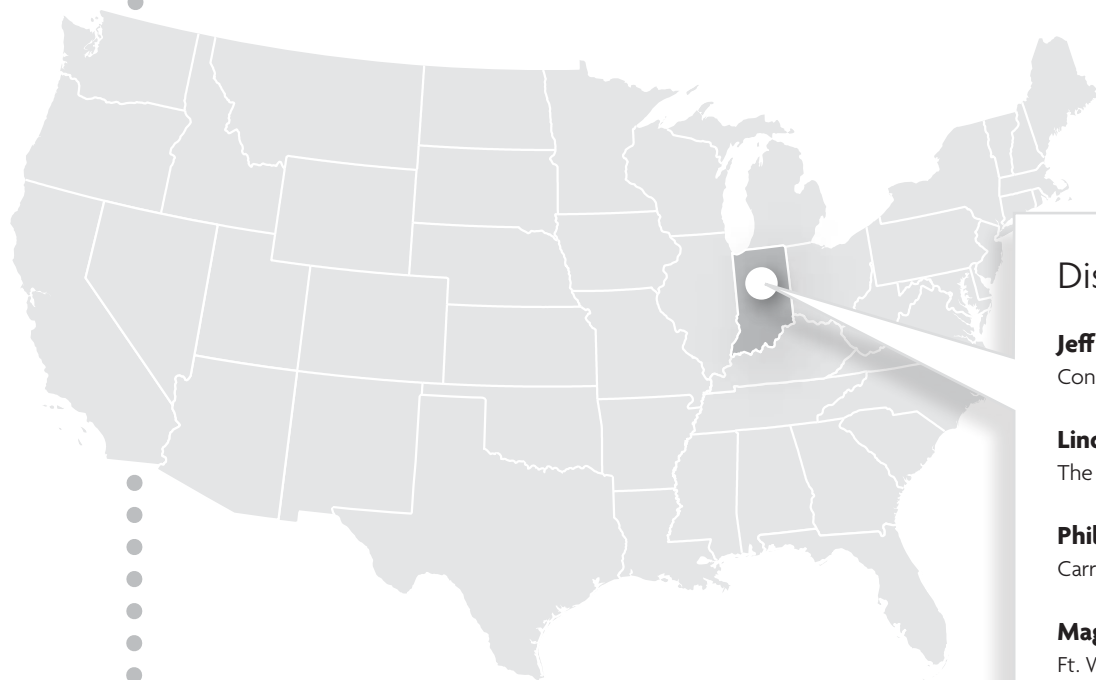
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Spark Success

District in Detail



District Committee

Jeff Stutzman, *Chair*
Concord HS – Elkhart, IN

Linda Alt
The Canterbury School – Ft. Wayne, IN

Philip Fretz
Carroll HS – Ft. Wayne, IN

Maggie Hunter
Ft. Wayne South Side HS – Ft. Wayne, IN

Chris Lowery
Chesteron HS – Chesterton, IN

Northeast Indiana

compiled by Jeff Stutzman

► **Tell us about the Northeast Indiana district and what makes it unique.** The Northeast Indiana district has existed since 1989 when the Northern Indiana district split in two. This season will be our 25th year as a district; in those 25 years, we have had two district chairpersons. Bob Brittain, Columbia City coach, led our district from its inception until his death three years ago. Even after his death, Bob's legacy lives on because over 90% of the coaches in our district have been mentored by him in some way. Several student taught for him, some were assistant coaches before they left to teach at other schools, and the rest of us were mentored as new coaches.

► **What challenges do you face as a district?** Like most states, our schools have been hit hard with funding and program cuts from the state and local levels. Our biggest challenge in recent years has been the turnover rate of coaches and working to help new coaches maintain their programs and enthusiasm for coaching. Currently, we are pushing hard to maintain our Level Two distinction so we're able to continue having two national qualifiers.

► **What are some best practices you would like to share with other district leaders?** As district chair, I try to be as open and transparent as I can with all

district coaches. I send out monthly emails and, when I have the time, a newsletter highlighting upcoming deadlines, coach profiles, and rule changes. In addition, our District Committee is a cohesive group, working together for what's best for the whole district. It's been this cohesion and group mentality that has kept our district going in spite of the challenges we face.

► **This issue of *Rostrum* celebrates successful coaches and programs from across the country. How do you define success for yourself or for your team?** Like any coach in forensics, I am competitive and want my students and teams

to bring home some hardware; however, the ribbons and trophies do not define my team's success or my success as a coach. I tell my team at the start of each season that if they can tell me at the end of the season that they are a better speaker and presenter than they were at the start of the season, I've done my job as their coach. Nothing, not even a state trophy, replaces the gleam in the eye of the shyest student on the team when he or she earns that first trip to the stage. Those are the moments that define my career as a coach and the successes we celebrate as a team.

► **How do you promote your program to administrators, school board members, parents, and/or alumni?**

I'm fortunate enough to have inherited a program with a strong history of support from administration and community members. To maintain that support, I regularly ask to update our school board on our team's successes, and I share our results after tournaments with my principal and assistant principal. In the past five years we've also started a "Coffee Talk" night where parents and community members are invited to watch student performances and donate for our state tournament needs. Social media has helped tremendously with a team Facebook page and Twitter updates.

► **What tips do you have for new coaches joining the League?**

Find a veteran coach (or two or three), and *ask questions!* Lots of questions. Don't worry about whether you think they're "dumb" or not. If you have a question, ask it.

Listen to veteran coaches and what they have to say. Then decide for yourself whether that fits your personal philosophy or not.

If you're brand new and your state has several events—Indiana has 14

speech and four debate events—choose three or four to focus on for the first year and then branch out from there.

Finally, have FUN! Early Saturday mornings, long days, and daily practices can all become taxing if you don't love the activity. Every coach has his or her moment of wondering why they're spending their time doing this activity. Then you look at your students' excitement after breaking into finals or finishing their first round as a novice without passing out, and you realize that it's all worth it.

► **Are there particular resources or services offered by the League that you typically tout to new students or new programs?**

There are so many new resources, videos, handouts, etc., on the League's website now that even as a veteran coach, I'm still finding helpful ideas. For students, I simply tell them to look through the different videos offered of national final rounds and examine some of the event handouts. For coaches of brand new programs, I direct them to specific people in the national office, such as Membership Director Matt Delzer, who has been incredible to work with in helping new programs in our district get set up and ready to go.

► **How does technology play a role in your day-to-day, whether it be teaching or coaching?**


Technology has definitely made my life as a coach a whole lot easier. My speech team finds pieces to perform that would have never been considered before Internet searches; communicating with my team has become much more accurate with social media connections; and using computers for Extemp files has saved several back injuries from lifting heavy boxes. As both a coach and a district chair, I'm looking forward to exploring some of the new technology initiatives being started, as well. I'm always looking for

new uses that will help my students and me more effectively prepare for competitions.

► **Do you have personal anecdotes of how speech and debate has transformed the lives of your students?**

Over the 15 years of my coaching career, I've seen all of my students gain confidence, excitement, and maturity from their participation in speech and debate. Two students, however, stand out. Several years ago, I had a freshman boy in my debate class who decided that Congress was going to be his event. Coming from a family where no member had ever graduated high school, he struggled academically and expected to drop out like every member of his family had before him. As he stated in his senior year academic honors banquet speech for being one of the top 10 most improved students, speech and debate was his "academic savior." He not only became the first member of his family to graduate high school, he earned a significant academic scholarship to a university in Ohio where he is studying to be an English major. Most recently, a 2013 female graduate whose family could not afford college, nor really valued college, earned a full-tuition scholarship to a university in Indiana where she is competing in collegiate-level speech and loving it. For me, both of these students symbolize the power of this activity. Speech and debate allowed them both opportunities for better lives and careers.

► **Is there anything else you would like to add?**

I'm often asked by non-forensics people why I would choose to get up on cold Saturday mornings to ride a bus at 5:30 a.m. with a bunch of high schoolers. My response every time is, "Why not? I love watching students perform and overcome their fear of speaking. There is nothing else I would rather be doing." 

COACH PROFILE

Marc Rischitelli



► **How did you become involved in speech and debate?** My uncle, Jerry Dyer, was the longtime speech coach at Natick High School. I began tagging along with his team when I was about nine years old. Honestly, I have little memory of my childhood Saturdays containing much else besides tournaments. I quickly became an expert ballot sorter, and when I entered high school in Shrewsbury, joined the team there and never left.

► **Did you have any mentors, and if so, what did they teach you?** I had two wonderful mentors, and I credit their combined influence on how I developed into the coach I am today. They were my uncle, Jerry Dyer, and my own high school coach, Kathleen “Kitty” Viscardi. Jerry was a vividly expressive coach (and frankly, yelled a lot, but with the desired results). To this day, I wish I had even half the talents he had as a teacher. Mrs. V. was a soft-spoken religious woman. She was an old-school, meticulous coach, patiently drilling her students line by line. I credit them both with my ability to balance competitiveness with education. They each had

diametrically opposite styles, yet in the end, they shared the same belief that the true education a student was getting in the activity was not through competition but the journey. Through the journey, Jerry would not let you forget it was still a competition, and Mrs. Viscardi repeated the same line to her students at the end of each and every tournament: “You were a winner the moment you stepped on the bus!”

► **Why did you decide to become a speech and debate coach?** I’d have to guess it was in the blood. Coaching is not my full-time occupation, and I am not even a teacher in the school. I’ve been coaching in some capacity now for 23 years and refer to it as my “second full-time job.” Do any of us really know exactly how or why we decided to do this? We only know why we *continue* to do it.

► **Tell us a little about your school and program and the features that make them unique.** While it may seem that I’ve been there forever, Shrewsbury High School has had a program for over 100 years. We were

a founding member of the New England district of the National Forensic League. Four coaches in our history have been inducted into the Massachusetts Speech & Debate League Hall of Fame, which is more than any other school. We take pride in our history and community outreach as well as our leadership within our own state’s forensic community. The Shrewsbury program is somewhat unique in that we do not have a coach on staff in the school. Therefore, I am very reliant upon student leadership to make the team work. Unfortunately, we are not unique in that we have no funding beyond coaching stipends.


► **What are the biggest challenges you face as a coach and educator?** Finances are the biggest challenge. During my tenure as coach, I am proud to have tripled the size of our team, fostered the creation of a middle school team, and expanded the competitive opportunities for students on a national level. However, these accomplishments cost money. Having enough coaching resources to be fair to every member of a large team is

also a challenge. We are lucky to have several volunteer assistant coaches (alumni and parents) who help me face this challenge every year, so we are able to accept as many students as possible onto our team.

- **In what ways has the National Forensic League helped you face those challenges?** Although the League can't directly help us with our financial challenges, they do understand they exist for many schools. Beyond the honor society, I have been excited to see the new resources being offered over the past few years and encourage my students and coaches to take advantage of all that is offered.
- **What is the most fulfilling part of your job?** I never get tired of hearing alumni tell me (or better, someone else) how their training and participation in speech and debate contributed more than anything else by far to their success post high school. Coaching, more than teaching alone, allows you to get to know students on a personal level—making the observation of them growing into fine young adults that much more rewarding.
- **What advice would you give to a new speech and debate coach?** Be patient—it will click. Always take advantage of what those around you have to offer. We are a very giving community. In Massachusetts, we have developed a league with coach camaraderie beyond compare. While we may not always agree, we work together in the best interest of ALL students. I would also tell a new coach not to get frustrated with the results

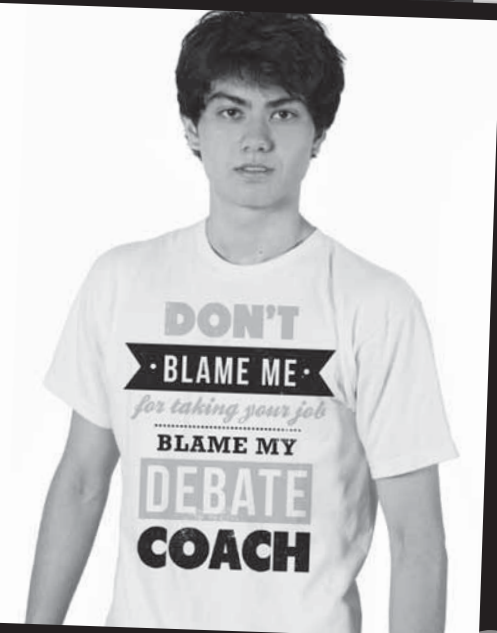
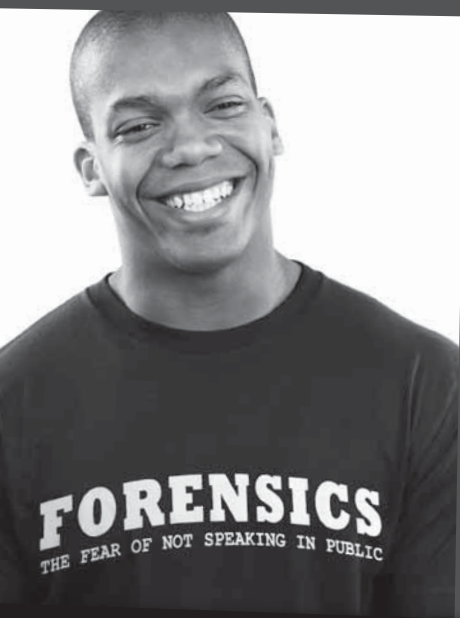
“Students involved in forensics enter college and later the workforce with one thing that makes them stand above their peers—and that is the ability to communicate.”

of competition. Being surrounded by great talent is the best way to encourage your students to improve and strive for their own excellence. In addition, there is always something positive to highlight at the end of a tournament no matter how small that accomplishment may be.

- **What do you want your students to take away from their experience on your team?** My only hope is that the journey changes students for the better and that they realize it was the journey that mattered most. If they take away a few trophies along the way, that's good, too!
- **How has speech and debate prepared your students for college and beyond?** Obviously, training in research methods and experience honing organizational capabilities are tangible skills that prepare our students for college. In general though, students involved in forensics enter college and later the workforce with one thing that makes them stand above their peers—and that is the ability to communicate. 

COACH PROFILE

Marc Rischitelli is the New England District Chair and coaches at Shrewsbury High School in Massachusetts. He is a past President and member of the Hall of Fame of the Massachusetts Forensic League. His wife, Charlene, also coaches and their son, Jack, is a sophomore member of the team (their 10 year old son Evan is not—he only likes the other NFL). Marc works as a Litigation Consultant for MAPFRE Commerce Insurance in Massachusetts and coaching is his “second full-time job.”



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WE CONGRATULATE
the Finalists/Semifinalists from the
2013 NFL Nationals
who qualified to compete at the
UK TOC Speech Round Robins

EXTEMPORANEOUS SPEAKING

Christopher Jordan
Lyubov Kapko
Rohan Dhoopar
Jack Glaser
Lily Nellans
Vinesh Kannan
Sidarth Singh
Jasper Shea Primack
Adam M. Stromme
Dylan Adelman
Chase Harrison
Eric Wang
Arel Rende
Nida Ansari
Carunya Achar
Joshua Wartel

Brophy College Prep. (AZ)
Tempe Preparatory Acad. (AZ)
Bellarmine College Prep. (CA)
Geo. Washington HS (CO)
Des Moines Roosevelt HS (IA)
IL Math & Science Acad. (IL)
Munster HS (IN)
Newton South HS (MA)
Eagan HS (MN)
Lakeville South HS (MN)
Millburn HS (NJ)
Solon HS (OH)
Tulsa Washington HS (OK)
Riverside HS (SC)
Cypress Creek HS (TX)
Lake Braddock Secondary (VA)

ORATORY

Gurkaran Chotalla
Laurel Scott
Jeremiah Osborn
Vinay Basti
Stephanie Bernstein
Andrea Ambam

Brophy College Prep (AZ)
Eagan HS (MN)
Helix Charter School (CA)
Hinsdale Central HS (IL)
Nova (FL)
Raymore-Peculiar HS (MO)

TOC

ALL FINALISTS in EX and OO

AT THE FOLLOWING TOURNAMENTS

will receive invitations to compete in this year's UK TOC Speech Round Robins.

Wake Forest Earlybird
Grapevine
Yale University
Cypress Woods & Cypress Fair
Cypress Bay Crestian Tradition
New York City Invitational
Bellaire
Florida Blue Key

Nova Titan
The Glenbrooks
Villiger
Princeton University
George Mason University
Isidore Newman
Winston Churchill
The Sunvitational

University of Puget Sound
Columbia University
James Logan
Emory University
Apple Valley
Berkeley
Harvard
University of Pennsylvania

Finalists and Champions from other tournaments may also be invited to compete,
and applications to compete based on in-season record will also be accepted.

IE ROUND ROBINS

FOR INFORMATION

on the IE Round Robins
go to
<https://cis.uky.edu/toc/>
or contact William Cooper at
uktospeech@gmail.com

ACADEMIC ALL AMERICANS

(April 1, 2013 through October 15, 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 score of 2000 or higher; completed at least 5 semesters of high school; and demonstrated outstanding character and leadership.

ALABAMA

Cheyenne Golden	Mars Hill Bible School
Wyatt Moorer	Mountain Brook High School
Philippa Straus	Mountain Brook High School

ALASKA

Zachary Allen Minster	South Anchorage High School
Paige L. Perez	South Anchorage High School

ARIZONA

Katelyn Cariell	Tempe Preparatory Academy
Mitchell Dyer	Mesquite High School
Kylie Hrabe	Desert Vista High School
Michael Ippolito	Mesquite High School
Christopher M. Knight	Chandler Preparatory Academy
Broderick Krager	Sunnyslope High School
Seth Schorr	Sunnyslope High School
Kevin Tian	Mesquite High School

CALIFORNIA

Brian Austin	Centennial High School
Soumya Banna	Presentation High School
Kyle Brown	El Dorado High School
Joseph Chen	Leland High School
Travis Chen	Palo Alto High School
Chad J. Crawford	Centennial High School
Ally Cronan	Presentation High School
Kathryn Davis	Claremont High School
Raul Del Cid	Arroyo High School
Ruchi Desai	Presentation High School
Rohan Deshmukh	Carlsbad High School
Lani Frazer	St. Vincent De Paul High School
Sabrina Gonzalez	Bonita Vista High School
Julia Lauren Gross	Summit Prep High School
Heather Hansen	Centennial High School
Devin Helle	Bonita Vista High School
Christie Ho	Presentation High School
Ashley Hope	Carlsbad High School
Katie Hughes	Immaculate Heart High School
Donghun Kang	Leland High School
Reed DJ Klaeser	Granite Bay High School
Arjun Kumar	The Harker School
Jimmy Lin	Alhambra High School
Brandon Louey	Centennial High School
Omkar Mahajan	James Logan High School
Joshua Martin	St. Vincent De Paul High School
Kota Mizutani	Analy High School
Thy Nguyen	Claremont High School

CALIFORNIA (continued)

Nicolas P. Ontiveros	Granite Bay High School
Loren Park	Oxford Academy
Amy Philip	Chaminade College Prep
Michaela Posner	La Reina High School
Sriharsh Rambhatla	Claremont High School
Joebert Rosal	Bonita Vista High School
Alauna Sessoms-Hall	James Enochs High School
Nikhil Sharma	Carlsbad High School
Courtney Shipp	Centennial High School
Katelyn E. Shipp	Centennial High School
Adam Silverman	Los Gatos High School
Kathleen Sullivan	La Reina High School
Kathir Sundarraj	The Harker School
Anna Thomas	Presentation High School
Andrew Wang	The Harker School
Jeffrey D. Williams	Granite Bay High School
Cooper Wood	Carlsbad High School
Brian Xie	Claremont High School
Felix Yoon	Albany High School
Kevin Zhang	Alhambra High School
Diana Zhao	Claremont High School
Allen Zheng	Palo Alto High School

CANADA

Yelin (Christina) Seong	BC Academy
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COLORADO

Brandi Demmer	Fort Collins High School
Ridge Green	Delta High School
Maheema Haque	Smoky Hill High School
Vikasini Mahalingam	Smoky Hill High School
Jennifer Moon	Poudre High School
Davis Rahjes	Smoky Hill High School
Kaitlin Romano	Canon City High School
Meredith Tolleson	Mountain Vista High School
David Trevithick	Smoky Hill High School
Siyu Wu	Poudre High School
Michelle Zhu	Poudre High School

CONNECTICUT

Nora Henrie	Convent Of The Sacred Heart
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FLORIDA

Mark Allseits	Pine View School
Miriam Bedrin	University School
Cameron James Bonnewell	Lake Highland Preparatory
Arjun Byju	Pine View School
Alexis Dinenberg	Pine View School
Leonard Giarrano	Pine View School
Ethan Goldstein	American Heritage School - Plantation
Eric Hagen	Lake Highland Preparatory
Felix Hartmann	American Heritage High School - Delray Beach
Saahil Jain	University School
Cooper Linn	University School
Sarah Lubiner	Pine View School
Eric Momper	American Heritage High School - Delray Beach

Spark Leadership



FLORIDA (continued)

Nikhil Nandu	Lake Highland Preparatory
Logan Peretz	University School
Tess Saperstein	Dreyfoos School Of The Arts
Lauren Shatanof	Cypress Bay High School
Rachel Shatanof	Cypress Bay High School
Cameron Silverglate	American Heritage School - Plantation
Eric Teller	Boca Raton Community High School
Rachel Wallack	University School

GEORGIA

Brennan Mancil	Carrollton High School
Josh Michael	Carrollton High School
Tyler Wharton	Carrollton High School

HAWAII

Kenneth Daniel Lee	Iolani School
Rachel Uemoto	Iolani School

IDAHO

Scott A. Christensen	Nampa Sr. High School
Trevor Conrad	Madison High School
Curtis Lynn Garner	Madison High School
Wyatt Griffith	Wood River High School

ILLINOIS

Jessie Amgalanjargal	Niles West High School
Abby Armato	Downers Grove South High School
Aaron Clarke	Evanston Twp High School
Emanuel Dallas	Evanston Twp High School
Hannah Mira Friedland	Glenbrook South High School
Olivia Germann	Downers Grove South High School
Gillian N. Giudice	Glenbrook South High School
Grace Grannon	Downers Grove South High School
Ammar Kalimullah	Downers Grove South High School
Sana Khan	Niles West High School
Emma Lazar	Niles West High School
Dan Leahy	Downers Grove South High School
Taylor Meek	Downers Grove South High School
Supal Mehta	Downers Grove South High School
Neil N. Patel	Glenbrook South High School
Vinay Patel	Niles West High School
Dhara Puvar	Downers Grove South High School
Jacki Rohde	Rolling Meadows High School
Robert H. Shaw	Glenbrook South High School
Ben H. Wolch	Glenbrook South High School
Elizabeth Woo	Glenbrook South High School
Sara Zubi	Granite City Sr. High School

INDIANA

Eric Dreischerf	Chesterton High School
Chase Dyer	Floyd Central High School
Christian Fary	Munster High School
Spencer Gordon	Chesterton High School
Jake Hawes	Logansport High School
Thomas Jiang	Kokomo High School
Samuel Albert Johnson	Burris Laboratory School

INDIANA (continued)

Dana Khabbaz	Valparaiso High School
Humaira T. Khan	Chesterton High School
Mikaela Meyer	Chesterton High School
Nathan Meyers	Brebeuf Jesuit Preparatory School
John Miller	Valparaiso High School
Jacqueline Peterschmidt	Valparaiso High School
McCaul Sawina	Valparaiso High School
Sarah Simon	Valparaiso High School

IOWA

Johnathan Brett DuBois	Abraham Lincoln High School
Alex Freund	Bettendorf High School
Kieran Green	Iowa City High School
Eric Hale	Bettendorf High School
Allison Hartman	Muscatine High School
Celena Krause	Indianola High School
Abigail L. Snyder	Marshalltown High School
Ava Vargason	Iowa City High School

KANSAS

Vivian G. Agnew	Campus High School
Natalie Bjorklun	Shawnee Mission West High School
Brittany Bodenheimer	Topeka West High School
Lauren Buchanan	Liberal High School
Moses Burkhart	Shawnee Mission West High School
Katherine Calhoun	Shawnee Mission West High School
James Davis	Newton High School
Leo Espinoza	Topeka High School
Sarah Evans	Blue Valley North High School
Dillon Fuchsmann	Shawnee Mission West High School
Luis Garcia	Topeka High School
Karly Rachel Hanna	Topeka High School
Eric Harrison	Eisenhower High School
Andrew Ingram	Andover Central High School
Hunter Bradley Jones	Blue Valley North High School
Alex Kaechele	Spring Hill High School
Sophia Rebekah Leddy	Moundridge High School
Braden A. Lefler	Goddard High School
Mercedes Lubbers	Goddard High School
Andreas Slettehaugh	Bishop Miege High School
Anna Stotts	Pratt High School
Ada Throckmorton	Shawnee Mission East High School
Brooke Waters	Salina South High School
Madylan M. Womack	Blue Valley North High School

KENTUCKY

Taylor Jordan Brantley	Kentucky Country Day
Johanna Eve Butler	Assumption High School
Cat Gallagher	Kentucky Country Day
Will Hancock	Paducah Tilghman High School
Emaan Mahmood	Kentucky Country Day
Andrew McKinney	Danville High School
Savannah Merlin	Larry A. Ryle High School
Shivani Pampati	Hazard High School
Phoebe Ross	Danville High School
Calvin Steber	Danville High School
Josi Clarinda Stidham	Hazard High School

ACADEMIC ALL AMERICANS

(April 1, 2013 through October 15, 2013)

LOUISIANA

Mathew Koshak
Jamie Eileen Parker
Abigail Susan Provost

Christ Episcopal School
Lafayette High School
Lafayette High School

MAINE

Emma Sapat
Nate Wolf

Falmouth High School
Falmouth High School

MARYLAND

Joshua Alonsozana
Kurt Imhoff
Ryan Miller

Loyola-Blakefield High School
Loyola-Blakefield High School
Loyola-Blakefield High School

MASSACHUSETTS

Ryan Carelli
Jeremy Cohen
Sean Lambert
Arnold Lee
Dipal V. Nagda
Emily Pasternack
Carrie Ruh

Shrewsbury High School
Lincoln-Sudbury Regional High School
Shrewsbury High School
Lincoln-Sudbury Regional High School
Newton South High School
Needham High School
Lincoln-Sudbury Regional High School

MINNESOTA

AJ Albaaj
Nitya Chandiramani
Bo Erickson
Nick Evans
Kelly Fix
Alec Francen
Nader Helmy
Kezia Jenkins
Alissa Mae Johnson
Shilvi P. Joshi
Miriam Kelberg
Veronica Lesnar
Liza Magill
Faith Mary Irene Mauriala
Scott Opatril
Miriam Pritschet
Asheshananda Rambachan
Georgia Schmitt
Hayley Spratt
Alice Thompson
Gabrielle Thompson
Matt Tyson

East Grand Forks Sr. High School
Apple Valley High School
Marshall High School
Marshall High School
Apple Valley High School
Andover High School
Apple Valley High School
Apple Valley High School
St. Francis High School
Blaine High School
Apple Valley High School
Dilworth Glyndon Felton High School
Benilde-St. Margaret's School
St. Francis High School
Dilworth Glyndon Felton High School
Brainerd High School
Eastview High School
Apple Valley High School
Chanhassen High School
Chanhassen High School
Buffalo High School
Chanhassen High School

MISSISSIPPI

Madison Kolbo
Parker Krag
Jennifer Lott
Albert Nabiullin
James Patin

Petal High School
Hattiesburg High School
Petal High School
Sacred Heart Catholic School
St. Joseph Catholic School

MISSOURI

Sarah Allen
Chloe An

Ladue Horton Watkins High School
Ladue Horton Watkins High School

MISSOURI (continued)

Dusty Bacon
Brittany Briggs
Samantha Brown
Alex Buttram
Jacob Davis
Julia Diekmeier
David Easley
Keerthi Gondi
Brett Hall
Michael Keightley
Scott Lasky
Brandon Maddick
Mercer Martin
Michael Menkhous
Paris Nichols
Sydney Petersen
Spenser Pulleyking
Aggie Grace Rieger
Rigel Robinson
Brent Rosenauer
Laura Santangelo
Dane Schnake
Brandon Splitter
Brad Stanton
Jason Tian
Glenn Winfrey
Haohang Xu
Pavan Yalla
Joanne Yu

Willard High School
Bolivar R 1 High School
Savannah R3 High School
Carl Junction High School
Harrisonville High School
Marshfield High School
Raytown South High School
Parkway West High School
Lathrop R-2 High School
Raytown South High School
Parkway West High School
Lathrop R-2 High School
Willard High School
Oakville Sr. High School
Savannah R3 High School
Ladue Horton Watkins High School
Central High School - Springfield
KC Oak Park High School
Parkway West High School
Savannah R3 High School
Parkway West High School
Raymore-Peculiar High School
Carthage High School
Savannah R3 High School
Warrensburg High School
Fort Osage High School
Ladue Horton Watkins High School
Parkway South High School
Parkway West High School

MONTANA

Serena Brosten
Katherine Cole
Vickie Contreras
Kelly Gifford
Megan Nicole Schuler
McKenzie Watterson

Flathead High School
Billings West High School
Billings West High School
Corvallis High School
Great Falls Russell High School
Billings Senior High School

NEBRASKA

Jeff Athey
Jonathon Baker
Sarah Brashear
Connor Brown
Christine Choe
Richard Diurba
Elizabeth Evans
Nick Knopik
Ashlyn Lee
Alex Pieloch
Erin Sheehan

Lincoln Southwest High School
Norris Public Schools
Marian High School
Millard North High School
Lincoln Southwest High School
Millard West High School
Lincoln Southwest High School
Lincoln Southwest High School
Lincoln Southwest High School
Lincoln Southwest High School
Millard North High School

NEVADA

Zeina Amhaz
Darrin Chao
Kenna McMurray

Green Valley High School
Green Valley High School
Moapa Valley High School

Spark Leadership



NEVADA (continued)

Alex Stransky
Chase Taylor

Green Valley High School
Reno High School

NEW JERSEY

Nathan Cha
Monica Coscia
Robert Del Mauro
Joshua Feldman
Benjamin Gaudiosi
Vishu Kumar
Cristine Oh
Danielle Zhang

Randolph High School
Montville High School
Montville High School
Montville High School
Montville High School
Montville High School
Montville High School
Montville High School

NEW MEXICO

Matthew Nicholas Davenport
Marc Lucero
Joseph Young

Jemez Mountain Home School
East Mountain High School
East Mountain High School

NEW YORK

Allegra Simon

The Dalton School

NORTH CAROLINA

Pujith Adusumilli
Archita Chandra
Connor Hees
Elaine Kearney
Sam Lewis
Luke Miller
Micah Stubbs
Orlin Velev

Cary Academy
Cary Academy
Pinecrest High School
Pinecrest High School
Pinecrest High School
Marvin Ridge High School
Ardrey Kell High School
Cary Academy

NORTH DAKOTA

Nicole Bartholomay
Chase Johnson
Tyler Leslie
Sebastian Startz
Thomas Startz

Enderlin High School
Fargo Shanley High School
Kindred High School
Fargo Shanley High School
Fargo Shanley High School

OHIO

Michael Z. Audi
Hunter Baehren
Justin Burk
Levi Cramer
Calvin E. Curtin
Maureen Driscoll
Liz Eder
Travis Filicky
Joseph Gorman
Matt Jamison
Rona Jiang
Georgia Kasamias
Sara Lytle
Brandon Mader
Jimmy Miller

Perry High School
Sylvania Southview High School
Cardinal Mooney High School
Middletown High School
Perry High School
Cardinal Mooney High School
Solon High School
Boardman High School
Wooster High School
Cardinal Mooney High School
Sylvania Southview High School
Boardman High School
Canfield High School
Jackson High School
Stow-Munroe Falls High School

OHIO (continued)

Rose Milnes
Abby Peabody
Rita Rehak
Lydia Scheel
Hayden E. Smith
Noah Spector
Michael Stash
Shane M. Stockall
Mary Jo Talley
Jonathan Velasquez

Jackson High School
Wooster High School
Cardinal Mooney High School
Canfield High School
Perry High School
Wooster High School
Cardinal Mooney High School
Perry High School
Copley High School
Wooster High School

OKLAHOMA

Audra Brulc
John Mitchell Burns
Liuyi Chen
Steve Duke
Charles E. Outlaw
Kelsey Ritchie
Buddy Wren
Colton D. Wyman

Bishop Kelley High School
Bishop McGuinness High School
Union High School
Bishop Kelley High School
Westmoore High School
Bishop Kelley High School
Westmoore High School
Putnam City North High School

OREGON

Luke Benjamin Berdahl
Nick Carleson
Chris Finley
Siddharth S. Moghe
Emily Van Vleet

Forest Grove High School
Century High School
Century High School
Westview High School
Century High School

PENNSYLVANIA

Madeline Balzarini
Julianna Buchwald
Jarrod Cingel
James DeMarshall
Shannon Fagan
Robert Gormisky
Tyler J. Martin
Allen James McNeal-Marks
Anisha Reddy
Erin Shay
Daniel Spinelli
Elizabeth Noelle Vana

Bethel Park High School
Bethel Park High School
Bethel Park High School
St. Joseph's Preparatory School
Bethel Park High School
La Salle College High School
Southern Lehigh High School
Towanda Jr.-Sr. High School
North Allegheny Sr. High School
Gwynedd Mercy Academy
La Salle College High School
Towanda Jr. -Sr. High School

SOUTH CAROLINA

Mary Carol Butterfield
Caleb M. Miller

Riverside High School
Bob Jones Academy

SOUTH DAKOTA

Margaret Chell
Elliot Johnson
Caleb Meritt
Jacquelyn Meyer

Brookings High School
Brookings High School
Brookings High School
Brookings High School

SOUTH KOREA

Ji Hyun Kim
Sol Kim

CheongShim Int'l Academy
CheongShim Int'l Academy

ACADEMIC ALL AMERICANS

(April 1, 2013 through October 15, 2013)

TENNESSEE

Natalie Bennett
Irtiqia Fazili
Hailey Hanks

Brentwood High School
Brentwood High School
White House High School

TEXAS

Jonathan Michael Acevedo
Cosmo Albrecht
Doug Ames
Ebore Awano
Jared Barton
Brie Brady
Tiffany Browne
Zachary Burdette
Emily Butris
Johanna Christopel
Jeremy Dang
Milan Doshi
Zachary Doty
Jullian Duran
Emily Etnyre
DeForest Gordy
Jacqueline Henger
Josh Hirsh
Devangi Jajal
Amir Javeri
Kenny Johng
Sydney Keller
William Kim
Paige La Nasa
Jamie Loper
Courtney Martin
Jacob Mayfield
Mary Katherine McNabb
Evan Merritt
Jocelyn Mosman
Rachel Mukweyi
Ethan M. Myers
Juliana Marie Nicolini
Priscilla Ortiz
Fabiola Porras
Matthew Proffitt
Vera Ranneft
Rohan Reddy

Strake Jesuit College Preparatory
Robert E. Lee High School
Sudan High School
Wylie Sr. High School
Lake Highlands High School
Oak Ridge High School
Princeton High School
St. Mark's School Of Texas
Princeton High School
Home Educator's Outsourcing Solutions
Strake Jesuit College Preparatory
Elkins High School
Chapel Hill High School
Kingwood High School
Hendrickson High School
Lindale High School
Melissa High School
El Paso Coronado High School
Mayde Creek High School
Coppell High School
Grapevine High School
Memorial High School - Houston
Strake Jesuit College Preparatory
Centennial High School
El Paso Coronado High School
Odessa High School
Kingwood High School
Geneva School Of Boerne
Chapel Hill High School
Odessa High School
Princeton High School
Mayde Creek High School
Magnolia High School
Princeton High School
El Paso Coronado High School
Seven Lakes High School
Lamar High School - Houston
Westwood High School

TEXAS (continued)

Mikaila Rushing
Sally Schmitt
Steffen Seitz
Jessica Warren
Peter Wood
Jesse Xue
Emily Zagorski
Alissa Zimmer

Three Rivers High School
Wylie Sr. High School
Strake Jesuit College Preparatory
Lindale High School
Hendrickson High School
Seven Lakes High School
Ursuline Academy of Dallas
Westfield High School

UTAH

Yotam Ardon
Kaitlin Bradley
Kenneth Bradley
Andrea Cancino-Saenz
Allison M. Harden
Pooja Jairam
Stephanie Mao
Jeffrey Olsen
Megan Pachner
Nate Roundy
Tuscan Thompson
Dylan Wootton

Highland High School
Highland High School
Beaver High School
Karl G. Maeser Preparatory Academy
Woods Cross High School
Skyline High School
Salt Lake City West High School
Cyprus High School
Karl G. Maeser Preparatory Academy
Bountiful High School
Woods Cross High School
Logan High School

WASHINGTON

Danial Chowdhry
Miranda Lan
Phoebe Lew
Dylan Thomas
Elliott John Turner

Mountain View High School
Mountain View High School
University High School
Mount Vernon High School
Puyallup High School

WISCONSIN

Allison Friske
Nathan Holcomb
Abby Koshollek
Marina Lant
Anh Le
Mackenzie Payne
Abigail K. Syron

Mukwonago High School
West Bend East High School
Mukwonago High School
Mukwonago High School
Madison West High School
Mukwonago High School
West Bend West High School

WYOMING

Margaret Born
Nicole Renae Riley
Brianna Taylor

Natrona County High School
Riverside High School
Buffalo High School

Do you have
what it takes?



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Log in to your dashboard, then select "View Forms/Manuals" from the orange toolbar. The Academic All American Application (PDF download) is under "Awards Applications."



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Student Service Citations



The following students have received Student Service Citations from the National Forensic League 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, 7th Degree (700+ points)

John Jefferson Newton, II	East Carteret High School	NC	667
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Student Service Citation, 5th Degree (500+ points)

Sabrina Ellen Carraway	East Carteret High School	NC	588
Christopher Jordan	Brophy College Prep	AZ	515
Christina Lee	Schaumburg High School	IL	505

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

Carlos Ochoa	Brophy College Prep	AZ	475
Jude Sheridan	Holy Cross School	LA	400

Student Service Citation, 3rd Degree (300+ points)

Patrick Johnson	Brophy College Prep	AZ	380
Matthew Shavers	Hereford High School	TX	368
Logan McSherry	Bixby High School	OK	349
William DeVito	Chaminade High School	NY	345
Joe Russell	Brophy College Prep	AZ	335
Lucy Shen	The Bronx High School Of Science	NY	313
Aniket Biswas	Buffalo Grove High School	IL	312
Deanna Wilcox	Skyline High School	UT	312
Briana A. Williams	Oak Park & River Forest High School	IL	303

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

Abe Stauber	Chanhasen High School	MN	288
Alyssa Mendoza	Bixby High School	OK	277
Jace Evan Lawrence	East Carteret High School	NC	267
Diana Ramirez	Buffalo Grove High School	IL	265
Rockwell Arthur	Brophy College Prep	AZ	260
Samantha Covell	Yucaipa High School	CA	256
Nicholas DiBartolo	Chaminade High School	NY	255
Samantha Kuang	Arroyo High School	CA	255
Joshua Lee	Boca Raton Community High School	FL	255
Brook Becker	Bixby High School	OK	254
Julio Salazar	Morristown West High School	TN	254

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

Brian Duricy	Howland High School	OH	253
Allegra Simon	The Dalton School	NY	252
Miles Deangelo	Boca Raton Community High School	FL	250
Brecken Devon Denler	Mountain View High School	AZ	248
Alex DiBell	Howland High School	OH	240
Alex Giolito	Brophy College Prep	AZ	240
Tyler Godbehere	Brophy College Prep	AZ	240
Kirk Wolff	Morristown West High School	TN	239
Alexa R. Fortuna	Wellington High School	FL	232
Zach Anderson	Chanhassen High School	MN	230
Nijole Laverd	Buffalo Grove High School	IL	225
Stephen Michael Leung	Bob Jones Academy	SC	225
Laine Farber	St. Frederick High School	LA	220
Timothy Makalinao	Matawan Regional High School	NJ	220
Grant Matthew Markwell	Rowan County Sr. High School	KY	220
Tracy Preza	Buffalo Grove High School	IL	219
Dante Miller	Waterloo East High School	IA	217
Sarah Repp	Connersville Sr High School	IN	211
Brando F. Crawford	Oak Park & River Forest High School	IL	209
Kelsey Johnson	Bixby High School	OK	208
Jacob Link	Hereford High School	TX	208
Brent Rosenauer	Savannah R3 High School	MO	208
Thomas Edward Hanlon	Jemez Mountain Home School	NM	207
Akkina Abraham	Buffalo Grove High School	IL	205
Ali Dorschner	Chanhassen High School	MN	205
Decker O'Donnell	Seattle Academy Of Arts & Science	WA	203
Katherine Anne Peters	Plymouth High School	IN	202
Nick J. Danby	Bangor High School	ME	200
Sol Kim	CheongShim Int'l Academy	South Korea	200
Patrick Margulies McDonnell	Bentley School	CA	200
Aaron Nance	Charleston High School	IL	200
Ethan H. Ridings	De Soto High School	KS	200

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

William Christmas	Bob Jones Academy	SC	198
Daniel J. Smith	West Lafayette High School	IN	195
Francesca Chavez	Buffalo Grove High School	IL	185
Grant Hughes	Dobson High School	AZ	185
John Kieran Larkin	Chaminade High School	NY	185
Zack Dunn	Savannah R3 High School	MO	183
Garrett Chandler	Valley Center High School	KS	180
Jeremy Marsh	Chaminade College Prep	CA	180
Zach Mellow	Buffalo Grove High School	IL	175
Michael J. Tyrrell-Ead	Golden High School	CO	171
Payton Englert	Savannah R3 High School	MO	168
Dain Lee	BC Academy	Canada	167
Christian Eble	Chaminade High School	NY	165
Tucker McCoy	Savannah R3 High School	MO	165
Allegra Hardin	David City High School	NE	164
Daniel Garrison	Holy Cross School	LA	161
Andrew Quach	Alhambra High School	CA	161
Mackenzie Birkey	Sheboygan South High School	WI	157

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

Jennifer Marie Carter	Cherry Creek High School	CO	156
Allison Young	Mars Hill Bible School	AL	156
Kathryn Bauguess	Valley Center High School	KS	155
Gabe Reed	Wadsworth City School	OH	155
Eileen Hwang	BC Academy	Canada	152
Harry Youngnam Kim	BC Academy	Canada	152
Hannah Yeonwoo Lee	BC Academy	Canada	152
Matthew Nicholas Davenport	Jemez Mountain Home School	NM	151
Taylor Halchishick	Dobson High School	AZ	151
Malik Robinson	Bangor High School	ME	151
Kaitlyn O'Connor	William Tennent High School	PA	150
Jack Bonin	Plano Sr. High School	TX	148
Cory Nathaniel Parker	Oak Ridge High School	TX	148
Brian Pearlman	Oak Park & River Forest High School	IL	148
Sami Peick	Lakeville North High School	MN	147
Ruben J. Flores	East Grand Forks Sr. High School	MN	144
Tommy Chitwood	Fond Du Lac High School	WI	143
Jenneca Graber-Grace	Madison County High School	VA	141
Ashlee Macalino	Chaminade College Prep	CA	141
Kennedy Niska-Burja	Virginia High School	MN	141
Areen Badwal	Brophy College Prep	AZ	140
Max Beall	Brophy College Prep	AZ	140
Nick Furlong	Lakeville North High School	MN	140
Timmy Holland	Brophy College Prep	AZ	140
Charles Darnell Johnson, III	East Carteret High School	NC	140
Kaylee Love	Valley Center High School	KS	140
Mary Kate Martin	Brophy College Prep	AZ	140
Sarah Mason	Lakeville North High School	MN	140
Erin McGarel	Morristown West High School	TN	140
Christine E. Menge	Blaine High School	MN	140
Sean Pourian	Brophy College Prep	AZ	140
Serene Singh	The Classical Academy	CO	140
Brian Thorpe	Brophy College Prep	AZ	140
Allison Hopfer	Bishop McGuinness High School	OK	139
Isabelle Broussard	Skyline High School	UT	138
Whitney Koerner	El Dorado High School	KS	138
Anthony Adu	Overland High School	CO	137
Priscilla Ortiz	Princeton High School	TX	136
Trevor Durham	Suncoast Comm High School	FL	135
Lauren Hugh	Chanhasen High School	MN	135
Amelia Seifer	Blanchet Catholic School	OR	135
Christian Yi	Buffalo Grove High School	IL	135
Maddeline Friend	Middleton High School	WI	134
Sydney Judilla	Mercy High School	CA	134
Caleb Roberts	Princeton High School	TX	134
Hayley A. Miller	Central High School - Springfield	MO	133
Rashel Ott	Buffalo Grove High School	IL	133
Kimberly Dick	Valley Center High School	KS	130
Mandie Dickie	Lakeville North High School	MN	130
Meghan Laengle	Chanhasen High School	MN	130
Luke Minske	Chanhasen High School	MN	130
Nicole Nigro	Sheboygan South High School	WI	130
Katie Marie Norton	Assumption High School	KY	130

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

Joseph Strunk	Valley Center High School	KS	130
Jacylyn Hess	Northrop High School	IN	129
Stephen Smith	El Dorado High School	KS	129
Elisha Nayoung Im	BC Academy	Canada	128
Natasha Pivovar	Overland High School	CO	128
Rachel A. Schrock	Bethany Christian High School	IN	128
Mitchell Tenpas	Sheboygan South High School	WI	128
Elizabeth Wehren	Valparaiso High School	IN	128
Ren Dashner	El Dorado High School	KS	127
Melissa Mason	Lakeville North High School	MN	127
Alexa Ott	Buffalo Grove High School	IL	127
Daniel Duncan	Plano Sr. High School	TX	125
Brandon Sutton	Buffalo Grove High School	IL	125
Jesse Tabak	Buffalo Grove High School	IL	125
Jon Frederick Thoene	Burwell Jr.-Sr. High School	NE	125
Will Hancock	Paducah Tilghman High School	KY	124
Sarah Knipp	Bixby High School	OK	124
Ian Laudano	Matawan Regional High School	NJ	124
Dana Smith	Vermilion High School	OH	124
Jessica Chung	Fairmont Preparatory Academy	CA	123
Terry Park	UNI Institute	CA	123
Jessica Ma	Plano Sr. High School	TX	122
McKenna Risch	Chanhasen High School	MN	122
Emily Su	Central Catholic High School	OH	122
Nate Turk	Glenbrook South High School	IL	122
Ricker Cutler	Brophy College Prep	AZ	120
Elaina Nicole Eddy	Burwell Jr.-Sr. High School	NE	120
Antonio Han	BC Academy	Canada	120
Nicole Giyou Kim	BC Academy	Canada	120
Miguel Martinez	The Bronx High School Of Science	NY	120
Luke Inho Seo	BC Academy	Canada	120
Annie Yeonjae Song	BC Academy	Canada	120
Dakota Yates	El Dorado High School	KS	119
Paris Hayns	Waterloo East High School	IA	118
Michelle K. Ivancic	Amos Alonzo Stagg High School	IL	118
Ben Parker	Norman High School	OK	118
Madison A. Dalton	Wellington High School	FL	117
Zachary Lee Ramey	Rowan County Sr High School	KY	117
Ambika Dubey	Monta Vista High School	CA	116
Brennan Dwyer	Dobson High School	AZ	116
Makayla Alderson	Valley Center High School	KS	115
Rebekah Christine Birch	Burwell Jr.-Sr. High School	NE	115
Samuel A. Burggraff	Ridgefield High School	WA	115
Christy Collins	Valley Center High School	KS	115
Conner Dammann	Chanhasen High School	MN	115
Seth Knowles	El Dorado High School	KS	115
Matthew Matysik	Sheboygan South High School	WI	115
Felix Rozenberg	The Bronx High School Of Science	NY	115
John Wroblewski	Norton High School	OH	115
Brooke DuTullio	Valley Center High School	KS	114
Ben Vickers	El Dorado Springs High School	MO	114

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

Sarah Borczyk	Amos Alonzo Stagg High School	IL	113
Rannyn River Stephens	Highland High School	ID	113
Lacy Bond	Lindale High School	TX	112
Ingrid Weeks	Gabrielino High School	CA	112
Jeneveve Winchell	Bandon High School	OR	112
Daniel Redfield	Lakeville North High School	MN	111
Holly Andrews	Randolph-Henry High School	VA	110
Willy Clements	Campbell Hall High School	CA	110
Summer Davis	Madison County High School	VA	110
Mia Ehrenberg	Campbell Hall High School	CA	110
Thomas Fatzinger	Mountain Home High School	ID	110
Cody Howard	Valley Center High School	KS	110
Madeline Lamminen	Lakeville North High School	MN	110
Daniel W. Lorentz	Salina High Central	KS	110
Adam Rider	Lakeville North High School	MN	110
Tristan James	Madison County High School	VA	109
J. Elliott Kelley	Bob Jones Academy	SC	109
Bridget D. Kim	Rowan County Sr. High School	KY	108
Angelica Leija	La Junta High School	CO	108
Sydney Rogalsky	Wellington High School	FL	108
Josh Mansfield	Highland High School	ID	107
Abishek Stanley	Pineville High School	LA	107
Margarita Artoglou	The Bronx High School Of Science	NY	106
Ben Boyd	The Bronx High School Of Science	NY	106
Amanda R. Garcia	Amos Alonzo Stagg High School	IL	106
Michael Igert	Bixby High School	OK	106
Jessica LeahAnne Brauer	Burwell Jr.-Sr. High School	NE	105
Isis Davis-Marks	The Bronx High School Of Science	NY	105
Eric Fine	The Parish Episcopal School	TX	105
Savannah Hall	Merrol Hyde Magnet School	TN	105
Johnathan Bryan Joyner	East Carteret High School	NC	105
Rita Liu	Maranatha High School	CA	105
Autumn Milner	Yucaipa High School	CA	105
Casey Qualls	Valley Center High School	KS	105
Alyson Robinson	Muskego High School	WI	105
Jacob Stern	Ransom Everglades Upper School	FL	105
Drew Sumwalt	Westview High School	IN	105
Noah W. Thompson	East Grand Forks Sr High School	MN	105
Zachary White	Valley Center High School	KS	105
Minahil Khan	The Bronx High School Of Science	NY	104
Abby Wallner	La Junta High School	CO	104
Kay Kay Zhou	Alhambra High School	CA	104
Marita Ellis	Norman High School	OK	103
Maxwell Xavier Masterson	East Carteret High School	NC	103
Andrew McKinney	Danville High School	KY	103
Jimmy Peraffan	The Bronx High School Of Science	NY	102
Katie Dixon	Dobson High School	AZ	101
Giovanna Gatto	Gwynedd Mercy Academy	PA	101
Suyenne Jabido	Buffalo Grove High School	IL	101
Yourui Ruan	Wellington High School	FL	101
Eric Van Wazer	Buffalo Grove High School	IL	101
Matthew Felland	Whitefish Bay High School	WI	100
Liam Fineman	Suncoast Comm High School	FL	100
Owen Hartwig	Madison County High School	VA	100
Tyler Kemp	Madison County High School	VA	100

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

Noah Ling	Norton High School	OH	100
Katie Maxa	Lakeville North High School	MN	100
Jiyeon Jessica Min	BC Academy	Canada	100
Seojung Sarah Min	BC Academy	Canada	100
Jonathan Allen Savoy	Bob Jones Academy	SC	100
Renee Smith	Madison County High School	VA	100
Rory Spillane	Chaminade High School	NY	100
Sean Taylor	Cathedral Prep School	PA	100
Whitney Traynham	Randolph-Henry High School	VA	100
Kerstin Vaughn	Norton High School	OH	100
Sierra Weaver	Madison County High School	VA	100
Daniel Zas	Braddock High School	FL	100
Anthony Zhu	Alhambra High School	CA	100

Giving Back: Service in Action




National Forensic League members from **Madison County High School** in Virginia spent the morning of October 3 at the local primary school reading Loren Long's children's book *OTIS* to pre-K through 2nd grade students for the national initiative, "Read for the Record."

"We hope we can make this a yearly tradition so students realize the importance of reading and speech," explained coach Donald Hitt.

Senior and team co-captain Tristan James described how one little guy came up to him and said, "When I get in high school, I want to read just like you."

Sophomore member Jordan Taylor was equally excited about the service project. "When can we do that again? We loved sharing our interpretations of the story with those guys. They were awesome!"

Later this year, the students will host workshops for grades 3-5 at the local elementary school on how to make better presentations and how to include interpretation in one's reading. 



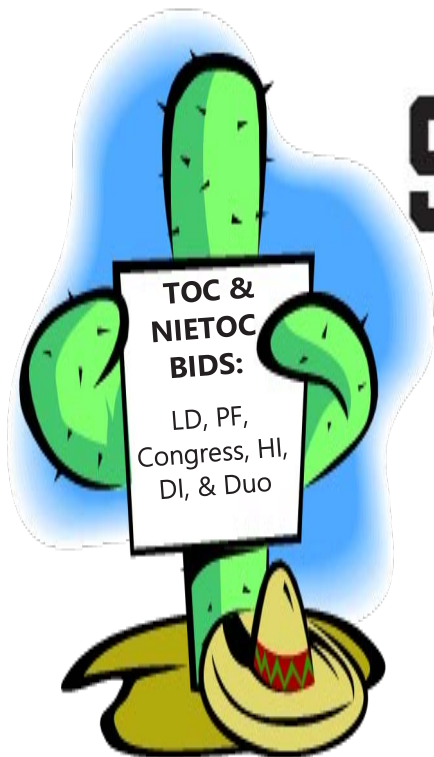
(clockwise from top) Madison County High School participants in the "Read for the Record" initiative; Renee Smith, Jenneca Graber-Grace, and Shannon Blow read to enthusiastic young audiences.



Welcome New Schools

April 1, 2013 through October 15, 2013

Nikolaevsk School	AK	Strawberry Crest High School	FL
Bayside Academy	AL	The Villages High School	FL
G. W. Carver High School	AL	West Boca High School	FL
American Leadership Academy High School	AZ	Augusta Area Homeschoolers	GA
BASIS Mesa	AZ	Fellowship Christian School	GA
BASIS Peoria High School	AZ	Rockdale Magnet School For Science And Technology	GA
Gilbert Classical Academy	AZ	Pius X College	Guam
Liberty High School	AZ	Ballard Community Schools	IA
San Miguel High School	AZ	MFL MarMac	IA
Scottsdale Preparatory Academy	AZ	Calvary Chapel Christian School	ID
AGBU V & T Manoukian High School	CA	Air Force Academy High School	IL
Ann Sobrato High School	CA	Alcott High School For The Humanities	IL
Bonita High School	CA	Amundsen High School	IL
Cerritos High School	CA	Bogan High School	IL
CL Education	CA	Brooks College Prep Academy High School	IL
Escondido Charter High School	CA	CICS Ellison	IL
Leonello School	CA	Daniel Hale Williams Prep	IL
Los Angeles Leadership Academy	CA	Juarez Community Academy	IL
New West Charter School	CA	Julian High School	IL
Oxford School	CA	Kennedy High School	IL
Quest Academy	CA	King College Prep	IL
Rainier High School	CA	LaSalle-Peru High School	IL
Riverside STEM Academy	CA	Lincoln Park High School	IL
Saint Joseph High School	CA	Little Village Campus High School	IL
Summit Public Schools-Tahoma	CA	Marshall High School	IL
Beijing No.2 Middle School	China	Michele Clark High School	IL
Changzhou Beijiao High School	China	Perspectives Joslin Charter High School	IL
Changzhou No.1 High School	China	Perspectives Tech Charter High School	IL
Changzhou Senior High School Of Jiangsu Province	China	Phoenix Military Academy	IL
Hangzhou No.14 Middle School	China	Power House High School	IL
Jiangsu Xishan Senior High School	China	Schurz High School	IL
Morrison Academy-Taichung	China	Senn High School	IL
Shenyang International School	China	Solorio Academy High School	IL
Liberty Common	CO	St. Edward Central Catholic High School	IL
Resurrection Christian School	CO	Taft High School	IL
Roaring Fork High School	CO	University Of Chicago Charter School - Woodlawn	IL
Friendship Tech Prep	DC	UNO Garcia High School	IL
St. Andrew	DE	VOISE Academy High School	IL
TASIS England	England	Westinghouse College Prep	IL
Bell High School	FL	Bedford North Lawrence High School	IN
Bishop Moore Catholic High School	FL	Heritage Hills High School	IN
Bishop Verot Catholic High School	FL	Martinsville High School	IN
Doctors Charter School	FL	South Central Schools	IN
HighPoint Christian Academy	FL	Centre K-12 School	KS
Liberty High School	FL	Louisburg High School	KS
MAST @ Homestead	FL	Fairdale High School	KY
Northeast High School	FL	Gatton Academy	KY
Ocoee High School	FL	McCracken County High School	KY
PATHS	FL	Pius X College	Morocco
SCF Collegiate School	FL	The American School Of Tangier	Morocco
Spruce Creek High School	FL	Chesapeake High School	MD
St. Cloud High School	FL	Wrenshall School ISD #100	MN



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NEW HOST SCHOOL:

Horizon High School, Scottsdale, AZ
February 28th and March 1st, 2014

www.joyoftournaments.com/az



Welcome New Schools

(continued)

Collegiate School Of Medicine & Bioscience	MO	Ann Richards School	TX
Conway High School	MO	Grapevine Faith Christian School	TX
Northland Christian School	MO	Incarnate Word Academy	TX
Northwest High School	MO	John Paul II Catholic High School	TX
Providence Classical Christian Academy	MO	Mabank High School	TX
St. Teresa's Academy	MO	Onalaska	TX
Forest Hill High School	MS	Prosper High School	TX
Surry Central High School	NC	Robert Turner CC High School	TX
Delaware Valley Regional High School	NJ	Sterling Classical School	TX
Manchester Regional High School	NJ	Summer Creek High School	TX
Peddie School	NJ	Tompkins High School	TX
Oak Grove Classical Academy	NM	Union Grove High School	TX
UWC-USA	NM	Van Vleck High School	TX
Northwest Career And Technical Academy	NV	Westbury Christian School	TX
Achievement First Brooklyn High School	NY	Corner Canyon High School	UT
Avenues: The World School	NY	Maple Mountain High School	UT
Pacific High School	OR	C4 Forensics	VA
Aleithia High School	PA	Skye Chase Academy	VA
Cumberland Valley High School	PA	Woodinville High School	WA
Strath Haven High School	PA	Brookfield Academy	WI
Florence Christian School	SC	Denmark High School	WI
Greenville Technical Charter High School	SC	St. Mary's High School	WV
Lakewood High School	SC	University High School	WV
Pacific American School	Taiwan	Woodrow Wilson High School	WV
Alief Early College High School	TX		

Year in Review

85	Century Society Report
86	Point Leaders
90	All State Awards
96	Largest Schools
97	Largest Number of New Degrees
98	Chapter Honor Societies
105	Charter Chapter Report
114	New Degrees Summary

2012-13 CENTURY SOCIETY REPORT

THE LEAGUE'S ALL TIME TOP POINT LEADERS

STUDENT	STATE	POINTS
Allison McKibban	KS	4,938
Nathan Leys	IA	4,240
Emma Ruffin McIntyre	MO	4,125
Sara Morgan	MN	4,013
Teagan Alexander Lende	ND	3,971
Lily Nellans	IA	3,960
Austin Craft	IN	3,940
Kyle Hendrix	WA	3,875
Joseph Vincent Kalka	ND	3,793
Tyler J. Bieber	WA	3,783
Carver Hodgkiss	TX	3,756
Linda Pei	KS	3,750
Tyler Blake	KS	3,644
Ryan Smith	TX	3,622
Jamis Barcott	WA	3,579
Christian Kimbell	TX	3,554
Tushar Madan	TX	3,540
Michaila K. Nate	IN	3,514
Erik Bakke	VA	3,497
Zachary Perry	MO	3,401
Stewart Pence	MO	3,389
Aleksander Eskilson	KS	3,372
Josh Roberts	TX	3,314
Robert K. Tissot	WA	3,297
Adam Kinkley	WA	3,295
Gregory Ross	TX	3,295
Cyrus Ghaznavi	TX	3,291
Drew Heugel	TX	3,291
Emily K. Martin	KY	3,286
Liam Feroli	FL	3,239
Josette C. Bisbee	WA	3,224
William Wildman	MS	3,196
Jordan Thomas Mecom	KS	3,174
Brett Johnson	ND	3,172
Thomas Lloyd	NY	3,172
Dylan Slinger	MN	3,156
Kanan Boor	KS	3,156
Alex Sapadin	WA	3,130
Eric Trey Mueller	KS	3,125
Bushra Rahman	TX	3,117
Simon Sheaff	IA	3,102
Daniel Lyon	KS	3,100
Jake Seaton	KS	3,087
Carunya Achar	TX	3,076
Nicole Vital	TX	3,067
Andrew Shaughnessy	KS	3,063
Baker Weilert	KS	3,059
Amit Bhatla	KS	3,046
Bryton Hiatt	IN	3,029
Lavanya Sunder	TX	3,016

STUDENT	STATE	POINTS
Foster Honeck	MO	3,009
Jacob Custer	IL	3,000
Sebastian Startz	ND	2,997
Deonte Minor	KS	2,991
Maisie Baldwin	MO	2,984
John Holt	WA	2,981
Samantha Nichols	KS	2,974
Alessandro A. Pauri	TX	2,967
Liam Murphy	KS	2,965
Kelsey Glenn	CA	2,963
Grayson Clark	TX	2,958
Rylan Schaeffer	CA	2,956
Chris Carey	KS	2,946
Matt Ross	NY	2,937
Kristofer E. Lewis	KS	2,936
Davin Curtis	CA	2,929
Alice Huang	WA	2,918
Sheelah Bearfoot	CA	2,912
Sydney E. Scott	TX	2,910
Jacob Kirksey	TX	2,909
Tony Trent	KS	2,906
Gregory Bernstein	FL	2,904
Dalton Paul Willey	KS	2,892
Andrew Gegios	WI	2,884
Gabriel Riekhof	MO	2,870
Thomas Startz	ND	2,868
Carolyn Clendenin	NY	2,867
Aditya Trivedi	WI	2,866
Lyubov Kapko	AZ	2,866
Jessica Rubio	TX	2,861
William Carver Ashley	KS	2,853
Ty Joplin	TX	2,853
Jackson Sanders	KY	2,846
Zachary Stone	TX	2,835
Lena Melillo	CA	2,834
Mikaela Wefald	KS	2,832
Wars Mohammad	TX	2,820
Susan Czaikowski	TX	2,815
Danny DeBois	NY	2,811
Vera Ranneft	TX	2,788
Garrett C. Pratt	MO	2,778
Paxton Attridge	AZ	2,771
Chase Johnson	ND	2,760
Silverio Ramirez	TX	2,759
Damon Brown	MO	2,742
Kelsey Shaffer	IN	2,739
Jennifer Vetter	ND	2,736
Kelby McKay Czerwonka	MO	2,723
Robert Jackson	TX	2,707
Lucia Scott	KS	2,707

2012-13 POINT LEADERS

Spark Legacy



Nathan Leys

Des Moines Roosevelt High School, IA
4,240 points



Lily Nellans

Des Moines Roosevelt High School, IA
3,960 points



Allison McKibban

El Dorado High School, KS
4,938 points



Tyler J. Bieber

Ridgefield High School, WA
3,783 points



Tyler Blake

Hutchinson High School, KS
3,644 points

2012-13 ALL AMERICANS

Beginning in 2011-12, standards for determining the Top 25 All Americans are based on a combination of competitive points and service points, of which no more than 25% of the point total can include service. In order to qualify, a student must have competed once at nationals.

TOP 25 ALL AMERICANS

STUDENT	SCHOOL	STATE	POINTS
Allison McKibban	El Dorado High School	KS	4,938
Nathan Leys	Des Moines Roosevelt High School	IA	4,240
Lily Nellans	Des Moines Roosevelt High School	IA	3,960
Tyler J. Bieber	Ridgefield High School	WA	3,783
Tyler Blake	Hutchinson High School	KS	3,644
Jamis Barcott	Kamiak High School	WA	3,579
Christian Kimbell	Cypress Creek High School	TX	3,554
Tushar Madan	Plano West Sr. High School	TX	3,540
Michaila K. Nate	Plymouth High School	IN	3,514
Robert K. Tissot	Ridgefield High School	WA	3,297
Adam Kinkley	Union High School	WA	3,295
Gregory Ross	Lamar High School - Houston	TX	3,295
Drew Heugel	Lamar Consolidated High School	TX	3,291
Cyrus Ghaznavi	The Parish Episcopal School	TX	3,291
Liam Feroli	St. Thomas Aquinas High School	FL	3,239
Alex Sapadin	Snohomish High School	WA	3,130
Simon Sheaff	Dowling Catholic High School	IA	3,102
Jake Seaton	Manhattan High School	KS	3,087
Carunya Achar	Cypress Creek High School	TX	3,076
Amit Bhatla	Shawnee Mission Northwest High School	KS	3,046
Jacob Custer	Buffalo Grove High School	IL	3,000
Sebastian Startz	Fargo Shanley High School	ND	2,997
Deonte Minor	Sumner Academy	KS	2,991
Liam Murphy	Shawnee Mission East High School	KS	2,965
Davin Curtis	Carlsbad High School	CA	2,929

HONORABLE MENTION

STUDENT	SCHOOL	STATE	POINTS
Alice Huang	Kamiak High School	WA	2,918
Gregory Bernstein	Nova High School	FL	2,905
Dalton Paul Willey	Salina High Central	KS	2,892
Andrew Gegios	Whitefish Bay High School	WI	2,884
Thomas Startz	Fargo Shanley High School	ND	2,868
Lyubov Kapko	Tempe Preparatory Academy	AZ	2,866
Jackson Sanders	Harrison County High School	KY	2,846
Lena Melillo	La Reina High School	CA	2,834
Wars Mohammad	Spring Woods High School	TX	2,820
Danny DeBois	Harrison High School	NY	2,811
Vera Ranneft	Lamar High School - Houston	TX	2,788
Chase Johnson	Fargo Shanley High School	ND	2,760
Damon Brown	Independence Truman High School	MO	2,742
Lucia Scott	Kapaun Mount Carmel High School	KS	2,707

2012-13 ALL AMERICANS

HONORABLE MENTION

(continued)

Branden Lindsay	Southside High School	SC	2,702
Rishi Suresh	Clear Brook High School	TX	2,674
Grant Ebenger	University School	FL	2,657
Kaci Culp	Neosho High School	MO	2,651
Richard Giles	Buffalo High School	WY	2,637
Anna Pisac	Snohomish High School	WA	2,634
Aneesh Chona	The Harker School	CA	2,631
Tanner Lane Westmoreland	Branson High School	MO	2,619
Frankie Orrico	Newport High School	WA	2,618
Cameron Bronson	Hillcrest High School	ID	2,603
Dallas Neely	Brentwood High School	MO	2,583
Bryant Yang	Sioux Falls Lincoln High School	SD	2,581
James Elias	Rufus King High School	WI	2,580
Anuj Sharma	The Harker School	CA	2,574
Grant James	Cypress Woods High School	TX	2,553
Michael Moorhead	Appleton East High School	WI	2,543
John Julian, Jr.	Newport High School	WA	2,541
Anastasia Kazteridis	The Bronx High School Of Science	NY	2,518
Gabriel Ferrante	Iona Preparatory	NY	2,516
Mary Ryan Karnes	Oak Grove High School	MS	2,513
Asheshananda Rambachan	Eastview High School	MN	2,499
Nathaniel Steinlicht	Milbank High School	SD	2,495
Matthew Kartanata	Schurr High School	CA	2,486
Rachel Cusick	Salina High Central	KS	2,485
Jacob Porter	Olathe North High School	KS	2,479
Griffin Gonzales	Cleveland High School	OR	2,471
Andrew Barron	Hendrickson High School	TX	2,462
Alex Pieloch	Lincoln Southwest High School	NE	2,461
Tiffany Perry	Green River High School	WY	2,457
Katlyn Powers	Washington High School	SD	2,448
Michelle Hoch	Cypress Woods High School	TX	2,445
Jonathan Garza	Tempe Preparatory Academy	AZ	2,444
Drayton Willey	Salina High Central	KS	2,435
Levi Larson	Green River High School	WY	2,433
Alan Un	Lee County High School	GA	2,432
Madhu Vijay	Bellarmine College Prep	CA	2,429
Shania Hunt	Northland Christian School	TX	2,428
Ryan Kelly	Seaman High School	KS	2,423
Jackson J. Mattek	Salina High Central	KS	2,422
Sahil Vanjani	The Parish Episcopal School	TX	2,422
Jake Mathwich	St. Thomas Aquinas High School	FL	2,421
Cody Goodchild	St. Michael Albertville High School	MN	2,419
Jennifer Lott	Petal High School	MS	2,416
Colton Croft	Cypress Creek High School	TX	2,414
Ty Bloom	Richardton-Taylor High School	ND	2,411
C. Reece Johnson	Monett High School	MO	2,401

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	Congressional Debate

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Round Robin

Dramatic Performance

&

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For information on the team:
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For more information contact:
Director of Forensics

Dr. Peter Pober / ppober@gmu.edu
(703) 993-4119

2012-13 ALL STATE AWARDS

The National Forensic League's All State Awards recognize the top 1% of point earners in each state. Standards are based on a combination of competitive points and service points, of which no more than 25% of the point total can include service.

ALABAMA

Wyatt Moorer	Mountain Brook HS	1,792
Philippa Straus	Mountain Brook HS	1,730
Justin Gallagher	Lamp HS	1,297
Jessica Bozeman	Saint James School	1,246
Andrew Edwards	Prattville HS	1,224

ALASKA

Nicole M. Eldred	South Anchorage HS	1,664
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ARIZONA

Lyubov Kapko	Tempe Preparatory Academy	2,866
Jonathan Garza	Tempe Preparatory Academy	2,444
Noah Wuerfel	Chandler Preparatory Academy	2,317
Samir Reddy	Brophy College Prep	2,240
Joe Russell	Brophy College Prep	2,154
Michael Ippolito	Mesquite HS	2,149

ARKANSAS

Dylan Joseph DeLuca	Bentonville HS	1,128
Tanner Hedstrom	Bentonville HS	729

CALIFORNIA

Davin Curtis	Carlsbad HS	2,929
Lena Melillo	La Reina HS	2,834
Aneesh Chona	The Harker School	2,631
Anuj Sharma	The Harker School	2,574
Daniel Tartakovsky	Palos Verdes Peninsula HS	2,494
Matthew Kartanata	Schurr HS	2,486
Madhu Vijay	Bellarmine College Prep	2,429
Debnil Sur	Bellarmine College Prep	2,386
Anna Diep	Gabrielino HS	2,358
Sohabe Mojaddidy	James Logan HS	2,318
Christina Gilbert	Los Gatos HS	2,284
John Spurlock	CK McClatchy HS	2,270
Andrew Glantz	Brentwood School	2,243
Henry Zhang	Palos Verdes Peninsula HS	2,204
Brian Lok	Gabrielino HS	2,190
Katelyn E. Shipp	Centennial HS	2,184
Sriharsh Rambhatla	Claremont HS	2,082
Steven Tan	Gabrielino HS	2,055
Pavin Trinh	Gabrielino HS	2,018
Beshouy Botros	Los Osos HS	1,980
Jonas Trevethan	Turlock HS	1,938
Sarah Dahdouh	James Logan HS	1,882
Nathan Leal	James Logan HS	1,874
Josh S. Samra	Clovis North HS	1,857
Hubert Tran	Gabrielino HS	1,846
Sunny Advani	Leland HS	1,832
John Cherian	Bellarmine College Prep	1,827
Keenan Harris	CK McClatchy HS	1,788
Elsa Givan	College Prep	1,780
Eugene Park	Clovis North HS	1,777
Keshan Sirimane	Gabrielino HS	1,766
Rohan Varma	Leland HS	1,759
Michael G. Greenbury	Clovis North HS	1,730
Tyler Tippings	Schurr HS	1,716
Emily Thai	San Marino HS	1,706

CALIFORNIA (continued)

Seanna Duong	Gabrielino HS	1,676
Laith Shakir	Leland HS	1,671
Kahler Verrill	Claremont HS	1,661
Michael Harris	Loyola HS	1,650
Monica Amestoy	Flintridge Sacred Heart Academy	1,635
Lyndon Chang	Gabrielino HS	1,623
Jimmy Lin	Alhambra HS	1,608
Katie Gerbasi	La Reina HS	1,590
Ravneet Kapoor	James Logan HS	1,578
Claire Crossman	Palos Verdes Peninsula HS	1,571
Alec Lenamond	Citrus Valley HS	1,571
Zachary Grau	Schurr HS	1,570
Keita Suzuki	San Marino HS	1,562
Luke Lindenschus	Analys HS	1,559
Gary Lin	Leland HS	1,547
Jonathan Roberts	Citrus Valley HS	1,520
Kunal Shah	Mira Loma HS	1,518
Linda Jing	Gabrielino HS	1,516
Daniel Valdez	St. Mary's HS	1,467
Deepika Bodapati	Presentation HS	1,464
Michael Wimsatt	San Dieguito Academy	1,457
Matthew Holguin	Sanger HS	1,444
Allen Allen	Claremont HS	1,429

COLORADO

Colton Calandrella	St. Mary's HS	2,323
James Callison	Kent Denver School	1,904
Sam Mathews	Kent Denver School	1,902
Norman Megilligan	Pueblo West HS	1,892
Sean Weller	Air Academy HS	1,890
Joseph McAdams	St. Mary's HS	1,845
Jack Nordell	Canon City HS	1,819
Danny Lovato	Kent Denver School	1,753
Kirsten Lang	Overland HS	1,711
Anthony Adu	Overland HS	1,668
Daniel Fenlason	Air Academy HS	1,549
Cole Brown	Woodland Park HS	1,542
Brian Larson	Monarch HS	1,513
Daniel W. Otter	Centennial HS	1,500
Langston Williams	George Washington HS	1,472
Brandt C. Nelson	Cherry Creek HS	1,466
Deanna Wright	Central Of Grand Junction HS	1,383
Jordan Khalil	Overland HS	1,379

CONNECTICUT

Nora Henrie	Convent Of The Sacred Heart	805
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DISTRICT OF COLUMBIA

Luke Trinity	Woodrow Wilson HS	168
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FLORIDA

Liam Feroli	St. Thomas Aquinas HS	3,239
Gregory Bernstein	Nova HS	2,904
Stanley Swinling	Western HS	2,747
Grant Ebenger	University School	2,657
Jake Mathwich	St. Thomas Aquinas HS	2,421
Jonathan Stettin	University School	2,343

2012-13 ALL STATE AWARDS

FLORIDA (continued)

Eryn Hughes	St. Thomas Aquinas HS	2,342
Kevin Herring	Trinity Preparatory School	2,285
Shelby Statham	St. Thomas Aquinas HS	2,273
Anthony Nadeau	Royal Palm Beach HS	2,224
Jack Henry Kapp	Western HS	2,206
Dillon Chepp	Nova HS	2,185
Megan Mers	Ransom Everglades Upper School	2,138
Terrence Lonam	Lake Highland Preparatory	2,098
Cameron Silvergate	American Heritage School - Plantation	2,085
Grant Sinnott	Lake Highland Preparatory	2,069
David Jakubowicz	Nova HS	2,008
Ethan Goldstein	American Heritage School - Plantation	2,000
Brett Curtis	Michael Krop HS	1,994
Justin Hill	Nova HS	1,952
Abraham Fraifeld	Trinity Preparatory School	1,943
Brenna Nobil	Western HS	1,918
Cameron Sabeti	Trinity Preparatory School	1,848
Nathaniel Ezolino	Western HS	1,816
Sunny Zhang	Western HS	1,811

GEORGIA

Alan Un	Lee County HS	2,432
Hugh Slaton	Lee County HS	2,293
Brennan Mancel	Carrollton HS	2,245
Jordan Epstein	Pace Academy	2,231
Victor Skenderi	Pace Academy	2,162
Brian Klarman	Pace Academy	1,937
Isabelle Taft	Henry W. Grady HS	1,911

HAWAII

Rachel Uemoto	Iolani School	1,278
Kenneth Daniel Lee	Iolani School	916
Ayami Hatanaka	Iolani School	749

IDAHO

Cameron Bronson	Hillcrest HS	2,603
Aaron Wilson	Bonneville HS	1,904
Blake A. Dewveall	Blackfoot HS	1,755
Gennavie Judd	Highland HS	1,742
Gentry C. Carter	Blackfoot HS	1,721
Erin Miller	Highland HS	1,652
Sarah (Sadie) Comer	Lake City HS	1,649
Marquette N. Lawrence	Blackfoot HS	1,646
Stephen Holsinger	Renaissance Magnet HS	1,629
Seth Wetsel	Hillcrest HS	1,617
Sarah-Rose Taylor	Lake City HS	1,580

ILLINOIS

Jacob Custer	Buffalo Grove HS	3,000
Nathaniel Sawyer	Glenbrook North HS	2,336
Ben H. Wolch	Glenbrook South HS	2,249
Audrey Keen	University HS	2,187
Jay Simmons	University HS	2,119
Dan Leahy	Downers Grove South HS	2,078
Supal Mehta	Downers Grove South HS	2,012
Robert H. Shaw	Glenbrook South HS	1,897
Alexander Buckley	Downers Grove North HS	1,883
Rahul Jacob	Carl Sandburg HS	1,823
Jack Manchester	New Trier Township HS	1,820
Tyler Ross	Normal Community West HS	1,818

ILLINOIS (continued)

Michael Maley	Buffalo Grove HS	1,810
Dhara Puvar	Downers Grove South HS	1,802
Theo Noparstak	Niles West HS	1,738
Payal Kumar	Buffalo Grove HS	1,711
Patrick Kelly	Carl Sandburg HS	1,677
Jonass Placitis	Niles West HS	1,654
Madison Oakley	University HS	1,608
Natalie Knez	Glenbrook North HS	1,572
W. Justin Ali	Wheaton North HS	1,566
Eric Chen	New Trier Township HS	1,517
Eric Ramoutar	Adlai Stevenson HS	1,482

INDIANA

Michaila K. Nate	Plymouth HS	3,514
Pauline V. Dagaas	Plymouth HS	2,211
Sarah Simon	Valparaiso HS	1,958
Gina Milano	Connersville Sr. HS	1,874
Mikaela Meyer	Chesterton HS	1,840
Eric Dreischerf	Chesterton HS	1,785
Srilatha Dasari	Northrop HS	1,619
Dana Khabbaz	Valparaiso HS	1,576
Felicia Nicholson	Connersville Sr. HS	1,505
Kegan Ferguson	Ben Davis HS	1,488
April E. Bowen	Plymouth HS	1,481
Courtney Byrd	Concord HS	1,480
Morgan Mohr	Kokomo HS	1,471
Dayna A. Arnett	Elkhart Central HS	1,452
Jessica Cunningham	Maconaquah HS	1,434

IOWA

Nathan Leys	Des Moines Roosevelt HS	4,240
Lily Nellans	Des Moines Roosevelt HS	3,960
Simon Sheaff	Dowling Catholic HS	3,102
Carolyn Evans	Des Moines Roosevelt HS	2,120
Jackson Ave	Okoboji Community School	1,987
Megan Nubel	West Des Moines Valley HS	1,973
Jon Langel	Dowling Catholic HS	1,946

KANSAS

Allison McKibban	El Dorado HS	4,938
Tyler Blake	Hutchinson HS	3,644
Jake Seaton	Manhattan HS	3,087
Amit Bhatla	Shawnee Mission Northwest HS	3,046
Deonte Minor	Sumner Academy	2,991
Liam Murphy	Shawnee Mission East HS	2,965
Dalton Paul Willey	Salina High Central	2,892
Lucia Scott	Kapaun Mount Carmel HS	2,707
Rachel Cusick	Salina High Central	2,485
Jacob Porter	Olathe North HS	2,479
Drayton Willey	Salina High Central	2,435
Ryan Kelly	Seaman HS	2,423
Jackson J. Mattek	Salina High Central	2,422
Matt Parnell	Seaman HS	2,354
Samuel Steven Sumpter	Shawnee Heights HS	2,317
Samantha Caroline Jordan	Salina High Central	2,287
Grant Waters	Seaman HS	2,264
Wesley Miller	Olathe North HS	2,244
Lauren Pauls	Lawrence HS	2,216
Ben Wright	Field Kindley Memorial HS	2,201
Sarah Elisabeth Ullom-Minnich	Moundridge HS	2,117

2012-13 ALL STATE AWARDS

KANSAS (continued)

Josh Karimi	Topeka West HS	2,099
Brandon W. Schrader	Emporia HS	2,095
Talia A. Smith	Emporia HS	2,072
Caleb Moore	Fort Scott HS	2,069
Jacob Wright	Emporia HS	2,060
Jamie L. Welch	Campus HS	2,055
Brett Krambeer	Hutchinson HS	2,054
Jhon F. Huachaca	Emporia HS	2,038
Archana Vasa	Blue Valley HS	2,022
Sara E. Prendergast	Sacred Heart Jr./Sr. HS	2,020
Susanna R. Weller	Salina High Central	2,018
Harrison Baker	Topeka West HS	2,017
James Davis	Newton HS	1,965
Alaina Walberg	Olathe Northwest HS	1,961
Evan Michael Domme	Shawnee Heights HS	1,950
Sierra Lekie	Shawnee Mission West HS	1,946
Barbara F. Haynes	Emporia HS	1,926

KENTUCKY

Jackson Sanders	Harrison County HS	2,846
Sarabeth Marlowe	Danville HS	2,058
Colin Waters	Boone County HS	2,052
James Reding	Larue County HS	1,884
Brian Anderson	Larue County HS	1,833

LOUISIANA

Matthew Meyer	Isidore Newman School	2,082
Ryan Ware	Pineville HS	2,033
Timothy McAlister	Isidore Newman School	1,916
Shalanda Plowden	Abbeville HS	1,460

MAINE

Malik Robinson	Bangor HS	1,396
Alia Abdulahi	Edward Little HS	1,233
Jacqueline Joncas	Poland Regional HS	1,204

MARYLAND

Kurt Imhoff	Loyola-Blakefield HS	2,388
Dikshant Malla	Baltimore City College HS	2,368
Ben Zavaleta	Walt Whitman HS	1,674
Amena Begum	Baltimore City College HS	1,527

MASSACHUSETTS

Sean Lambert	Shrewsbury HS	2,236
Harry Maddox Wood	Milton Academy	2,113
Ryan Carelli	Shrewsbury HS	1,667
Nate Hitchings	Shrewsbury HS	1,664
Alden J. Harris	Shrewsbury HS	1,635

MICHIGAN

Lee Richard Stevens	North Branch HS	1,541
Amelia Sadler	Dexter HS	1,519

MINNESOTA

Asheshananda Rambachan	Eastview HS	2,499
Cody Goodchild	St. Michael Albertville HS	2,419
Jedediah Rothstein	St. Michael Albertville HS	2,377
Andrew Friedman	Eagan HS	2,265
Christian Vasquez	Blaine HS	2,212
Hailey Woolverton	Lakeville North HS	2,146
Miriam Kelberg	Apple Valley HS	2,060

MINNESOTA (continued)

Wesley Just	Rosemount Sr. HS	2,029
Kentucky Morrow	The Blake School	1,924
Andrew William Urevig	Robbinsdale Armstrong HS	1,855
Dylan Adelman	Lakeville South HS	1,833
Adam M. Stromme	Eagan HS	1,783
Nader Helmy	Apple Valley HS	1,757
Lauren E. Hince	Blaine HS	1,722
Sophia G. Callahan	Eagan HS	1,657
Maxwell Minsker	Eagan HS	1,654
Rand Silvers	Apple Valley HS	1,649
Veronica Lesnar	Dilworth Glyndon Felton HS	1,645
Nina Grollman	Moorhead HS	1,601
Justin Wirsbinski	Eagan HS	1,582
Shilvi P. Joshi	Blaine HS	1,569
Matt Tyson	Chanhassen HS	1,553
Sasha Shilko	Maple Grove Senior HS	1,549

MISSISSIPPI

Mary Ryan Karnes	Oak Grove HS	2,513
Jennifer Lott	Petal HS	2,416
Vineet Aggarwal	St. Andrew's Episcopal School	2,386
Madison Kolbo	Petal HS	2,170
Treya Brown	Hattiesburg HS	1,692

MISSOURI

Damon Brown	Independence Truman HS	2,742
Kaci Culp	Neosho HS	2,651
Tanner Lane Westmoreland	Branson HS	2,619
Dallas Neely	Brentwood HS	2,583
Emily Meyers	Maryville R-II HS	2,442
C. Reece Johnson	Monett HS	2,401
Jimmy Sitzman	Liberty Sr. HS	2,345
Spencer Culver	Park Hill HS	2,307
Bryce J. Isbell	Monett HS	2,259
Dominic Hernandez	KC Oak Park HS	2,247
Hannah Ingram	Savannah R3 HS	2,192
Max Accardi	Liberty Sr. HS	2,122
Garrett T. Maxey	Monett HS	2,095
Justin Jarold Oller	Branson HS	2,095
Asha Thanki	Parkway South HS	2,089
Aditya Joshi	Park Hill South HS	2,084
Bailey Snider	Parkview HS	2,076
Laura Grisham	West Plains HS	2,051
Julie Michelle Nelson	Republic HS	2,050
Ocean Lu	Central HS - Springfield	2,032
Monica Gehrig	Liberty Sr. HS	2,025
Jonah Ragsdale	Monett HS	2,008
Blake A. Splitter	Carthage HS	1,999
Gregory Hamilton	Willard HS	1,997
Elissa Bowen	Park Hill HS	1,961
Nicholas John Benham	Branson HS	1,951
Sarah Allen	Ladue Horton Watkins HS	1,917
James Hoff	Joplin HS	1,913
Dane Schnake	Raymore-Peculiar HS	1,880
John F. Wallace	Grandview Sr. HS	1,879
Austin M. Bunnell	Carthage HS	1,863
Spenser Pulleyking	Central HS - Springfield	1,838
Claire Robinson	Raytown HS	1,824
Alex Meneses	Clayton HS	1,787

2012-13 ALL STATE AWARDS

MONTANA

Tanner Maroney	Glacier HS	2,116
Garett Hueffed	Hellgate HS	1,804
Whitney J. Cleveland	Hamilton HS	1,616
Kelly Gifford	Corvallis HS	1,530
Weston Erickson	Corvallis HS	1,506
Gabe Tourman	Bozeman HS	1,319
Camielle Garnsey	Bozeman HS	1,266

NEBRASKA

Alex Pieloch	Lincoln Southwest HS	2,461
Richard Diurba	Millard West HS	2,187
Cole Edick	Millard North HS	2,016
Jackson Slechts	Lincoln North Star HS	1,813
Jeff Athey	Lincoln Southwest HS	1,801
Cameron Wilson	Millard West HS	1,759
Alan Davis	Millard North HS	1,742
Elizabeth Fichthorn	Lincoln East HS	1,694
Zach Pohlman	VJ & Angela Skutt Catholic HS	1,650
David Boedeker	Millard North HS	1,643
Morgan Rezac	Raymond Central HS	1,624

NEVADA

Mac Cronin	Sage Ridge School	2,139
Ryan Meserve	Arbor View HS	2,024
Alex Stransky	Green Valley HS	2,006
Patrick Gonzales	Spring Valley HS	1,798
Kristen Lowe	Sage Ridge School	1,789
Devon Mullvain	Spring Valley HS	1,735
Edward Hendrickson	The Meadows School	1,668
Miranda Rosen	Coronado HS	1,639
Kenna McMurray	Moapa Valley HS	1,583
Muhammad Bhatti	Green Valley HS	1,487

NEW HAMPSHIRE

Michael Gregory Demers	Bishop Guertin HS	1,412
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NEW JERSEY

Yang Yi	Millburn HS	2,450
Abraham Mendelson	Montville HS	2,115
Nishwant Swami	Delbarton School	1,927
Zachary Ullman	Delbarton School	1,911
Chase Harrison	Millburn HS	1,866
Jason Tuckman	Montville HS	1,822
Eden Weinflash	Montville HS	1,786
Andrew Meleta	Timothy Christian School	1,765

NEW MEXICO

Matthew Nicholas Davenport	Jemez Mountain Home School	2,198
James Clarke	East Mountain HS	1,782
Cherise Nieto	Rio Grande HS	1,768
Caitlin Haynes	Los Alamos HS	1,657

NEW YORK

Danny DeBois	Harrison HS	2,811
Anastasia Kazteridis	The Bronx HS Of Science	2,518
Gabriel Ferrante	Iona Preparatory	2,516
Abla Belhachmi	The Bronx HS Of Science	2,381
Shai Szulanski	The Bronx HS Of Science	2,312
Adam Freilich	The Bronx HS Of Science	2,271
Ryan McEvoy	Regis HS	2,202
Jack O'Malley	Regis HS	1,916

NEW YORK (continued)

Alon Handler	The Bronx HS Of Science	1,912
Xavier Amarille	The Bronx HS Of Science	1,895
Towsif Ahasan	The Bronx HS Of Science	1,862

NORTH CAROLINA

Jacob McHugh	Ardrey Kell HS	1,825
David Farrow	Charlotte Latin School	1,723
Elaine Kearney	Pinecrest HS	1,673
Alex Snyder	Pinecrest HS	1,610
Justin Katz	Durham Academy	1,506
Raghav Bansal	Durham Academy	1,487
Delaney Herndon	Durham Academy	1,468
Andrea Zhang	Ardrey Kell HS	1,435
Will Ruff	Durham Academy	1,392
Scotty Pruitt	Pinecrest HS	1,350

NORTH DAKOTA

Sebastian Startz	Fargo Shanley HS	2,997
Thomas Startz	Fargo Shanley HS	2,868
Chase Johnson	Fargo Shanley HS	2,760

OHIO

Daniel Rodriguez	Central Catholic HS	2,142
Will R. Walker	University School	1,822
Brandon Mader	Jackson HS	1,573
Sam Whipple	Mason HS	1,563
Andrik Massaro	Canfield HS	1,550
Beth Moses	Beachwood HS	1,541
Anthony Erhardt	Stow-Munroe Falls HS	1,538
Rachel Anderson	Laurel School	1,445
Tim Nesnidol	Canfield HS	1,440
Tim Perevozchikov	Hawken School	1,412
Nicholas Brumbaugh	GlenOak HS	1,407
Ron Lubarsky	Hawken School	1,375
Austen Yorko	Wooster HS	1,374
Angela Perretta	Central Catholic HS	1,364
Daniel Cebul	Wooster HS	1,349
Nathan Pecchia	Canfield HS	1,346
David Kubancik	Howland HS	1,330
Claudine Tebcherani	Copley HS	1,319
Michael Stash	Cardinal Mooney HS	1,308
Michael Marshall	Boardman HS	1,277
Ana Moran	Chagrin Falls HS	1,276

OKLAHOMA

Lawrence Zhou	Bartlesville HS	1,588
Nicole Turvey	Charles Page HS	1,496
Ben Parker	Norman HS	1,418
Jackson Monroe	Norman North HS	1,361
Nicholas J. McCaffery	Broken Arrow HS	1,337
Olivia Panchal	Heritage Hall School	1,329
Kelsey Ritchie	Bishop Kelley HS	1,321
Bailey M. Wilton	Claremore HS	1,315
Hong Her	Moore HS	1,268
Buddy Wren	Westmoore HS	1,260
Charles E. Outlaw	Westmoore HS	1,237

OREGON

Griffin Gonzales	Cleveland HS	2,471
Jacob Pavlik	Glencoe HS	2,324
McKinley Rodriguez	Lincoln HS	2,214

2012-13 ALL STATE AWARDS

OREGON (continued)

Brett Morgan	Glencoe HS	1,868
Connor Daliposon	Century HS	1,791
Anna E. Patch	North Valley HS	1,695

PENNSYLVANIA

Austin Cohen	Elk Lake HS	2,252
Ben Fait	Danville Area HS	2,061
Ryan Conrad	Danville Area HS	2,036
Katherine Zhou	North Allegheny Sr. HS	1,888
Michael Dobuski	Holy Ghost Prep	1,869
Sean Jordan	Holy Ghost Prep	1,846
Lily Zhang	North Allegheny Sr. HS	1,753
Stephanie Metzger	North Allegheny Sr. HS	1,743
Connor Phillips	North Allegheny Sr. HS	1,628
Shannon Fagan	Bethel Park HS	1,623
Steven Zhang	Danville Area HS	1,615
Austin Willis	Sayre Area HS	1,588
Khaberra Rose Calaman	Towanda Jr.-Sr. HS	1,563

SOUTH CAROLINA

Branden Lindsay	Southside HS	2,702
Jalen Gray	Southside HS	2,016
Nida Ansari	Riverside HS	2,006
Lorenzo Barberis Canonico	Riverside HS	1,817

SOUTH DAKOTA

Bryant Yang	Sioux Falls Lincoln HS	2,581
Nathaniel Steinlicht	Milbank HS	2,495
Katlyn Powers	Washington HS	2,448
Tristan C. Chasing-Hawk	Harrisburg HS	2,208
Katelyn Loutsch	Milbank HS	2,128
Brianna Brage	Watertown HS	2,035
Jalatama Omar	Washington HS	1,997
Daryon Baumberger	Lead-Deadwood HS	1,966
Allwin McDonald	Milbank HS	1,891
Seth McDonald	Milbank HS	1,817

TENNESSEE

Tanner Terry	Morristown West HS	2,004
Ross Hildabrand	Ravenwood HS	1,699
Michael Dilucchio	Brentwood Academy	1,609
Olivia Pridemore	Collierville HS	1,601

TEXAS

Christian Kimbell	Cypress Creek HS	3,554
Tushar Madan	Plano West Sr. HS	3,540
Gregory Ross	Lamar HS - Houston	3,295
Cyrus Ghaznavi	The Parish Episcopal School	3,291
Drew Heugel	Lamar Consolidated HS	3,291
Carunya Achar	Cypress Creek HS	3,076
Wars Mohammad	Spring Woods HS	2,820
Vera Ranneft	Lamar HS - Houston	2,788
Rishi Suresh	Clear Brook HS	2,674
Grant James	Cypress Woods HS	2,553
Andrew Barron	Hendrickson HS	2,462
Michelle Hoch	Cypress Woods HS	2,445
Shania Hunt	Northland Christian School	2,428
Sahil Vanjani	The Parish Episcopal School	2,422
Colton Croft	Cypress Creek HS	2,414
Tillman Huett	Pflugerville HS	2,407

TEXAS (continued)

Ashley Alcantara	Lamar HS - Houston	2,372
Dustin Pittsinger	Grand Prairie HS	2,337
Chris Rice	Spring Woods HS	2,336
Angel Yanez	Harlingen HS South	2,315
Oliver Sherren	The Parish Episcopal School	2,261
Garrett Faulkenberry	Vanguard College Prep School	2,222
Caleb Jack Cade	Brownsboro HS	2,221
Morgan Lawson	Northland Christian School	2,192
Julian Silvestre II	Tascosa HS	2,182
Jacob Gonzales	Crosby HS	2,175
Samuel Alleman	Plano West Sr. HS	2,163
Dustin Hurley	La Vernia HS	2,156
Beatriz Barros	Cypress Springs HS	2,146
Samantha Heldmann	Cypress Woods HS	2,129
Sarah Withers	Newman Smith HS	2,127
Brendan Gillette	Byron Nelson HS	2,105
Juan Martinez	Grand Prairie HS	2,102
Pedro Segura	Hendrickson HS	2,098
Blake J. Bergeron	Magnolia HS	2,096
Paige La Nasa	Centennial HS	2,093
Aaron Chou	Plano Sr. HS	2,053
Jamie Allen	Hallsville HS	2,035
Jami Tanner	Klein HS	2,017
Jordan Durrani	Cypress Woods HS	2,014
Air Kamal	Tascosa HS	2,014
Jacob T. Savage	Van HS	1,988
Megan Schippmann	Carroll HS - Southlake	1,967
Jackson Crawford	Klein HS	1,961
Kang Di Li	Bellaire HS	1,961
Allie Woodhouse	Winston Churchill HS	1,961
Matthew T. Gmitro	Flower Mound HS	1,956
Enrique Martinez	Cypress Woods HS	1,951
Melina Padron	Grand Prairie HS	1,938
Austin Edens	El Paso Coronado HS	1,929
Chetan Hebbur	Plano West Sr. HS	1,925
Ademali Sengal	Lamar HS - Houston	1,922
Peter Oathout	Lamar HS - Houston	1,903
Makenzie Lohman	All Saints Episcopal School	1,896
Garrett Hammonds	Royse City HS	1,889
Jamie Meun	Jersey Village HS	1,889
Noah Miller	Cypress Woods HS	1,888
Elizabeth Fetherman	Holy Trinity Catholic HS	1,855
Quanzel Caston	Westfield HS	1,847
Michael Soules	Klein HS	1,846
Jan Soto	Harlingen HS South	1,845
Diamond Wakim	Cypress Woods HS	1,845
Cody Eilrich	North Lamar HS	1,840
Emma Bleker	Westlake HS	1,831
Gabriel Levine	Lamar HS - Houston	1,825
Donovan Lemaster	Foster HS	1,817

UTAH

Meili Christiansen	Beaver HS	2,044
Andre Washington	East HS	1,742
Andrew Hermansen	Bingham HS	1,698
Andrew Ross	Clearfield HS	1,635
Kinsee Gaither	Bingham HS	1,572
Kaden Hensley	Bingham HS	1,524
Misty Tippets	Bingham HS	1,478
Corinne Sugino	Rowland Hall-St. Mark	1,393

2012-13 ALL STATE AWARDS

UTAH (continued)

Elisabeth Loveland	Karl G. Maeser Preparatory Academy	1,370
Ethan Arsh	Rowland Hall-St. Mark	1,325
Safari Hufstetler	Clearfield HS	1,298
Anthony DiDonato	Hunter HS	1,294
Dylan Wootton	Logan HS	1,291
Lincoln McKay Holbrook	Woods Cross HS	1,277

VERMONT

Meghan Jameson Owens	Homespun and Hands-On	680
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VIRGINIA

Nathan Selove	Sherando HS	2,198
Rahul Nanchahal	Freedom HS	1,342
Joshua Wartel	Lake Braddock Secondary HS	1,276
Olivia Adams	Sherando HS	1,255
Chad Vickers	Broad Run HS	1,124
Robert Wimberly	Dominion HS	1,118
Ryan Cooper	Broad Run HS	1,070

WASHINGTON

Tyler J. Bieber	Ridgefield HS	3,783
Jamie Barcott	Kamiak HS	3,579
Robert K. Tissot	Ridgefield HS	3,297
Adam Kinkley	Union HS	3,295
Alex Sapadin	Snohomish HS	3,130
Alice Huang	Kamiak HS	2,918

WASHINGTON (continued)

Anna Pisac	Snohomish HS	2,634
Frankie Orrico	Newport HS	2,618
John Julian, Jr.	Newport HS	2,541

WEST VIRGINIA

Gabby Payne	Wheeling Park HS	830
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WISCONSIN

Andrew Gegios	Whitefish Bay HS	2,884
James Elias	Rufus King HS	2,580
Michael Moorhead	Appleton East HS	2,543
Nathan Holcomb	West Bend East HS	2,382
Mihir Trivedi	Brookfield East HS	2,125
Madeline Budny	Rufus King HS	2,027
John Ahn	Appleton East HS	1,962
Abigail K. Syron	West Bend West HS	1,834
Mark Horvatin	Brookfield East HS	1,778

WYOMING

Richard Giles	Buffalo HS	2,637
Tiffany Perry	Green River HS	2,457
Levi Larson	Green River HS	2,433
Jeremy Rowley	Cheyenne East HS	2,286
Fred Whitman	Green River HS	2,269
Sean Thornton	Riverton HS	2,249

2012-13 POSTAL REPORT

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Publisher (Name and complete mailing address): **National Forensic League 125 Watson St., PO Box 38 Ripon, WI 54971-0038 Fond du Lac Co.**

Editor (Name and complete mailing address): **Mr. J Scott Wann, Editor National Forensic League 125 Watson St., PO Box 38 Ripon, WI 54971-0038 Fond du Lac Co.**

Managing Editor (Name and complete mailing address): **Mr. J Scott Wann, Editor National Forensic League 125 Watson St., PO Box 38 Ripon, WI 54971-0038 Fond du Lac Co.**

10. Owner (Do not leave blank. If the publication is owned by a corporation, give the name and address of the corporation immediately followed by the names and addresses of all stockholders owning or holding 1 percent or more of the total amount of stock. If not owned by a corporation, give the names and addresses of the individual owners. If owned by a partnership or other unincorporated firm, give its name and address as well as those of each individual owner. If the publication is published by a nonprofit organization, give its name and address.)

Full Name: **National Forensic League (Non-profit)** Complete Mailing Address: **125 Watson St., PO Box 38, Ripon, WI 54971-0038**

Mr. J Scott Wann, Executive Director: **125 Watson St., PO Box 38, Ripon, WI 54971-0038**

Mr. Don Crabtree, President: **125 Watson St., PO Box 38, Ripon, WI 54971-0038**

11. Known Bondholders, Mortgagees, and Other Security Holders Owning or Holding 1 Percent or More of Total Amount of Bonds, Mortgages, or Other Securities. If none, check box: ☒ None

Full Name: _____ Complete Mailing Address: _____

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PS Form 3526, September 2007 (Page 2 of 3)

2012-13 LARGEST SCHOOLS

	SCHOOL	COACH	STATE	STRENGTH
1	Leland High School	Gay Brasher	CA	1,083
2	The Bronx High School Of Science	Jon Cruz	NY	1,073
3	Gabrielino High School	Derek Yuill	CA	907
4	Blue Valley North High School	Max H. Brown / Steven Wood	KS	894
5	Regis High School	Eric DiMichele	NY	860
6	Nova High School	Lisa Miller	FL	852
7	Sanger High School	Karson B. Kalashian	CA	710
8	Liberty Sr. High School	Tim Baldwin	MO	693
9	James Logan High School	Tommie Lindsey, Jr.	CA	682
10	The Harker School	Greg A. Achten / Jonathan Peele / Carol Green	CA	660
11	Central High School - Springfield	Jack D. Tuckness	MO	656
12	Valley Center High School	Gavin Couvelha	KS	625
13	Eagan High School	Christopher McDonald	MN	614
14	Munster High School	Donald Fortner / Jordan Mayer	IN	594
15	North Allegheny Sr. High School	Sharon Volpe	PA	590
16	Bellaire High School	Jay Stubbs	TX	550
17	Dougherty Valley High School	Jonathan MacMillan	CA	542
18	Cherry Creek High School	Martha Benham	CO	540
19	Glenbrook South High School	Tara Tate / Afrodite Skaouris	IL	532
20	Glenbrook North High School	Michael Greenstein	IL	511
21	Alhambra High School	Kevin Tong	CA	510
21	Millard North High School	Sabrina Denney Bull	NE	510
23	George Washington High School	Maryrose Kohan	CO	503
24	Ridge High School	David A. Yastremski	NJ	501
25	Valparaiso High School	Chriselle Waters	IN	492
25	Eastview High School	Todd W. Hering	MN	492
27	Carl Sandburg High School	Dan Sackett / Laine McGraw	IL	490
28	Sioux Falls Lincoln High School	Ashley Griesse	SD	487
29	Downers Grove South High School	Jan Heiteen	IL	479
30	Olathe Northwest High School	Josh Anderson / Eric Skoglund	KS	471
31	Shawnee Mission East High School	Trey Witt	KS	468
32	Blue Springs South High School	Kelli Morrill / Katie Rucinski	MO	463
33	Plymouth High School	David McKenzie	IN	449
34	Southside High School	Erickson L. Bynum	SC	447
35	Salina High Central	Nicholas Owen	KS	440
36	William P. Clements High School	Renita Johnson	TX	439
37	Chesterton High School	Robert Kelly	IN	437
38	San Marino High School	Matthew T. Slimp	CA	433
38	Blue Valley High School	Chris Riffer	KS	433
40	Nixa High School	Dr. John Horner	MO	421
41	Dowling Catholic High School	Timothy E. Sheaff	IA	420
41	Hendrickson High School	Kirsten Nash	TX	420
43	Desert Vista High School	Erik John Dominguez	AZ	417
44	Emporia High School	Scott Bonnet	KS	415
44	Blue Valley West High School	Arianne G. Fortune	KS	415
46	Bingham High School	Carol Shackelford	UT	411
47	Claremont High School	David Chamberlain	CA	405
47	Syosset High School	Lydia Esslinger	NY	405
49	Arroyo High School	Terry L. Colvin	CA	402
50	Neosho High School	David L. Watkins	MO	400

2012-13 LARGEST NUMBER OF NEW DEGREES

	SCHOOL	COACH	STATE	DEGREES
1	Leland High School	Gay Brasher	CA	405
2	The Bronx High School Of Science	Jon Cruz	NY	404
3	Gabrielino High School	Derek Yuill	CA	369
4	Nova High School	Lisa Miller	FL	350
5	Blue Valley North High School	Max H. Brown / Steven Wood	KS	316
6	Valley Center High School	Gavin Couvelha	KS	276
7	Regis High School	Eric DiMichele	NY	262
8	Glenbrook South High School	Tara Tate / Afrodite Skaouris	IL	261
9	Glenbrook North High School	Michael Greenstein	IL	258
10	Liberty Sr. High School	Tim Baldwin	MO	249
11	Eagan High School	Christopher McDonald	MN	245
12	North Allegheny Sr. High School	Sharon Volpe	PA	239
13	The Harker School	Greg A. Achten / Jonathan Peele / Carol Green	CA	237
14	Munster High School	Donald Fortner / Jordan Mayer	IN	233
15	Sanger High School	Karson B. Kalashian	CA	231
16	Central High School - Springfield	Jack D. Tuckness	MO	225
17	William P. Clements High School	Renita Johnson	TX	224
18	Cherry Creek High School	Martha Benham	CO	218
19	Millard North High School	Sabrina Denney Bull	NE	213
20	Olathe Northwest High School	Josh Anderson / Eric Skoglund	KS	207
21	Arroyo High School	Terry L. Colvin	CA	205
22	Nixa High School	Dr. John Horner	MO	199
23	James Logan High School	Tommie Lindsey, Jr.	CA	198
24	Valparaiso High School	Chriselle Waters	IN	196
25	Chanhassen High School	Travis Rother / Zachary Prax	MN	195
26	Highland High School	Angela Stephens	ID	194
27	Eastview High School	Todd W. Hering	MN	192
28	George Washington High School	Maryrose Kohan	CO	188
28	Ridge High School	David A. Yastremski	NJ	188
30	Lake Highland Preparatory	George S. Clemens	FL	187
31	O'Gorman High School	Teresa Fester	SD	186
32	Dowling Catholic High School	Timothy E. Sheaff	IA	185
33	Dougherty Valley High School	Jonathan MacMillan	CA	183
34	West Allegheny High School	Michael L. Shaffer	PA	178
35	Shawnee Mission East High School	Trey Witt	KS	177
35	Hendrickson High School	Kirsten Nash	TX	177
37	Plymouth High School	David McKenzie	IN	176
38	Henry W. Grady High School	Mary (Lisa) E. Willoughby / Mario L. Herrera	GA	171
38	Blue Springs South High School	Kelli Morrill / Katie Rucinski	MO	171
40	Sioux Falls Lincoln High School	Ashley Griesse	SD	169
41	Liberty North High School	Sean Nicewaner	MO	167
42	Perry High School	Kathy A. Patron	OH	166
42	Chesterton High School	Robert Kelly	IN	166
42	Green Valley High School	Scott Ginger	NV	166
45	Ft. Lauderdale High School	James Wakefield	FL	164
45	Bellaire High School	Jay Stubbs	TX	164
47	Downers Grove South High School	Jan Heiteen	IL	163
48	Palo Verde High School	Shiela Berselli	NV	160
48	Carl Sandburg High School	Dan Sackett / Laine McGraw	IL	160
50	Lawrence High School	Jeffrey D. Plinsky	KS	159

2012-13 CHAPTER HONOR SOCIETIES

■ MILLENIUM SOCIETY

(Recognizing chapters achieving 1,000 or more members and degrees)

Leland High School	Gay Brasher	CA	1,083
The Bronx High School Of Science	Jon Cruz	NY	1,073

■ NOBLE 9 SOCIETY

(Recognizing chapters achieving 900 or more members and degrees)

Gabrielino High School	Derek Yuill	CA	907
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■ ELITE 8 SOCIETY

(Recognizing chapters achieving 800 or more members and degrees)

Blue Valley North High School	Max H. Brown / Steven Wood	KS	894
Regis High School	Eric DiMichele	NY	860
Nova High School	Lisa Miller	FL	852

■ LUCKY 7 SOCIETY

(Recognizing chapters achieving 700 or more members and degrees)

Sanger High School	Karson B. Kalashian	CA	710
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■ PINNACLE SOCIETY

(Recognizing chapters achieving 600 or more members and degrees)

Liberty Sr. High School	Tim Baldwin	MO	693
James Logan High School	Tommie Lindsey, Jr.	CA	682
The Harker School	Greg A. Achten / Jonathan Peele / Carol Green	CA	660
Central High School - Springfield	Jack D. Tuckness	MO	656
Valley Center High School	Gavin Couvelha	KS	625
Eagan High School	Christopher McDonald	MN	614

■ PENTAGON SOCIETY

(Recognizing chapters achieving 500 or more members and degrees)

Munster High School	Donald Fortner / Jordan Mayer	IN	594
North Allegheny Sr. High School	Sharon Volpe	PA	590
Bellaire High School	Jay Stubbs	TX	550
Dougherty Valley High School	Jonathan MacMillan	CA	542
Cherry Creek High School	Martha Benham	CO	540
Glenbrook South High School	Tara Tate / Afrodite Skaouris	IL	532
Glenbrook North High School	Michael Greenstein	IL	511
Millard North High School	Sabrina Denney Bull	NE	510
Alhambra High School	Kevin Tong	CA	510
George Washington High School	Maryrose Kohan	CO	503
Ridge High School	David A. Yastremski	NJ	501

2012-13 CHAPTER HONOR SOCIETIES

■ SOCIÉTÉ DE 400

(Recognizing chapters achieving 400 or more members and degrees)

Valparaiso High School	Chriselle Waters	IN	492
Eastview High School	Todd W. Hering	MN	492
Carl Sandburg High School	Dan Sackett / Laine McGraw	IL	490
Sioux Falls Lincoln High School	Ashley Griesse	SD	487
Downers Grove South High School	Jan Heiteen	IL	479
Olathe Northwest High School	Josh Anderson / Eric Skoglund	KS	471
Shawnee Mission East High School	Trey Witt	KS	468
Blue Springs South High School	Kelli Morrill / Katie Rucinski	MO	463
Plymouth High School	David McKenzie	IN	449
Southside High School	Erickson L. Bynum	SC	447
Salina High Central	Nicholas Owen	KS	440
William P. Clements High School	Renita Johnson	TX	439
Chesterton High School	Robert Kelly	IN	437
San Marino High School	Matthew T. Slimp	CA	433
Blue Valley High School	Chris Riffer	KS	433
Nixa High School	Dr. John Horner	MO	421
Dowling Catholic High School	Timothy E. Sheaff	IA	420
Hendrickson High School	Kirsten Nash	TX	420
Desert Vista High School	Erik John Dominguez	AZ	417
Blue Valley West High School	Arianne G. Fortune	KS	415
Emporia High School	Scott Bonnet	KS	415
Bingham High School	Carol Shackelford	UT	411
Claremont High School	David Chamberlain	CA	405
Syosset High School	Lydia Esslinger	NY	405
Arroyo High School	Terry L. Colvin	CA	402
Perry High School	Kathy A. Patron	OH	400
Neosho High School	David L. Watkins	MO	400
Lake Highland Preparatory	George S. Clemens	FL	400
Chanhasen High School	Travis Rother / Zachary Prax	MN	400

■ SOCIÉTÉ DE 300

(Recognizing chapters achieving 300 or more members and degrees)

Riverside High School	David Dejesa	SC	394
Green Valley High School	Scott Ginger	NV	389
Blue Springs High School	Sherri L. Shumaker	MO	387
Denver East High School	Matthew Murphy	CO	387
Arcadia High School	Ashley Novak	CA	385
Appleton East High School	Michael Traas	WI	383
Parkview High School	Nancy E. Wedgeworth	MO	382
Liberty North High School	Sean Nicewaner	MO	381
Sky View High School	Jody Orme	UT	380
Aberdeen Central High School	Kerry Konda	SD	380
Palo Verde High School	Shiela Berselli	NV	378
Cary Academy	Carole L. Hamilton	NC	375
Washburn Rural High School	Cynthia A. Burgett	KS	375
University School	Steve Schappaugh	FL	371
Highland High School	Angela Stephens	ID	370
Pine View School	Shari Dodd	FL	369

2012-13 CHAPTER HONOR SOCIETIES

■ SOCIÉTÉ DE 300

(continued)

Miramonte High School	Kristen Plant	CA	369
Manhattan High School	Shawn Rafferty	KS	368
Apple Valley High School	Pam Cady Wycoff	MN	367
Lakeville North High School	Jennifer Baese	MN	366
Bellarmino College Prep	Kim Jones	CA	361
Ft. Lauderdale High School	James Wakefield	FL	360
O'Gorman High School	Teresa Fester	SD	360
Carlsbad High School	Minnia Curtis	CA	358
St. Thomas Aquinas High School	Jennifer Kwasman	FL	356
Independence Truman High School	Christine M. Adams / Kim Lenger	MO	355
Campus High School	Robert D. Nordyke	KS	355
Western High School	Nancy Dean	FL	352
Glacier High School	Gregory Adkins	MT	349
Canfield High School	Jeremy M. Hamilton	OH	349
Trinity Preparatory School	Michael J. Vigars	FL	349
Blaine High School	Ross Eichele	MN	338
Henry W. Grady High School	Mary (Lisa) E. Willoughby / Mario L Herrera	GA	335
Monte Vista High School - Danville	David Matley	CA	334
Newton South High School	Felisa (Lisa) T. Honeyman	MA	334
Montville High School	Mary T. Gormley	NJ	333
Alpharetta High School	David Gay	GA	333
Belton High School	Steven Ellis	MO	333
Lincoln Southwest High School	Matt Heimes / Toni Heimes	NE	333
Hutchinson High School	Kelly Michael Thompson	KS	332
Jackson High School	Leslie Muhlbach	OH	331
Millburn High School	Edison Sanon	NJ	330
Lamar High School - Houston	Eloise Weisinger Blair	TX	328
Chaminade High School	Bro John McGrory	NY	328
Winston Churchill High School	Brian Eanes	TX	328
The Montgomery Academy	James (Jay) W. Rye, III	AL	327
Green River High School	Carina Coates	WY	327
Skyline High School	Judie Roberts	UT	326
New Trier Township High School	PJ Samorian	IL	325
Shrewsbury High School	Marc Rischitelli	MA	323
Lawrence High School	Jeffrey D. Plinsky	KS	317
Cypress Woods High School	Heath Martin	TX	317
Eden Prairie High School	Jason Meyer	MN	315
Plano Sr. High School	Karen Wilbanks	TX	315
Mountain Home High School	John Petti	ID	315
Wooster High School	Bill Franck	OH	313
Lawrence Free State High School	Jo Ball	KS	312
Watertown High School	Scott Walker	SD	310
Westview High School	Patrick Johnson	OR	310
Presentation High School	Dan Meyers / Timothy Case	CA	310
Lee's Summit West High School	Matthew R. Good	MO	307
Brophy College Prep	Elizabeth Clarke	AZ	305
Park Hill South High School	Jennifer Holden	MO	302
Stockdale High School	Mark Regier	CA	301
Gig Harbor High School	Chris Coovert	WA	300
Bozeman High School	James Maxwell	MT	300

2012-13 CHAPTER HONOR SOCIETIES

■ THE 200 CLUB

(Recognizing chapters achieving 200 or more members and degrees)

Moorhead High School	Rebecca Meyer-Larson	MN	299
Saint Francis High School	Douglas Dennis	CA	296
Torrey Pines High School	Rachel Krause	CA	296
El Dorado High School	Megan L. Hagaman	KS	292
Shawnee Mission West High School	Ken King	KS	292
Lynbrook High School	Todd Newkirk	CA	292
West Des Moines Valley High School	David McGinnis	IA	291
Millard West High School	Jennifer M. Jerome	NE	291
Rockhurst High School	Donald Ramsey	MO	289
Homewood-Flossmoor High School	Jacob Schoeneman	IL	288
Eagle High School	Herby Kojima	ID	288
Jenks High School	Gregg C. Hartney	OK	286
Monett High School	Marilyn Mann	MO	282
Dobson High School	Michael Sobek	AZ	279
American Heritage School - Plantation	David Childree	FL	279
Wichita East High School	Vickie Fellers	KS	279
West Allegheny High School	Michael L. Shaffer	PA	278
Garden City High School	Russ Tidwell	KS	278
Grapevine High School	Jane G. Boyd	TX	277
Centennial High School	Craig A. Austin	CA	276
Fort Scott High School	Brian Weilert	KS	276
Shawnee Heights High School	Aaron Matthew Dechant	KS	276
Lee's Summit North High School	Benjamin D. Jewell	MO	275
Brookings High School	Sally Pies	SD	275
Raytown South High School	Maureen Woods / Kristy Hensley	MO	275
Carthage High School	Bryan Whyte	MO	274
Stow-Munroe Falls High School	Suzanne E. Theisen	OH	274
Brookfield East High School	Rebecca Palzkill	WI	273
Washington High School	Travis Dahle	SD	273
Park Hill High School	Tyler Unsell	MO	272
Strake Jesuit College Preparatory	Jerry Crist	TX	270
Buffalo Grove High School	Tracey L. Repa	IL	269
Morristown West High School	Suzanne W. Terry	TN	269
Scarsdale High School	Joseph Vaughan	NY	269
Flathead High School	Shannon O'Donnell	MT	268
Wheaton North High School	Stan Austin	IL	268
Fullerton Joint Union High School	Sal Tinajero	CA	268
Cypress Bay High School	Megan Loden West	FL	266
Kent Denver School	Kurt D. Macdonald	CO	266
Fishers High School	Matthew (Matt) Rund	IN	266
Pattonville High School	James Frazier	MO	266
Centerville High School	Marie A. Dzuris	OH	265
Newton High School	David Williams	KS	265
Seaman High School	David C. Ralph	KS	263
Olathe South High School	Catherine Smith	KS	263
Skyline High School	Suzanne Parrett	ID	263
Niles West High School	Eric M. Oddo	IL	263
Whitefish Bay High School	Shawn Matson	WI	261
Blue Valley Southwest High School	Jared Zuckerman	KS	260
Cheyenne East High School	Michael E. Starks	WY	260

2012-13 CHAPTER HONOR SOCIETIES

■ THE 200 CLUB

(continued)

Wellington High School	Paul L. Gaba	FL	258
Rowan County Sr. High School	Brittany Stacy	KY	258
Palos Verdes Peninsula High School	Samantha Weiss	CA	257
Cardinal Mooney High School	Jen Gonda	OH	257
Solon High School	Dan Ceci	OH	257
Norman North High School	Jim Ryan	OK	256
Oxford Academy	Nancy Dandridge	CA	256
Hinsdale Central High School	Paul Woods	IL	255
Broad Run High School	Ron Richards	VA	255
Renaissance Magnet High School	Richard Zuercher	ID	254
Mason High School	Lorri Allen	OH	253
Suncoast Comm High School	Traci Lowe	FL	253
Schaumburg High School	Darrell H. Robin	IL	252
Hamilton High School	Christina Vail	AZ	252
Coronado High School	Carmen Johnson	NV	249
Ransom Everglades Upper School	Douglas Miller	FL	249
Gilmour Academy	Gay Janis	OH	248
Bishop Miege High School	Melissa Reynolds	KS	248
Kickapoo High School	Jon Marc Baney	MO	246
Tulsa Washington High School	Kelly R. McCracken	OK	246
Pinecrest High School	Elizabeth Carter	NC	245
Jefferson City High School	Abigail Nahlik	MO	245
Ardrey Kell High School	Tabitha Albury	NC	245
West Lafayette High School	Aaron P. Smith	IN	244
Glenbard West High School	Tony Crowley	IL	244
Joplin High School	Bobby Stackhouse	MO	244
Timber Creek High School	Beth Eskin	FL	244
Palo Alto High School	Jennie Savage	CA	242
Cypress Creek High School	Scott Baker	TX	242
East Mountain High School	Trey Smith / Hannah Flake	NM	241
Ladue Horton Watkins High School	Molly Kathleen Beck	MO	241
Blackfoot High School	Marcy Jo Curr	ID	241
College Prep	Lexy Green	CA	240
Klein High School	Ryan A. Hennessey	TX	240
Seven Lakes High School	Lori Zabor / Charli Lennon	TX	239
Hillcrest High School	Scott Coats	ID	238
Lincoln East High School	Dutch Fichthorn	NE	238
Westwood High School	Jeremy R. Martin	TX	237
Marshall High School	Richard Purrington	MN	237
Needham High School	Paul J. Wexler	MA	237
The Culver Academies	M. L. Barnes	IN	237
Snohomish High School	Bill Nicolay	WA	237
Howland High School	Thomas Williams	OH	236
Topeka High School	Pamela K. McComas	KS	234
Cheyenne Central High School	Andrew R Dennis	WY	234
Vestavia Hills High School	Ben Osborne	AL	233
Clear Lake High School	Martha Anne Pierson	TX	232
Redlands High School	Stephen Caperton	CA	232
Norman High School	Kasey Harrison	OK	231
Durham Academy	Robert Sheard	NC	231

2012-13 CHAPTER HONOR SOCIETIES

■ THE 200 CLUB

(continued)


Des Moines Roosevelt High School	Harry W. Strong	IA	231
Notre Dame Academy	Patricia (Trish) Sanders	OH	230
Edison Computech High School	Nicole Jennison	CA	230
Chaminade College Prep	Marianne Rosen	CA	230
Delbarton School	Brother Michael Tidd, OSB	NJ	230
Southeast High School - Wichita	Stan Smith	KS	229
Manchester Essex Regional High School	Daniel Jewett	MA	229
Ravenwood High School	Kelly A. Duyn	TN	228
Raymore-Peculiar High School	Todd Schnak / Karla S. Penechar	MO	227
Bonneville High School	Robert Clayton	ID	226
Coppell High School	Glenda Ferguson / Maleda Kunkle	TX	226
Savannah R3 High School	Daniel Strang	MO	226
Benilde-St. Margaret's School	Kari Koshiol	MN	226
Parkway West High School	Cara Hurst	MO	225
Bixby High School	Betty Fisher	OK	224
Michael Krop High School	Audrey Silverman	FL	224
Granite Bay High School	Robert Prichard	CA	223
Olathe North High School	Richard M. Belske	KS	223
Roosevelt High School	Jennifer S. Bergan Gabor	SD	222
Cheyenne South High School	Joalyne Steinhausen	WY	222
Carrollton High School	Richard Bracknell	GA	220
Stuyvesant High School	Julie Sheinman	NY	219
Coeur D'Alene High School	Stephanie Lauritzen	ID	219
Wayzata High School	Sheila Peterson	MN	218
Albuquerque Academy	Susan Ontiveros	NM	216
St. Francis High School	Mark Thul	MN	216
Bob Jones Academy	Gail L. Nicholas / Charles (Chuck) H. Nicholas	SC	216
Saratoga High School	Erick M. Rector / Mira Parmar	CA	216
Oak Ridge High School	Deanne Sue Christensen	TX	216
Pueblo West High School	Paulette Frye	CO	215
Taravella High School	Jon C. Price	FL	215
Freehold Township High School	Philip John Drummond	NJ	214
Rocky Mountain High School	Paul S. De Maret / Jonathan Fanning	CO	214
Yucaipa High School	John D. Eichman	CA	213
Wadsworth City School	Victoria Mathews	OH	213
Natrona County High School	Mary Hoard	WY	212
Rowland Hall-St. Mark	Michael Shackelford	UT	212
Clovis North High School	Chad Hayden	CA	212
GlenOak High School	Tom Mosberger	OH	211
Sumner Academy	Jamelle M. Brown	KS	211
Hathaway Brown School	Jason Habig	OH	210
Highland High School	Suzette Burtoft	OH	210
Milbank High School	Douglas Tschetter	SD	210
Gregory Portland High School	Charlotte E. Brown	TX	210
Lone Peak High School	Sherry Duncan	UT	210
Hoover High School	Missy Stertzbach / Jennifer Manion	OH	209
Downers Grove North High School	Missy Carlson	IL	209
Independence Chrisman High School	Shelia Holt	MO	208
Roseville Area High School	Bret Hemmerlin	MN	208
St. Vincent De Paul High School	Laila A. McClay	CA	208

2012-13 CHAPTER HONOR SOCIETIES

■ THE 200 CLUB

(continued)

La Cueva High School	Taylor Bui	NM	208
La Costa Canyon High School	Lizzy McNally	CA	208
Princeton High School	Jimmy L. Smith	TX	206
Lowell High School	Terence Abad	CA	206
Newport High School	John Julian, Sr.	WA	205
Spearfish High School	Robert Speirs	SD	205
Lansing High School	Carolyn E. Cook	KS	205
Plano East Senior High School	Stephen Horn	TX	205
Kamiah High School	Steven M. Helman	WA	204
Richardson High School	Michael Bolen	TX	204
Gothenburg High School	Dan C. Jensen	NE	203
Pittsburg High School	Julie Laflen	KS	203
Spring Woods High School	Victoria Beard	TX	202
Harlingen High School South	Lee Ann Ince	TX	202
Sheboygan South High School	Ben Kroll	WI	202
Houston Acad For Intl Studies	Cameron Secord	TX	202
Austintown Fitch High School	Andrea Folsom	OH	202
Overland High School	Adrienne Razavi	CO	202
Lakewood High School	Gregory N. Davis	CO	201
Bethel Park High School	Alice J. Ursin	PA	201
Raytown High School	Mark Harris	MO	201
Andover Central High School	Jodee Hobbs	KS	201
West High School - Iowa City	Megan Johnson	IA	200



Spark Education

Apply now for the **National Forensic League Spark Scholarship**. We are giving out two \$1,000 scholarships to current seniors who meet the following requirements:

- Graduating in spring of 2014
- Attending a post-secondary institution in the fall of 2014
- National Forensic League member with at least 25 points

Spark Scholarship Applications must be submitted by **February 15, 2014**. Get more information and download the application at <http://goo.gl/O27QP>.

2012-13 CHARTER CHAPTER REPORT

This report summarizes the number of new members and degrees added by each charter chapter during the school year 2011-12. It does **not** reflect the current strength of each chapter. The **"total"** column indicates accumulated members and degrees since the chapter founding or the Leading Chapter Award.

The column marked **'13** designates the chapter rank as of August 31, 2013. The column **'12** designates the chapter rank the previous year.

Each year the top chapter in accumulated members and degrees, not more than one in a district, receives the Leading Chapter Award; then its accumulated total returns to zero and it begins a new record. The symbol **(05)** indicates the last time a chapter won the Leading Chapter Award.

A school may not receive the Leading Chapter Award unless it has been a member for five years or five years have passed since last

receiving the award. If a school loses its charter status, becomes suspended or expelled, or fails to add new members and degrees during the school year, it is ineligible to receive the Leading Chapter Award. A tie in the accumulated total for the Leading Chapter Award is broken in favor of the school which enrolled the greater number of new members and degrees during that school year. This report does not contain the records of provisional or member schools.

LEGEND:

+ Leading Chapter Award

New or Restored Chapter

* Lost or Suspended Charter

DEEP SOUTH (AL)

'13	'12	Charter	New	Total
1	2	+ Lamp HS ('05)	47	538
2	3	The Altamont School	14	425
3	4	Mars Hill Bible School ('04)	38	361
4	5	* Homewood HS ('92)	0	313
5	6	Trinity Presbyterian School	40	302
6	9	Prattville HS ('08)	46	261
7	8	Spain Park HS	26	244
8	7	Grissom HS ('79)	3	225
9	11	Vestavia Hills HS ('10)	70	217
10	12	Saint James School ('09)	78	176
11	10	Ramsay HS	13	162
12	13	Mountain Brook HS ('11)	45	118
13	--	# Hoover HS ('03)	37	106
14	1	The Montgomery Academy ('12)	104	104

ARIZONA

'13	'12	Charter	New	Total
1	2	+ Mountain View HS ('02)	63	739
2	4	Hamilton HS	93	692
3	3	Mesquite HS	42	648
3	5	McClintock HS ('98)	54	648
5	7	Salpointe Catholic HS ('90)	30	598
6	6	Chandler HS ('96)	3	579
7	9	Tempe Preparatory Academy	41	547
8	8	Shadow Mountain HS ('95)	1	523
9	10	* Phoenix Central HS ('01)	9	466
10	11	Dobson HS ('09)	112	440
11	13	Catalina Foothills HS	73	373
12	15	Desert Vista HS ('11)	133	349
13	12	Thunderbird HS	9	334
14	14	Chandler Preparatory Academy	35	294
15	16	River Valley HS ('07)	59	263
16	17	North Pointe Preparatory	23	209
17	18	Horizon HS ('94)	16	181
18	20	Chaparral HS ('08)	37	174
19	19	Sunnyslope HS ('05)	11	157
20	1	Brophy College Prep ('12)	140	140
21	21	Veritas Preparatory Academy	3	134
22	22	Cactus HS	34	109
23	--	# BASIS Flagstaff HS	40	64
24	--	# BASIS Scottsdale HS	35	62
25	23	Red Mountain HS ('10)	7	40

ARKANSAS

'13	'12	Charter	New	Total
1	2	+ Fayetteville HS ('78)	48	747
2	--	# Little Rock Central HS	46	584
3	3	Southside HS	20	407
4	4	Monticello HS	43	175
5	5	Rogers Heritage HS	41	116
6	1	Bentonville HS ('12)	66	66

Big Valley (CA)

'13	'12	Charter	New	Total
1	2	+ Delta Charter HS	67	396
2	3	Bear Creek HS ('05)	30	318
3	4	Turlock HS ('10)	82	261
4	6	Lodi HS ('09)	52	187
5	5	St Mary's HS ('07)	26	185
6	7	* Rodriguez HS	0	109
7	1	James Enoch HS ('12)	102	102
8	8	Central Catholic HS ('11)	8	29

CALIFORNIA COAST

'13	'12	Charter	New	Total
1	1	+ Leland HS ('08)	405	1,820
2	4	Saratoga HS ('01)	83	920
3	3	Monta Vista HS ('00)	44	882
4	5	Palo Alto HS	84	873
5	7	Bellarmino College Prep ('07)	132	872
6	6	Mission San Jose HS	123	868
7	8	Mountain View HS	40	716
8	9	Los Gatos HS ('95)	46	528
9	10	Westmont HS ('96)	18	440
10	11	Lynbrook HS ('09)	79	419
11	13	Los Altos HS	56	367
12	17	Saint Francis HS ('10)	115	295
13	15	Notre Dame HS	39	272
14	19	# Evergreen Valley HS	103	244
15	18	Milpitas HS	75	240
16	2	The Harker School ('12)	237	237
17	19	Presentation HS ('11)	88	218
18	--	# Archbishop Mitty HS	23	130
19	--	# Washington HS	39	98
20	14	Gunn Sr HS	19	76
21	21	Everest Public HS	6	38

CAPITOL VALLEY (CA)

'13	'12	Charter	New	Total
1	2	* Nevada Union HS ('00)	0	307
2	5	Granite Bay HS ('10)	72	269
3	3	+ Davis Senior HS ('01)	21	263
4	6	St Francis HS - Sacramento	28	221
5	4	Sacramento Jesuit HS ('97)	12	218
6	7	CK McClatchy HS ('02)	28	217
7	10	Woodcreek HS	44	144
8	12	Mira Loma HS ('11)	64	134
9	8	Kennedy HS ('06)	16	123
10	9	Rocklin HS	6	107
11	11	El Dorado HS ('08)	33	104
12	13	Oak Ridge HS ('09)	24	80
13	1	Ponderosa HS ('12)	33	33

EAST LOS ANGELES (CA)

'13	'12	Charter	New	Total
1	2	+ Arroyo HS	205	1,042
2	4	Gabrielino HS ('10)	369	1,016
3	5	Schurr HS ('98)	59	701
4	3	San Gabriel HS ('01)	33	693
5	6	Polytechnic School	20	585
6	9	San Marino HS ('09)	141	528
7	7	Garfield HS	17	515
8	8	Esperanza HS ('97)	14	506
9	10	California HS - Whittier	30	367
10	15	Alhambra HS ('11)	146	338
11	11	* Downey HS	0	329
12	12	Mark Keppel HS ('07)	33	311
13	14	Damien HS ('08)	43	243
14	1	Arcadia HS ('12)	156	156
15	16	La Puente HS	38	120
16	--	# Maranatha HS	58	74
17	17	South East HS	22	73

SAN FRAN BAY (CA)

'13	'12	Charter	New	Total
1	2	+ Head-Royce School	36	959
2	3	Sonoma Valley HS	13	925

SAN FRAN BAY (CA) (continued)

'13	'12	Charter	New	Total
3	7	James Logan HS ('09)	198	910
4	4	Analy HS	58	877
5	8	Miramonte HS ('07)	122	821
6	5	George Washington HS ('93)	19	820
7	6	Mercy HS	17	766
8	9	Dougherty Valley HS	183	723
9	10	Lowell HS ('06)	81	562
10	11	Bishop O'Dowd HS	88	560
11	12	St Vincent De Paul HS ('03)	70	446
12	13	El Cerrito HS ('00)	39	371
13	--	# Sacred Heart Cathedral Prep	25	334
14	15	Bentley School	47	261
15	14	* Irvington HS	0	248
16	18	Monte Vista HS - Danville ('11)	111	237
17	16	Windsor HS	34	191
18	19	Pinole Valley HS ('10)	52	175
19	17	San Ramon Valley HS ('08)	26	167
20	20	Sonoma Academy	23	99
21	21	Albany HS	31	89
22	1	College Prep ('12)	71	71

SIERRA (CA)

'13	'12	Charter	New	Total
1	2	+ Liberty HS	36	657
2	6	Stockdale HS ('04)	123	630
3	4	Ridgeview HS	31	596
4	5	Bullard HS ('01)	60	570
5	10	Sanger HS ('11)	231	490
6	7	Edison Computech HS ('07)	76	431
7	9	Clovis North HS	52	401
8	8	Clovis HS ('93)	26	380
9	10	Clovis East HS ('09)	75	334
10	15	Centennial HS ('10)	93	288
11	12	Bakersfield HS ('08)	35	282
12	13	East Bakersfield HS ('05)	2	214
13	13	* Clovis West HS ('03)	0	212
14	16	Frontier HS	18	186
15	17	Bakersfield Christian HS	19	133
16	18	Independence HS	18	111
17	19	University HS - Fresno	41	100
18	1	North HS - Bakersfield ('12)	18	18

SOUTHERN CALIFORNIA

'13	'12	Charter	New	Total
1	2	+ Claremont HS ('06)	148	896
2	3	Helix Charter HS ('75)	69	790
3	5	Carlsbad HS	139	656
4	4	Redlands East Valley HS	0	598
5	7	Yucaipa HS ('05)	121	542
6	6	Oxford Academy	105	534
7	8	Carter HS	76	457
8	--	# Bonita Vista HS ('94)	84	424
9	11	San Dieguito Academy ('08)	87	323
10	12	El Modena HS	35	265
11	13	Redlands HS ('10)	49	257
12	10	Diamond Ranch HS	7	251
13	15	Los Osos HS	49	212
14	16	Citrus Valley HS	69	191
15	14	Mount Miguel HS ('01)	4	182
16	18	La Costa Canyon HS ('11)	71	168
17	17	JW North HS	17	122
18	--	# Great Oak HS	17	74
19	--	# Heritage HS	25	73

2012-13 Charter Chapter Report

SOUTHERN CALIFORNIA (continued)

20	--	#	Fairmont Preparatory Academy	39	72
21	1		Torrey Pines HS ('12)	64	64
22	--	#	Encore HS	11	58

WEST LOS ANGELES (CA)

'13	'12	Charter	New	Total
1	5	+ Fullerton Joint Union HS ('08)	108	597
2	4	Granada Hills Charter HS ('05)	80	580
3	2	Cleveland HS ('96)	1	555
4	3	Sherman Oaks CES ('00)	29	542
5	6	West HS - Torrance	60	522
6	7	Palos Verdes Peninsula HS	110	477
7	8	Narbonne HS	46	406
8	12	Chaminade College Prep ('06)	99	393
9	11	Notre Dame HS - Sherman Oaks ('99)	47	390
10	9	Brentwood School	33	379
11	10	Arroyo Grande HS ('04)	21	365
12	13	Foothill Technology HS	23	308
13	--	# La Canada HS ('84)	37	264
14	14	Torrance HS	45	260
15	--	# Immaculate Heart HS ('03)	33	244
16	16	Oaks Christian School	21	168
17	17	* Valencia HS	2	142
18	19	* Comm Charter Early Collage HS	0	108
19	20	Crescenta Valley HS	13	103
20	21	La Reina HS ('11)	32	93
21	--	# Flintridge Sacred Heart Academy	25	84
22	1	Loyola HS ('12)	65	65
23	23	Burbank HS ('10)	12	45
24	24	* North Torrance HS ('09)	8	33

COLORADO

'13	'12	Charter	New	Total
1	3	+ Smoky Hill HS ('00)	43	457
2	2	Chaparral HS	13	434
3	4	Aurora Central HS ('93)	21	413
4	8	Kent Denver School ('09)	76	365
5	5	Douglas County HS ('04)	21	348
6	9	Cherokee Trail HS	49	335
7	6	Grandview HS	18	319
8	7	Chatfield Senior HS ('98)	12	301
9	--	Eaglecrest HS ('02)	36	283
10	10	Arapahoe HS ('06)	42	241
11	1	Cherry Creek HS ('12)	218	218
12	--	Columbine HS ('05)	38	198
13	12	Castle View HS	27	154
14	14	Overland HS ('11)	70	142
15	11	Rock Canyon HS	38	141
16	13	Highlands Ranch HS ('08)	30	136
17	15	* Gateway HS ('10)	0	10

COLORADO GRANDE

'13	'12	Charter	New	Total
1	2	+ Mesa Ridge HS	53	579
2	3	Woodland Park HS ('98)	37	547
3	4	St Mary's HS	36	537
4	5	Pueblo West HS	90	532
5	6	Widefield HS ('03)	20	437
6	--	# Doherty HS	7	426
7	7	* Sierra HS ('97)	0	416
8	8	East HS - Pueblo ('93)	31	415
9	9	Pine Creek HS	19	326
10	10	The Classical Academy	59	277
11	12	Canon City HS ('09)	53	225
12	11	Alamosa HS	28	218
13	13	Air Academy HS ('10)	58	152
14	14	La Junta HS ('11)	32	67
15	1	Centennial HS ('12)	53	53

ROCKY MOUNTAIN-NORTH (CO)

'13	'12	Charter	New	Total
1	4	+ Fairview HS ('99)	83	528
2	2	Northridge HS	23	510
3	3	Battle Mountain HS	41	498
4	6	Poudre HS ('93)	46	475
5	5	Niwot HS ('03)	41	474
6	7	Strasburg HS	0	280
7	8	Moffat County HS ('07)	10	269
8	9	Longmont HS ('06)	20	261
9	10	Peak To Peak Charter School	31	232
10	12	Silver Creek HS	14	212
11	13	Fort Collins HS ('08)	30	202
12	10	* Steamboat Springs HS ('00)	0	201
13	14	Centaurus HS ('04)	10	150
14	15	Alexander Dawson School	38	139
15	18	Eagle Valley HS	45	129
16	16	Fossil Ridge HS	17	115

ROCKY MOUNTAIN-NORTH (CO) (continued)

17	17	Erie HS	0	97
18	1	Rocky Mountain HS ('12)	72	72
19	19	Monarch HS ('10)	25	64
20	20	Greeley Central HS ('11)	15	38
21	--	# Union Colony Preparatory School	20	33

ROCKY MOUNTAIN-SOUTH (CO)

'13	'12	Charter	New	Total
1	4	George Washington HS ('09)	188	709
2	2	+ Denver East HS ('08)	129	705
3	3	Lakewood HS ('05)	47	577
4	5	Mountain Vista HS	29	428
5	6	Mullen HS ('01)	26	416
6	7	Summit HS	20	393
7	8	Standley Lake HS ('03)	44	366
8	9	Valor Christian HS	71	329
9	10	Bear Creek HS ('07)	65	288
10	11	Wheat Ridge HS ('04)	7	210
11	12	Denver School Of The Arts	30	168
12	13	Golden HS ('10)	47	136
13	1	Regis Jesuit HS ('12)	62	62
14	14	Pomona HS ('11)	37	48

WESTERN SLOPE (CO)

'13	'12	Charter	New	Total
1	2	+ Fruita Monument HS ('99)	14	410
2	3	Delta HS ('06)	33	239
3	5	Montrose HS ('08)	33	212
4	4	Palisade HS ('04)	17	208
5	6	Ouray HS	10	180
6	7	* Durango HS ('07)	0	126
7	8	Grand Junction HS ('11)	23	69
8	1	Central Of Grand Junction HS ('12)	57	57

FLORIDA MANATEE

1	1	+ Nova HS ('08)	350	1,329
2	3	University School ('05)	153	755
3	4	Stoneman Douglas HS ('06)	47	637
4	5	Pine Crest School ('00)	4	562
5	7	Cypress Bay HS	130	561
6	6	Taravella HS ('07)	43	561
7	8	American Heritage School - Plantation	127	486
8	10	Ft Lauderdale HS ('10)	164	411
9	9	Cooper City HS	91	345
10	11	Coral Glades HS	40	283
11	15	Western HS ('11)	143	253
12	12	North Broward Prep School	25	246
13	14	Coral Springs HS ('09)	101	213
14	2	St Thomas Aquinas HS ('12)	141	141
15	16	Monarch HS	38	124
16	--	# Pembroke Pines Charter HS	3	42

FLORIDA PANTHER

1	3	+ Buchholz HS ('94)	24	574
2	6	Trinity Preparatory School ('08)	110	570
3	4	Lake Worth Community HS	47	555
4	8	Wellington HS ('05)	86	526
5	5	Atlantic HS ('95)	39	501
6	9	Timber Creek HS	94	500
7	7	Jupiter HS ('06)	44	496
8	10	Lake Brantley HS	0	389
9	14	Suncoast Comm HS ('09)	84	360
10	14	Boca Raton Community HS	77	353
11	11	Winter Springs HS	6	351
12	12	Martin County HS ('01)	26	349
13	--	# Lake Mary HS	44	335
14	23	Lake Highland Preparatory ('11)	187	318
15	13	Palm Beach Central HS	24	311
16	16	American Heritage HS - Delray Beach	32	295
17	17	Jensen Beach HS	0	200
18	19	Paul J Hagerty HS	22	186
19	22	Royal Palm Beach HS ('10)	49	185
20	18	Seminole Ridge Community HS	14	183
21	21	Lake Mary Preparatory School	39	178
22	20	William T Dwyer HS	11	161
23	26	Legacy HS	11	96
24	1	Dreyfoos School Of The Arts ('12)	45	45

FLORIDA SUNSHINE

1	2	Pine View School ('09)	127	479
2	5	+ Gulf Breeze HS	73	345
3	3	Academy Of The Holy Names ('03)	6	313
4	4	* Lakewood HS	5	302
5	6	Berkeley Preparatory School	6	277
6	7	Sarasota HS ('06)	14	187
7	8	* Tampa Prep School ('87)	0	170
8	--	# Southeast HS	25	168

FLORIDA SUNSHINE (continued)

9	9	Niceville HS ('07)	29	164
10	10	St Petersburg Sr HS ('08)	14	137
11	11	Palm Harbor University HS	18	126
12	13	Hillsborough HS ('11)	49	108
13	14	King HS ('10)	59	94
14	12	Newsome HS	29	92
15	1	Paul R Wharton HS ('12)	29	29

SOUTH FLORIDA

'13	'12	Charter	New	Total
1	2	+ Braddock HS ('07)	82	407
2	4	Miami Beach Sr HS ('91)	90	376
3	3	Miami Southridge Senior HS ('99)	27	349
4	4	Christopher Columbus HS ('04)	38	324
5	7	Belen Jesuit Prep School ('08)	54	308
6	6	North Miami Senior HS ('97)	19	303
7	9	Ransom Everglades Upper School ('11)	110	192
8	1	Michael Krop HS ('12)	86	86
9	10	* Miami Country Day School	2	77
10	--	# Immaculata-LaSalle HS	15	76
10	12	Miami Palmetto HS ('09)	21	76
12	13	Coral Gables Sr High ('10)	0	30

GEORGIA NORTHERN MOUNTAIN

'13	'12	Charter	New	Total
1	3	+ Pace Academy ('99)	28	293
2	5	Westminster Schools ('07)	46	292
3	14	Henry W Grady HS ('11)	171	273
4	4	* Lakeview Academy	0	260
5	7	McEachern HS	31	235
6	8	Sequoyah HS	22	220
7	6	* Greater Atlanta Christian School	1	219
8	9	St Pius X Catholic HS ('00)	16	197
9	10	North Hall HS	17	187
10	11	Wheeler HS	33	160
11	1	Alpharetta HS ('12)	121	121
12	13	* Dunwoody HS	3	118
13	15	Central Gwinnett HS ('10)	16	91
14	16	* Gainesville HS ('04)	9	81
15	17	Centennial HS ('09)	0	20

GEORGIA SOUTHERN PEACH

'13	'12	Charter	New	Total
1	2	+ Lincoln County HS	24	315
2	4	Warner Robins HS ('01)	32	293
3	3	* Northside HS ('96)	0	264
4	5	Lee County HS ('00)	26	259
5	--	# Marist School	29	255
6	6	Woodward Academy ('99)	56	218
7	7	Fayette County HS ('09)	44	197
8	10	Carrollton HS ('11)	77	156
9	9	Westminster School - Augusta ('08)	39	123
10	8	McIntosh HS ('03)	0	107
11	11	Jackson HS	17	92
12	12	Houston County HS ('10)	21	85
13	--	# Grovetown HS	51	54
14	1	Starrs Mill HS ('12)	42	42

PACIFIC ISLANDS

'13	'12	Charter	New	Total
1	1	+ Harvest Christian Academy	28	359
2	3	CheongShim Int'l Academy	59	328
3	2	Marianas HS	30	309
4	4	Academy Of Our Lady Of Guam	8	251
5	5	Marianas Baptist Academy	6	243

HAWAII

'13	'12	Charter	New	Total
1	2	+ Punahou School ('08)	49	293
2	3	St Andrew's Priory School	10	242
3	4	University Laboratory School ('04)	30	211
4	5	Maryknoll HS	31	210
5	6	Kahuku High & Intermediate School ('06)	32	207
6	7	Parker School	42	205
6	8	Kamehameha Schools ('10)	60	205
8	9	Leilehua HS ('90)	35	121
9	11	Iolani School ('09)	41	110
10	10	Sacred Hearts Academy ('07)	14	84
11	1	Damien Memorial School ('12)	22	22
12	12	President William McKinley HS ('11)	6	19

IDAHO GEM OF THE MOUNTAIN

'13	'12	Charter	New	Total
1	2	+ Timberline HS	55	770
2	3	Capital HS ('94)	45	626
3	4	Weiser HS	13	551
4	5	Mountain View HS	62	532

LEGEND:

+ Leading Chapter Award

New or Restored Chapter

* Lost or Suspended Charter

IDAHO GEM OF THE MOUNTAIN (continued)

5	7	Eagle HS ('07)	107	517
6	6	Skyview HS	51	474
7	8	Bishop Kelly HS	0	381
8	9	Rocky Mountain HS	30	343
9	10	Vallivue HS	36	315
10	11	Wood River HS ('05)	54	304
11	13	Renaissance Magnet HS	102	290
12	16	Mountain Home HS ('11)	124	243
13	12	Meridian HS ('06)	13	219
14	14	Boise HS ('10)	16	172
15	15	Kuna HS ('09)	40	168
16	18	Columbia HS	46	144
17	17	Nampa Sr HS ('08)	28	140
18	1	Centennial HS ('12)	66	66

IDAHO MOUNTAIN RIVER

'13	'12	Charter	New	Total
1	2	+ Blackfoot HS ('01)	67	963
2	3	Skyline HS ('02)	90	940
3	4	Madison HS ('00)	68	878
4	5	Rigby HS	42	750
5	6	Century HS	42	683
6	7	Twin Falls HS ('92)	19	637
7	--	# Jerome HS	36	582
8	8	Burley HS	0	580
9	9	* Teton HS	0	552
10	10	Fremont HS ('96)	4	483
11	11	Pocatello HS ('99)	46	471
12	14	Highland HS ('09)	194	465
13	12	Shelley HS	33	449
14	13	Kimberly HS	42	332
15	15	Bonneville HS ('08)	85	307
16	17	Hillcrest HS ('11)	81	165
17	16	American Falls HS	33	157
18	18	Sugar Salem HS ('10)	30	84
19	1	Idaho Falls HS ('12)	61	61

GREATER ILLINOIS

'13	'12	Charter	New	Total
1	2	+ Belleville West HS ('08)	86	341
2	4	Granite City Sr HS ('07)	71	284
3	--	# East Peoria Community HS	16	283
4	6	Harrisburg HS ('06)	47	235
5	5	Charleston HS	24	224
6	8	Normal Community West HS ('10)	51	145
7	9	University HS ('11)	67	135
8	7	* Fulton HS	0	97
9	--	# Glenwood HS	39	83
10	1	Pekin Comm HS ('12)	69	69
11	10	* Lincoln Community HS ('90)	0	32

ILLINI (IL)

'13	'12	Charter	New	Total
1	2	+ Carl Sandburg HS ('04)	160	1,125
2	3	Oak Park & River Forest HS ('05)	36	821
3	4	# Naperville Central HS	55	771
4	5	Thornwood HS ('98)	44	620
5	8	Glenbard West HS ('07)	104	614
6	6	Amos Alonzo Stagg HS	37	582
7	9	Hinsdale Central HS	94	574
8	12	Downers Grove North HS ('08)	81	386
9	13	Homewood-Flossmoor HS ('10)	88	370
10	11	* Morgan Park HS	9	364
11	10	Reavis HS ('99)	0	358
12	14	Dwight D Eisenhower HS	65	332
13	15	Thornton Township HS ('09)	65	262
14	15	Wheaton North HS ('11)	117	206
15	1	Downers Grove South HS ('12)	163	163
16	16	Whitney Young Magnet HS	50	162
17	19	IL Math And Science Academy	19	106
18	--	# Lockport Township HS	38	104
19	17	* Streamwood HS	0	100
20	20	CICS - Ralph Ellison HS	37	88
21	--	# Southland College Prep Charter HS	48	68
22	--	# Leyden HS	15	50

NORTHERN ILLINOIS

'13	'12	Charter	New	Total
1	4	+ Glenbrook North HS ('05)	258	1,024
2	2	Adlai Stevenson HS	64	873
3	10	Glenbrook South HS ('08)	261	864
4	--	# Fenwick HS	9	831
5	3	Evanston Twp HS ('83)	39	816
6	7	Barrington HS	49	778
7	5	Elk Grove HS ('88)	23	768
8	6	Wheeling HS ('95)	29	766
9	9	New Trier Township HS ('07)	111	736

NORTHERN ILLINOIS (continued)

10	8	Lake Forest HS	0	726
11	11	Schaumburg HS	81	677
12	12	Loyola Academy ('90)	8	570
13	13	* Maine West HS	0	542
14	16	Rolling Meadows HS ('99)	27	423
15	18	Maine East HS ('04)	50	407
16	17	* St Ignatius College Prep ('97)	7	378
16	19	Prospect HS ('96)	90	378
18	20	William Fremd HS	30	232
19	24	Buffalo Grove HS ('11)	108	187
20	21	Highland Park HS ('09)	44	184
21	23	Niles North HS ('92)	73	175
22	22	Libertyville HS	3	132
23	25	Lena-Winslow HS	39	117
24	1	Niles West HS ('12)	115	115
25	--	# Huntley HS	88	114
26	26	Maine South HS ('10)	29	85

HOOSIER CROSSROADS (IN)

'13	'12	Charter	New	Total
1	2	+ Lawrence North HS	35	704
2	3	Kokomo HS ('04)	17	608
3	4	Jefferson HS ('92)	43	489
4	5	Oak Hill HS ('99)	19	264
5	6	Maconaquah HS ('06)	42	250
5	--	# Cathedral HS	68	250
7	8	North Central HS ('09)	44	242
8	7	Carmel HS ('07)	1	208
9	9	Perry Meridian HS ('03)	12	202
10	10	* Frankfort HS	8	150
11	13	Floyd Central HS	16	127
12	12	Central HS - Evansville ('05)	5	121
13	11	* Hamilton Southeastern HS	0	121
14	14	Hamilton Heights HS ('08)	22	106
15	16	Brebeuf Jesuit Preparatory School ('11)	45	88
16	15	New Castle HS ('10)	24	85
17	1	Warren Central HS ('12)	84	84

HOOSIER HEARTLAND (IN)

'13	'12	Charter	New	Total
1	2	+ Connerville Sr HS ('02)	52	560
2	3	Park Tudor School	14	488
3	--	# Columbus East HS	47	436
4	4	Mater Dei HS ('97)	1	420
5	5	West Lafayette HS ('08)	110	418
6	6	Signature School	44	336
7	7	Burrus Laboratory School	17	305
8	10	Noblesville HS	90	288
9	8	Southport HS ('07)	24	257
10	11	Ben Davis HS ('10)	67	233
11	9	McCutcheon HS ('04)	14	223
12	12	Lawrence Central HS ('05)	1	166
13	1	Fishers HS ('12)	137	137
14	13	* Reitz HS ('09)	0	73
15	14	Logansport HS ('11)	32	62

NORTHEAST INDIANA

'13	'12	Charter	New	Total
1	1	+ Chesterton HS ('08)	166	807
2	4	Northrop HS ('05)	66	447
3	5	Fort Wayne North Side HS ('96)	2	375
4	7	Canterbury HS ('07)	46	273
5	6	Homestead HS ('02)	6	247
6	10	Carroll HS ('09)	80	213
7	9	Columbia City HS ('06)	8	180
7	8	The Howe School ('91)	4	180
9	12	South Side HS ('11)	64	132
10	11	Bishop Dwenger HS	4	99
11	2	Concord HS ('12)	70	70

NORTHWEST INDIANA

'13	'12	Charter	New	Total
1	2	+ Valparaiso HS ('06)	196	841
2	3	Elkhart Central HS ('93)	29	592
3	5	Plymouth HS ('10)	176	529
4	4	* DeKalb HS ('90)	0	497
5	6	The Culver Academies ('08)	103	437
6	7	* Westview HS	12	300
7	8	Penn HS ('09)	88	242
8	1	Munster HS ('12)	233	233
9	--	# Elkhart Memorial HS ('02)	30	156
10	10	La Porte HS ('11)	52	111
11	9	Bethany Christian HS	22	92

EAST IOWA

'13	'12	Charter	New	Total
1	2	+ Indianola HS	21	451

EAST IOWA (continued)

2	3	Burlington Community HS ('98)	19	411
3	4	Clarke Community HS	21	333
4	5	Bettendorf HS ('05)	29	307
5	6	Iowa City HS ('02)	20	218
6	7	Muscatine HS ('04)	18	180
7	10	West HS - Iowa City ('11)	75	157
8	9	Marshalltown HS ('09)	20	107
9	--	# Grinnell HS	23	97
10	11	Waterloo East HS ('10)	31	90
11	--	# West HS - Davenport ('07)	24	88
12	11	# Columbus Community HS	15	28
13	1	Washington HS - Cedar Rapids ('12)	20	20

WEST IOWA

'13	'12	Charter	New	Total
1	5	+ Dowling Catholic HS ('07)	185	676
2	2	Lincoln HS ('97)	41	622
3	3	Ankeny HS ('00)	21	544
4	4	East HS - Des Moines ('86)	21	533
5	6	Ames HS	57	506
6	8	Bishop Heelan HS ('02)	45	483
7	7	North HS ('90)	13	458
8	10	Okoboji Community School ('04)	42	387
9	13	West Des Moines Valley HS ('11)	110	206
10	12	CAM HS ('06)	22	131
11	14	Atlantic HS ('08)	8	91
12	1	Des Moines Roosevelt HS ('12)	88	88
13	15	# West HS - Sioux City ('10)	21	62

EAST KANSAS

'13	'12	Charter	New	Total
1	3	+ Olathe Northwest HS	207	1,020
2	2	Shawnee Mission West HS ('03)	100	928
3	6	Shawnee Mission East HS ('09)	177	759
4	5	Sumner Academy ('05)	88	691
5	4	Shawnee Mission Northwest HS ('97)	32	647
6	7	Bishop Miege HS ('05)	91	625
7	9	Lawrence Free State HS ('08)	159	443
8	8	Paola HS	31	418
9	10	Shawnee Mission North HS ('06)	58	320
10	11	Shawnee Mission South HS ('07)	67	308
11	12	Olathe South HS ('10)	114	305
12	14	Lawrence HS ('11)	159	284
13	1	Lansing HS ('12)	107	107
14	13	De Soto HS	24	206
15	--	# Piper HS	55	135

KANSAS FLINT-HILLS

'13	'12	Charter	New	Total
1	3	+ Washburn Rural HS ('07)	152	916
2	2	Junction City HS ('96)	70	898
3	5	Topeka HS ('04)	87	821
4	4	Highland Park HS ('82)	1	741
5	6	Silver Lake HS ('02)	31	621
6	7	Emporia HS ('08)	119	615
7	9	Manhattan HS ('09)	145	559
8	8	Seaman HS ('06)	103	535
9	10	Topeka West HS ('05)	44	358
10	1	Shawnee Heights HS ('12)	101	101
11	11	Hayden HS ('11)	28	81
12	12	Baldwin HS ('10)	13	41

South Kansas

'13	'12	Charter	New	Total
1	2	+ Pittsburg HS ('99)	76	675
2	3	Field Kindley Memorial HS ('03)	45	640
3	4	Augusta HS	23	550
4	5	Southeast HS - Cherokee	25	451
5	8	St Mary's Colgan HS ('07)	34	249
6	6	Winfield HS ('04)	17	242
7	7	Girard HS	24	240
8	9	Derby HS ('08)	46	232
9	11	Caney Valley HS ('10)	48	134
10	10	Independence HS ('09)	31	123
11	1	Fort Scott HS ('12)	92	92
12	12	Parsons HS ('11)	21	60

SUNFLOWER (KS)

'13	'12	Charter	New	Total
1	2	+ Campus HS ('03)	91	923
2	4	El Dorado HS ('01)	140	864
3	3	Maize HS ('04)	85	839
4	5	Bishop Carroll Catholic HS	31	659
5	7	Andover Central HS	69	521
6	6	Goddard HS ('07)	41	520
7	8	Southeast HS - Wichita ('06)	67	511
8	11	Wichita East HS ('08)	71	496

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SUNFLOWER (KS) (continued)

9	10	Wichita Heights HS ('00)	42	475
10	9	Trinity Academy	36	472
11	12	Andover HS ('05)	73	455
12	13	Mulvane HS	46	417
13	1	Valley Center HS ('12)	276	276
14	14	Wichita Collegiate Upper School	63	263
15	15	Maize South HS	59	236
16	16	Wichita Northwest HS ('09)	46	185
17	19	Kapaun Mount Carmel HS ('11)	68	149
18	17	Bluestem HS	27	143
19	--	# Eisenhower HS	60	111
20	18	The Independent School	11	106
21	20	Sunrise Christian Academy	31	81
22	21	Remington HS ('10)	0	33

THREE TRAILS (KS)

'13	'12	Charter	New	Total
1	1	+ Blue Valley HS ('08)	157	758
2	5	Blue Valley North HS ('11)	316	678
3	3	Olathe East HS ('04)	41	615
4	--	# Spring Hill HS	35	614
5	6	Blue Valley West HS ('09)	141	485
6	4	St Thomas Aquinas HS ('07)	71	443
7	7	Blue Valley Southwest HS	129	290
8	8	Blue Valley Northwest HS ('10)	67	198
9	9	# St James Academy	51	178
10	--	# Bishop Ward HS	25	25
11	2	Olathe North HS ('12)	75	75

WEST KANSAS

'13	'12	Charter	New	Total
1	2	+ Pratt HS	67	982
2	3	McPherson HS ('01)	66	946
3	4	Hutchinson HS ('03)	153	839
4	5	Salina High Central ('08)	143	745
5	6	Newton HS ('06)	86	623
6	7	Moundridge HS ('98)	33	516
7	8	Sacred Heart Jr/Sr HS	34	504
8	9	Hays HS ('02)	0	395
9	10	Liberal HS	26	379
10	11	Great Bend HS ('04)	36	310
11	13	Salina South HS ('09)	47	249
12	14	Buhler HS ('10)	38	225
13	16	Garden City HS ('11)	111	220
14	17	Haven HS ('07)	7	106
15	1	Lyons HS ('12)	34	34

KENTUCKY

'13	'12	Charter	New	Total
1	3	+ Rowan County Sr HS ('07)	109	473
2	2	Boone County HS ('04)	54	445
3	4	Calloway County HS ('01)	35	398
4	5	Assumption HS	54	366
5	6	Beechwood HS	46	333
6	8	Larry A Ryle HS	50	305
7	7	Kentucky Country Day	29	285
8	9	DuPont Manual HS	47	264
9	--	# Harrison County HS ('94)	231	258
10	10	Paul Laurence Dunbar HS	35	248
11	12	Henry Clay HS ('93)	16	228
12	11	George Rogers Clark HS ('67)	2	214
13	14	Paducah Tilghman HS ('08)	64	186
14	19	Danville HS ('11)	64	142
15	17	Murray HS ('00)	29	133
16	16	Fern Creek Traditional HS	9	115
17	--	# Hazard HS	11	70
18	20	Lafayette HS ('09)	13	52
19	1	Larue County HS ('12)	37	37
20	21	Grant County HS ('10)	4	23

LOUISIANA

'13	'12	Charter	New	Total
1	4	+ Lafayette HS ('06)	45	464
2	2	C E Byrd HS ('76)	0	467
3	--	# Isidore Newman School ('93)	16	460
4	3	Abbeville HS	15	445
5	--	# Holy Cross School	44	442
6	--	Pineville HS ('91)	15	415
7	6	Riverdale HS ('00)	0	331
8	8	Jesuit New Orleans HS ('97)	11	264
9	9	Bolton HS ('04)	14	181
10	11	Caddo Magnet HS ('02)	23	172
11	9	Airline HS	5	172
12	13	St Thomas More HS ('09)	41	169
13	12	Ruston HS ('08)	23	167
14	14	Acadiana HS ('07)	33	147
15	--	# John Paul The Great Academy	82	130

LOUISIANA (continued)

16	15	Teurlings Catholic HS ('10)	27	111
17	16	Saint Augustine HS ('11)	31	46
18	1	Comeaux HS ('12)	44	44
19	--	# Christ Episcopal School	11	35

MAINE

'13	'12	Charter	New	Total
1	5	+ Bangor HS ('08)	61	245
2	2	* Lewiston HS ('03)	0	243
3	5	Falmouth HS	51	235
4	3	Scarborough HS ('98)	19	234
5	4	Brunswick HS ('02)	0	198
6	--	# Lincoln Academy	42	192
7	9	Edward Little HS ('05)	33	171
8	7	Dirigo HS	8	170
9	8	Maranacook Community School ('01)	22	164
10	10	# Orono HS ('07)	27	76
11	1	Cape Elizabeth HS ('12)	59	59
12	12	Cheverus HS ('10)	17	56
13	13	Poland Regional HS ('11)	25	52
14	2	* Deering HS ('90)	0	40

CHESAPEAKE (MD)

'13	'12	Charter	New	Total
1	2	+ Baltimore City College HS ('08)	54	322
2	3	Catonsville HS ('00)	9	270
3	6	Walter Johnson HS ('09)	55	213
4	7	Charles E Smith Jewish Day Sch	30	185
5	9	* Loch Raven HS	7	149
6	10	Westminster HS	11	147
7	12	Walt Whitman HS ('11)	9	85
8	--	# Notre Dame Prep School	25	84
9	1	Loyola-Blakefield HS ('12)	51	51
10	--	# Reservoir HS	18	50
11	15	Winston Churchill HS ('10)	0	13

MICHIGAN

'13	'12	Charter	New	Total
1	2	+ Holland HS ('05)	65	284
2	--	# Lenawee Christian School	10	185
3	3	Dexter HS ('08)	18	183
4	4	Portage Northern HS ('11)	33	92
5	5	Plymouth Educational Center Prep HS	31	88
6	1	Grand Rapids Christian ('12)	63	63
7	6	Detroit Loyola HS	11	62
8	--	# North Branch HS	3	55
9	7	# Portage Central HS ('10)	23	52
10	8	Grand Rapids City HS ('09)	4	30

CENTRAL MINNESOTA

'13	'12	Charter	New	Total
1	2	+ Forest Lake Sr HS ('99)	61	1,016
2	3	Henry Sibley HS ('73)	0	891
3	4	South HS - Minneapolis	39	879
4	5	Blaine HS	138	775
5	7	# Highland Park Senior HS	63	678
6	6	Stillwater Area HS ('90)	54	678
7	8	Roseville Area HS ('05)	91	655
8	11	Apple Valley HS ('08)	112	615
9	10	St Paul Academy & Summit School ('04)	85	605
10	9	Central HS - Minneapolis	36	590
11	14	Chanhassen HS	195	562
12	9	* St Paul Central	0	554
13	10	Como Park HS	12	422
14	11	Anoka HS ('95)	4	397
15	16	Prior Lake-Savage School-ISD719	66	384
16	17	Cottage Grove Park HS ('06)	94	351
17	14	South St Paul HS ('03)	31	345
18	15	St Anthony Village HS ('82)	19	339
19	--	Harding HS	27	287
20	19	Southwest HS	31	282
21	20	Shakopee Sr HS	39	260
22	19	Orono HS	50	204
23	1	Eastview HS ('12)	192	192
24	23	Centennial HS ('11)	75	155
25	22	Washburn HS ('79)	21	150
26	--	# East Ridge HS	63	143
27	24	Coon Rapids HS ('10)	10	33
28	25	* Mounds Park ('09)	0	25

NORTHERN LIGHTS (MN)

'13	'12	Charter	New	Total
1	2	+ Dilworth Glyndon Felton HS ('00)	40	716
2	3	Staples Motley HS	22	626
3	5	Brainerd HS ('95)	34	580
4	4	* Fosston HS	0	547
5	6	Champlin Park HS	33	513

NORTHERN LIGHTS (MN) (continued)

6	7	Bemidji HS	40	481
7	10	Moorhead HS ('09)	122	463
8	11	Walker HS ('05)	53	376
9	9	Grand Rapids HS ('02)	11	359
10	12	Buffalo HS	13	298
11	13	Andover HS	43	277
12	14	St Francis HS ('10)	56	253
13	15	East Grand Forks Sr HS	50	228
14	16	St Cloud Tech HS ('07)	38	214
15	22	Maple Grove Senior HS	107	201
16	18	Belgrade-Brooklyn-Elrosa HS	21	192
17	19	* Hawley Public Schools	13	172
18	20	Denfeld HS ('08)	19	169
19	--	# Cass Lake Bena HS	13	144
20	21	Eagle Valley HS	11	141
21	24	Duluth East HS ('11)	36	97
22	1	St Michael Albertville HS ('12)	62	62

SOUTHERN MINNESOTA

'13	'12	Charter	New	Total
1	2	+ Wayzata HS ('98)	75	1,175
2	3	Edina HS ('01)	56	1,112
3	4	The Blake School ('87)	35	1,036
4	6	Benilde-St Margaret's School ('02)	88	833
5	5	Mankato West HS ('92)	14	789
6	7	Worthington Sr HS ('78)	18	759
7	10	Lakeville North HS ('08)	154	668
8	8	Robbinsdale Cooper HS	24	628
9	9	Mankato East HS ('93)	28	590
10	12	Chaska HS ('97)	91	565
11	11	Lakeville South HS	42	519
12	19	Eagan HS ('11)	245	503
13	14	Dassel Cokato HS ('99)	36	467
14	13	River Valley HS	25	457
15	16	Eden Prairie HS ('09)	94	427
16	15	Rosemount Sr HS ('06)	56	395
17	17	Fairmont HS	36	367
18	18	Bloomington Jefferson HS ('07)	68	344
19	20	Robbinsdale Armstrong HS	33	288
20	21	Hopkins HS ('04)	32	258
21	22	Maple River HS	32	106
22	1	Marshall HS ('12)	91	91
23	--	# Buffalo Lake-Hector-Stewart HS	24	66

MISSISSIPPI

'13	'12	Charter	New	Total
1	3	Hattiesburg HS ('07)	63	384
2	2	Brookhaven HS ('03)	39	368
3	4	Petal HS ('06)	27	316
4	5	Ridgeland HS	11	295
5	6	Long Beach HS	9	287
6	7	Laurel Christian School	56	261
7	8	Murrah HS	50	252
8	12	Oak Grove HS ('10)	88	226
9	9	Pascagoula HS	43	218
10	10	Oxford HS	29	199
11	16	Madison Central HS	62	175
12	14	Presbyterian Christian School	36	168
13	13	Sacred Heart Catholic School	26	159
14	17	Tupelo HS	13	121
15	18	St Joseph Catholic School ('09)	38	119
16	19	St Stanislaus HS	18	87
17	1	St Andrew's Episcopal School ('12)	64	64
18	20	Jackson Prep School ('11)	17	36

CARVER-TRUMAN (MO)

'13	'12	Charter	New	Total
1	2	+ Neosho HS ('07)	136	870
2	3	Seneca HS	59	737
3	--	# Diamond HS	50	694
4	4	Republic HS ('96)	77	619
5	5	Cassville HS ('00)	16	542
6	6	Nevada HS ('01)	22	526
7	7	Joplin HS ('08)	74	441
8	8	Purdy HS	9	350
9	9	Webb City HS ('06)	39	349
10	10	Monett HS ('09)	69	329
11	--	# El Dorado Springs HS	33	277
12	13	Clever HS	31	189
13	12	McDonald County HS ('04)	11	181
14	14	Carl Junction HS ('10)	66	163
15	--	# East Newton HS	29	118
16	--	# Exeter R-6 HS	37	115
17	1	Carthage HS ('12)	94	94
18	15	Aurora HS ('11)	13	40

LEGEND:

+ Leading Chapter Award

New or Restored Chapter

* Lost or Suspended Charter

EASTERN MISSOURI

'13	'12	Charter	New	Total
1	3	+ Pattonville HS ('07)	59	758
2	5	Marquette HS ('01)	63	737
3	2	Parkway Central HS ('94)	34	734
4	4	Rock Bridge HS	15	701
5	7	Clayton HS ('96)	70	676
6	6	Mexico HS	18	641
7	8	Jefferson City HS ('05)	81	571
8	9	Parkway West HS ('06)	84	543
9	10	Cape Girardeau Central HS ('80)	8	392
10	11	* Parkway North HS ('00)	6	373
11	12	Columbia-Hickman HS ('99)	14	318
12	14	Brentwood HS	36	253
13	15	Oakville Sr HS ('08)	33	172
14	--	# Howell North HS ('04)	23	171
15	16	St Charles West HS	11	124
16	18	Parkway South HS ('11)	65	115
17	1	Ladue Horton Watkins HS ('12)	85	85
18	17	* Riverview Gardens HS	0	72
19	19	Ritenour HS ('09)	7	34

HEART OF AMERICA (MO)

'13	'12	Charter	New	Total
1	3	+ Marshall HS ('96)	77	1,010
2	2	Maryville R-II HS	34	1,008
3	5	Savannah R3 HS ('02)	75	878
4	4	Smith-Cotton HS ('76)	26	860
5	8	Independence Truman HS ('07)	119	807
6	6	Central HS - St Joseph ('00)	31	790
7	7	Platte County HS	37	778
8	15	Liberty Sr HS ('10)	249	725
9	9	KC Oak Park HS ('03)	37	707
10	10	Saint Pius X HS	24	687
11	11	Independence Chrisman HS ('04)	57	684
12	14	Park Hill South HS ('08)	116	593
13	17	Park Hill HS ('06)	93	544
14	13	Salisbury R-4 HS	18	499
15	16	Excelsior Springs HS	20	494
16	19	Liberty North HS	167	439
17	18	Pleasant Hill HS	38	418
18	22	Fort Osage HS ('09)	70	237
19	20	Henry County R-1 HS	14	234
20	21	Kearney HS	24	230
21	24	Staley HS	45	167
22	23	Smithville R-II School District	32	156
23	26	North Kansas City HS ('11)	35	55
24	25	Lafayette Co C-1 HS	0	53
25	1	Winnetonka HS ('12)	27	27

OZARK (MO)

'13	'12	Charter	New	Total
1	6	+ Nixa HS ('08)	199	855
2	2	Willard HS	85	849
3	3	West Plains HS ('93)	23	769
4	4	Hillcrest HS ('98)	10	746
5	5	Waynesville HS ('92)	16	738
6	7	Bolivar R 1 HS ('95)	41	667
7	9	Branson HS	39	635
8	8	Houston HS	7	631
9	10	Marshfield HS	58	594
10	14	Parkview HS ('09)	127	548
11	11	Ozark HS ('01)	46	525
12	12	Greenwood Laboratory School	30	494
13	13	Logan Rogersville HS	27	455
14	16	Central HS - Springfield ('11)	225	454
15	15	Marion C Early HS	23	319
16	18	Glendale HS ('07)	66	232
17	19	Buffalo HS ('03)	37	197
18	20	Camdenton HS ('10)	43	172
19	1	Kickapoo HS ('12)	109	109
20	21	Gloria Deo Academy	19	93

SHOW ME (MO)

'13	'12	Charter	New	Total
1	2	+ Warrensburg HS	46	930
2	4	The Pembroke Hill School	50	905
3	3	Harrisonville HS	32	900
4	10	Blue Springs South HS ('07)	171	842
5	5	Notre Dame De Sion HS	18	837
6	6	The Barstow School	22	834
7	8	Raytown South HS ('06)	125	823
8	7	Raytown HS ('03)	54	806
9	9	Blue Springs HS ('08)	120	793
10	11	Lee's Summit West HS	138	735
11	13	Lee's Summit HS ('02)	110	649
12	12	Ruskin HS ('91)	12	606
13	14	Raymore-Peculiar HS ('04)	114	511

SHOW ME (MO) (continued)

14	15	Lincoln College Prep	35	333
15	16	Rockhurst HS ('10)	82	296
16	17	Grandview Sr HS ('09)	84	243
17	18	Belton HS ('11)	84	218
18	1	Lee's Summit North HS ('12)	113	113
19	19	Summit Christian Academy	24	93

MONTANA

'13	'12	Charter	New	Total
1	5	+ Bozeman HS ('06)	119	872
2	3	Hamilton HS	49	838
3	2	Capital HS	30	835
4	4	Butte HS ('98)	49	815
5	6	Big Sky HS	30	778
6	7	Great Falls Russell HS ('00)	42	739
7	10	Glacier HS	139	716
8	11	Flathead HS ('07)	131	681
9	8	Sentinel HS ('04)	56	654
10	9	Billings West HS ('03)	58	640
11	12	Columbia Falls HS	51	408
12	13	Havre HS ('01)	7	331
13	14	Great Falls HS ('05)	37	312
14	15	Skyview HS ('09)	59	260
15	17	Billings Sr HS ('08)	36	218
16	18	Corvallis HS ('10)	68	216
17	--	# Stevensville HS	41	158
18	19	Hellgate HS ('11)	64	139
19	1	Helena HS ('12)	48	48

NEBRASKA

'13	'12	Charter	New	Total
1	3	+ Lincoln Southwest HS ('08)	138	623
2	2	Marian HS ('99)	65	617
3	6	Millard North HS ('10)	213	587
4	4	Raymond Central HS ('02)	55	492
5	7	Fremont HS ('06)	58	419
6	5	Omaha Brownell Talbot College Prep	0	395
7	6	Fremont Mills Schools ('06)	0	361
8	10	Norfolk HS ('07)	72	335
9	8	Grand Island Senior HS ('04)	28	333
10	9	David City HS	53	330
11	12	Millard West HS ('11)	116	224
11	11	Kearney Sr HS ('09)	59	224
13	13	Northwest HS	21	92
14	1	VJ & Angela Skutt Catholic HS ('12)	1	1

NEBRASKA SOUTH

'13	'12	Charter	New	Total
1	1	+ Hastings Senior HS ('97)	35	601
2	3	Lincoln Southeast HS ('01)	67	600
3	5	Bellevue West HS ('03)	52	540
4	4	Pius X HS	28	525
5	7	Millard South HS ('05)	42	478
6	6	Ralston HS ('96)	9	478
7	9	Lincoln North Star HS	64	456
8	8	Crete HS	16	451
9	10	Lincoln HS ('95)	51	442
10	11	Lincoln Northeast HS ('75)	10	333
11	12	Westside HS ('06)	34	313
12	13	Bellevue East HS ('07)	39	270
13	15	Lincoln East HS ('10)	74	256
14	14	Norris Public Schools	25	221
15	17	Creighton Preparatory School ('08)	41	154
16	16	Papillion-La Vista South HS	11	150
17	18	Papillion-La Vista HS ('11)	42	99
18	19	Omaha Mercy HS ('09)	0	34
19	1	Mount Michael Benedictine HS ('12)	27	27

GOLDEN DESERT (NV)

'13	'12	Charter	New	Total
1	2	+ Green Valley HS ('08)	166	780
2	3	The Meadows School ('05)	52	522
3	4	Foothill HS ('06)	65	498
4	6	Spring Valley HS	68	445
5	5	Moapa Valley HS	37	426
6	7	Dixie HS	38	344
7	8	Silverado HS ('04)	50	321
8	9	Arbor View HS	58	319
9	10	Virgin Valley HS	38	295
10	11	Canyon Springs HS	43	291
11	13	Coronado HS ('10)	84	279
12	12	Bishop Gorman HS ('02)	36	262
13	14	Clark HS ('99)	42	209
14	1	Palo Verde HS ('12)	160	160
15	15	Advanced Technologies Acad ('09)	41	128
16	18	Desert Hills HS	26	93
17	17	Valley HS ('11)	17	57

SAGEBRUSH (NV)

'13	'12	Charter	New	Total
1	1	+ Galena HS	11	353
2	3	Reno HS ('08)	63	348
3	5	Elko HS ('05)	49	322
4	3	Carson HS ('97)	35	320
5	6	Douglas HS ('04)	37	239
6	8	Carson Valley Middle School ('06)	31	202
7	7	* Fernley HS	8	199
8	9	Spanish Springs HS	5	146
9	10	Sage Ridge School	19	122
10	11	Damonte Ranch HS	17	118
11	12	* North Valleys HS	8	97
12	14	Bishop Manogue Catholic HS ('10)	34	91
13	15	Spring Creek HS ('11)	32	71
14	13	* Churchill Co HS ('07)	2	66
15	2	Pau Wa Lu Middle School ('12)	31	31
16	16	* McQueen HS ('09)	5	28

NEW ENGLAND (MA & NH)

'13	'12	Charter	New	Total
1	2	+ Manchester Essex Regional HS ('06)	75	662
2	3	Milton Academy ('03)	41	619
3	4	Newton South HS ('07)	123	604
4	6	Shrewsbury HS ('08)	108	475
5	5	Lincoln-Sudbury Regional HS	33	433
6	7	Bancroft School	21	286
7	--	# Natick HS ('81)	20	282
8	8	Bishop Guertin HS ('04)	18	232
9	10	Catholic Memorial School ('10)	61	211
10	9	* Weston HS	8	209
11	11	Waring School	21	164
12	14	Needham HS ('11)	81	155
13	12	Revere HS	12	127
14	13	Sacred Heart HS ('09)	12	109
15	--	# Chelmsford HS	20	74
16	1	Acton-Boxborough Regional HS ('12)	62	62

NEW JERSEY

'13	'12	Charter	New	Total
1	3	+ Delbarton School	86	602
2	8	Ridge HS ('10)	188	595
3	2	Matawan Regional HS ('88)	42	562
4	4	Elizabeth HS ('98)	36	549
5	5	Ridgewood HS	32	537
6	6	Randolph HS ('05)	58	511
7	9	Millburn HS ('08)	120	503
8	11	Montville HS ('09)	121	425
9	10	Summit HS	51	422
10	14	Princeton HS	87	356
11	13	Science HS ('06)	23	303
12	12	University HS	2	292
13	--	# Newark Central HS	24	256
14	15	* Marlboro HS	7	231
15	15	* The Hun School of Princeton	0	166
16	17	* Technology HS	4	162
17	19	Timothy Christian School	33	157
18	18	Hanover Park HS ('07)	13	139
19	21	Bridgewater-Raritan Regional HS ('11)	62	101
20	1	Freehold Township HS ('12)	79	79
21	20	* American History	0	74

NEW MEXICO

'13	'12	Charter	New	Total
1	3	+ East Mountain HS	81	393
1	2	Albuquerque Academy ('08)	73	393
3	4	Los Alamos HS ('07)	67	378
4	6	Rio Grande HS ('05)	29	253
5	7	Taos HS ('06)	41	244
6	10	La Cueva HS ('11)	90	180
7	8	Eldorado HS ('09)	42	150
8	8	* Albq-Valley HS ('04)	0	108
9	11	Santa Fe Preparatory School	14	89
10	1	St Pius X HS ('12)	16	16

IROQUOIS (NY)

'13	'12	Charter	New	Total
1	2	+ Towanda Jr-Sr HS ('06)	23	207
2	3	Oneonta HS	3	180
3	4	Mount Mercy Academy ('01)	16	178
4	5	Unatego Central School	7	166
5	7	Sayre Area HS ('05)	24	164
6	6	* Laurens Central School	3	153
7	8	Woodstock Union HS	8	71
8	10	R L Thomas HS ('08)	1	59
9	9	* Morris Central School	0	59
10	11	Canisius HS ('11)	18	36

IROQUOIS (NY) (continued)

11	1	Franklin Central School ('12)	11	11
12	13	Otter Valley Union HS ('10)	0	10

NEW YORK CITY

'13	'12	Charter	New	Total
1	2	+ Regis HS ('08)	262	1,445
2	3	Syosset HS ('02)	156	1,123
3	4	Chaminade HS ('05)	121	887
4	5	* Saint Joseph Hill Academy ('85)	7	733
5	7	Roslyn HS ('94)	55	718
6	6	Loyola School	26	693
7	8	Fordham Preparatory School ('58)	33	630
8	9	The Mary Louis Academy ('00)	33	515
9	11	Monsignor Farrell HS	4	442
10	12	Berkeley Carroll School	19	414
11	1	The Bronx High School Of Science ('12)	404	404
12	15	Brooklyn Technical HS	59	392
13	13	* Kellenberg Memorial HS	0	379
14	14	Bronx School For Law Govt & Justice	1	340
15	16	Collegiate School	0	253
16	17	Half Hollow Hills HS East ('06)	6	173
17	23	Stuyvesant HS ('11)	86	161
18	18	Bronx Preparatory Charter School	25	154
19	21	Cathedral Prep Seminary ('09)	40	134
20	19	* Hunter College HS ('10)	0	117
21	20	Notre Dame Academy	4	112
22	22	UA School For Law & Justice	9	98
23	--	# UA School For Criminal Justice	15	39

NEW YORK STATE

'13	'12	Charter	New	Total
1	2	* Pleasantville HS	12	384
2	3	+ Newburgh Free Academy ('02)	3	361
3	4	Iona Preparatory ('06)	33	267
4	6	Byram Hills HS	10	204
5	8	Scarsdale HS ('11)	85	187
6	10	Monticello Central HS ('10)	41	129
7	9	Harrison HS	29	123
8	11	Convent Of The Sacred Heart	12	81
9	12	* Lakeland HS ('08)	2	28
10	1	Shenendehowa HS ('12)	16	16

CAROLINA WEST (NC)

'13	'12	Charter	New	Total
1	4	+ Ardrey Kell HS	119	373
2	2	Bishop McGuinness HS ('08)	48	318
3	5	Asheville HS ('07)	63	315
4	3	Chase HS ('03)	28	297
5	6	Marvin Ridge HS	56	285
6	8	Myers Park HS ('10)	72	238
7	9	Northwest Guilford HS ('09)	49	206
8	12	Providence HS ('06)	35	154
9	10	* Carolina Day School	5	146
10	11	Phillip O Berry Academy Of Technology	6	127
11	14	Calvary Baptist Day School	23	119
12	13	The Early College At Guilford	3	115
13	15	North Mecklenburg HS ('11)	29	77
14	--	# School Of Inquiry & Life Sciences At Asheville	5	42
15	1	Charlotte Latin School ('12)	15	15

TARHEEL EAST (NC)

'13	'12	Charter	New	Total
1	2	+ Cary Academy ('07)	158	557
2	3	Seventy First HS ('94)	21	405
3	6	Pinecrest HS ('09)	99	395
4	5	Massey Hill Classical HS	38	371
5	4	South View HS ('00)	17	364
6	9	East Chapel Hill HS ('08)	46	300
7	7	NC School Of Science & Math	4	295
8	10	Terry Sanford HS ('06)	12	238
9	13	Durham Academy ('11)	72	174
10	11	* Pine Forest HS ('03)	0	160
11	12	HARC	22	158
12	--	# E E Smith HS ('05)	13	152
13	15	East Carteret HS ('10)	54	135
14	14	Cary HS	28	115
15	--	# William G Enloe HS ('04)	28	88
16	16	SandHoke Early College	30	70
17	1	Jack Britt HS ('12)	39	39

NORTH DAKOTA ROUGHRIDER

'13	'12	Charter	New	Total
1	2	+ Richland HS	2	492
2	3	Central Cass HS	8	480
3	5	Devils Lake HS	37	401
4	4	Red River HS ('95)	10	388
5	7	Grand Forks Central HS ('07)	50	337

NORTH DAKOTA ROUGHRIDER (continued)

5	6	* May Port HS	0	337
7	9	Fargo Shanley HS ('08)	32	269
8	8	Washburn HS ('03)	17	259
9	10	Valley City HS ('05)	38	257
10	11	Enderlin HS	31	234
11	12	Fargo North HS ('06)	41	218
12	16	West Fargo HS ('10)	61	189
13	13	Fargo South HS ('09)	31	187
14	14	North Sargent Public School	24	165
15	15	Oak Grove Lutheran HS	11	140
16	18	Milnor Public School	16	116
17	19	# Mott-Regent HS	16	108
18	--	# Fargo Davies HS	49	86
19	20	Kindred Public School District	14	84
20	21	Richardton-Taylor HS ('11)	31	78
21	1	Mandan HS ('12)	45	45

EASTERN OHIO

'13	'12	Charter	New	Total
1	4	+ Perry HS ('08)	166	844
2	3	GlenOak HS ('02)	60	809
3	2	Canton McKinley HS ('92)	37	804
4	8	Wooster HS ('05)	116	756
5	9	Jackson HS ('07)	100	738
6	6	Wadsworth City School ('01)	80	731
7	7	Revere HS ('69)	0	644
8	11	Norton HS ('91)	66	569
9	10	Cuyahoga Valley Christian Acad	26	558
10	12	Carrollton HS ('04)	55	468
11	13	Highland HS	89	433
12	14	Medina Senior HS	43	299
13	17	Hoover HS ('10)	108	277
14	16	Louisville Senior HS ('09)	42	260
15	15	Copley HS ('06)	25	254
16	19	Stow-Munroe Falls HS ('11)	108	205
17	1	Central Catholic HS ('12)	36	36

NORTH COAST (OH)

'13	'12	Charter	New	Total
1	2	+ University School ('03)	44	559
2	3	Beachwood HS	30	500
3	7	Gilmour Academy ('07)	99	490
4	5	Laurel School	71	478
5	4	Brecksville Broadview Hts HS	32	456
6	9	Solon HS ('08)	99	446
7	5	Chagrin Falls HS	23	430
8	10	Hathaway Brown School	63	384
9	8	Magnificat HS ('01)	22	379
10	12	Vermilion HS ('05)	47	314
11	--	# Berea HS ('84)	20	293
12	11	Mentor HS	16	286
13	16	Hawken School ('09)	77	239
14	13	* Orange HS ('04)	5	215
15	15	Saint Ignatius HS ('06)	26	197
16	17	Kenston HS	21	146
17	18	Rocky River HS ('11)	35	89
18	19	Olmsted Falls HS ('10)	13	63
19	1	Edison HS ('12)	46	46

NORTHERN OHIO

'13	'12	Charter	New	Total
1	2	+ Ursuline HS ('01)	49	635
2	3	Poland Seminary HS ('04)	47	595
3	4	Cardinal Mooney HS ('06)	97	575
4	5	Niles McKinley HS ('05)	53	514
5	6	Liberty HS	23	463
6	7	Columbiana HS	37	296
7	10	Austintown Fitch HS ('10)	89	244
8	9	Boardman HS ('09)	37	195
9	8	* Springfield Local HS	0	189
10	--	# South Range HS	41	177
11	12	Howland HS ('11)	71	150
12	11	John F Kennedy HS ('08)	29	113
13	1	Canfield HS ('12)	110	110
14	--	# Champion HS	28	52

WESTERN OHIO

'13	'12	Charter	New	Total
1	4	+ Mason HS	117	649
2	2	Sylvania Southview HS ('98)	79	638
3	3	Gahanna-Lincoln HS ('03)	71	619
4	6	Notre Dame Academy ('04)	86	586
5	4	Upper Arlington HS ('88)	32	564
6	7	Whitmer HS ('95)	11	420
7	9	Centerville HS ('08)	82	413
8	8	Middletown HS ('94)	52	405
9	10	Perrysburg HS ('05)	39	301

WESTERN OHIO (continued)

10	11	Beavercreek HS ('06)	70	294
11	12	Wauseon HS ('07)	56	268
12	13	Bexley HS	12	221
13	--	Mount Vernon HS	53	169
14	14	Sylvania Northview HS ('10)	18	112
15	15	Princeton HS ('09)	9	100
16	16	Oakwood HS ('11)	45	99
17	--	# Dublin Jerome HS	26	67
18	1	Maumee HS ('12)	42	42

EAST OKLAHOMA

'13	'12	Charter	New	Total
1	2	+ Cascia Hall Preparatory	29	621
2	3	Union HS	58	611
3	7	Tulsa Washington HS ('04)	128	569
4	5	Charles Page HS ('95)	27	508
5	6	Owasso HS	26	499
6	4	Mannford HS	4	492
7	10	Jenks HS ('08)	98	451
8	--	# Cordell HS	35	439
9	9	Wilburton HS	11	396
10	11	Oologah HS ('99)	21	366
11	12	Broken Arrow HS ('07)	50	334
12	16	Bartlesville HS ('05)	66	248
13	13	* American Christian School	0	218
14	14	Bristow HS ('88)	8	213
15	22	Bixby HS ('11)	123	205
16	18	Skiatook HS	31	203
17	15	Verdigris HS	11	200
18	19	Keys HS	33	183
19	17	Nathan Hale Magnet School	0	173
20	20	Haskell HS	43	168
21	--	# Metro Christian Academy	29	130
22	21	Sapulpa HS ('06)	10	112
23	23	Muldrow HS ('09)	25	106
24	25	Riverfield Country Day School	26	103
25	26	Claremore HS ('10)	26	96
26	1	Bishop Kelley HS ('12)	48	48

WEST OKLAHOMA

'13	'12	Charter	New	Total
1	3	* Lone Grove HS	0	582
2	4	+ Putnam City North HS ('98)	8	574
3	6	Westmoore HS	55	565
4	5	Okarche HS	13	557
5	8	Norman North HS ('08)	134	547
6	7	Enid HS ('01)	10	456
7	--	# Edmond Memorial HS ('95)	33	425
8	10	Guymon HS ('04)	47	398
9	12	Norman HS ('09)	92	387
10	9	Cherokee HS ('87)	20	373
11	13	Choctaw Sr HS	31	320
12	11	Bethany HS	7	307
13	15	Edmond North HS ('06)	76	295
14	--	# Classen SAS	25	263
15	--	# Okeene HS	12	212
16	22	Moore HS ('11)	65	137
17	18	Edmond Santa Fe HS ('10)	28	132
18	17	Heritage Hall School ('07)	21	132
19	19	Southmoore HS	34	131
20	16	Kingfisher HS ('05)	10	130
21	20	Casady School	30	117
22	21	Quinton HS	5	78
23	--	# Harding Charter Prep HS	24	69
24	2	Bishop McGuinness HS ('12)	46	46

NORTH OREGON

'13	'12	Charter	New	Total
1	2	+ Silverton HS ('99)	28	586
2	3	Century HS	37	567
3	6	Westview HS ('06)	118	527
4	4	McMinnville HS	22	524
5	5	Forest Grove HS	12	489
6	7	Canby HS ('97)	10	410
7	8	Southridge HS	50	384
8	20	Oregon City HS ('98)	11	369
9	9	Clackamas HS ('03)	47	358
10	10	Cleveland HS	54	339
11	12	Lincoln HS ('00)	88	297
12	--	# Centennial HS	27	248
13	11	Lake Oswego HS	16	241
14	13	Glencoe HS ('08)	54	207
15	14	Woodrow Wilson HS	16	159
16	18	Sprague HS ('11)	82	142
17	15	Tualatin HS ('07)	0	134
18	17	Gresham-Barlow HS ('10)	57	127
19	16	Blanchet Catholic School	14	118

LEGEND:

+ Leading Chapter Award

New or Restored Chapter

* Lost or Suspended Charter

NORTH OREGON (continued)

20	19	Beaverton HS ('09)	6	56
21	1	Tigard HS ('12)	33	33

SOUTH OREGON

'13	'12	Charter	New	Total
1	3	+ Bandon HS	31	369
2	2	Summit HS	0	366
3	5	North Bend Sr HS ('95)	31	320
4	4	Marshfield HS ('03)	21	315
5	7	Grants Pass HS ('98)	19	271
6	6	North Eugene HS ('91)	8	269
7	8	Butte Falls Charter School	16	259
8	9	North Valley HS ('06)	26	229
9	10	Willamette HS ('07)	11	198
10	11	Siuslaw HS	6	181
11	15	Ashland HS ('11)	45	64
12	14	# Redmond HS ('10)	20	58
13	13	* South Eugene HS ('08)	9	51
14	1	Mountain View HS ('12)	26	26

PENNSYLVANIA

'13	'12	Charter	New	Total
1	2	* Indiana Sr HS	0	295
2	3	+ Greensburg Salem HS ('04)	30	228
3	5	Greater Latrobe HS ('06)	28	141
4	4	Hempfield Area HS ('05)	1	119
5	6	Rockwood HS ('07)	13	107
6	9	Bellwood-Antis HS ('10)	70	105
7	7	Trinity HS ('09)	9	53
8	8	* Norwin HS ('08)	6	43
9	10	McKeesport Area HS ('11)	19	41
10	1	The Kiski School ('12)	7	7

PITTSBURGH (PA)

'13	'12	Charter	New	Total
1	2	+ Shady Side Academy	48	692
2	3	Cathedral Prep School ('96)	18	637
3	7	North Allegheny Sr HS ('10)	239	624
4	4	Pittsburgh Central Catholic HS ('93)	56	521
5	5	Quigley Catholic HS ('00)	43	494
6	--	# Knoch Senior HS	32	437
7	13	West Allegheny HS	178	422
8	9	Bethel Park HS ('06)	96	381
9	8	Mercyhurst Prep School	22	349
10	10	Mercer Area HS ('05)	28	300
11	11	Lakeview Christian Academy	13	270
12	12	North Catholic HS ('02)	17	263
13	14	Upper St Clair HS ('07)	31	245
14	--	# Sewickley Academy	25	231
15	17	Pine-Richland HS ('08)	41	223
16	15	Moon Area HS ('76)	20	221
17	19	Fox Chapel Area HS ('09)	40	203
18	16	Peters Twp HS ('01)	12	196
19	19	Deer Lakes HS	26	189
20	23	McDowell HS ('11)	65	147
21	24	St Joseph HS	10	83
22	1	Mt Lebanon Sr HS ('12)	29	29

VALLEY FORGE (PA)

'13	'12	Charter	New	Total
1	--	# + Gwynedd Mercy Academy	23	457
2	2	Pennsbury HS ('04)	43	430
3	3	E L Meyers HS	35	414
4	4	Perkiomen Valley HS	8	374
5	5	Unionville HS	35	341
6	6	Notre Dame HS	27	319
7	22	Scranton HS ('99)	21	314
8	7	La Salle College HS ('06)	55	313
8	8	Danville Area HS ('07)	58	313
10	10	William Tennent HS	48	282
11	11	State College HS	54	263
12	9	St Joseph's Preparatory School ('05)	11	257
13	12	Abington Heights HS	62	245
14	15	Holy Ghost Prep ('09)	47	210
15	18	CR North HS	77	202
16	16	Truman HS ('10)	68	195
17	19	Upper Dublin HS	6	85
18	--	# Bible Baptist School	10	64
19	20	* Dallastown Area HS ('80)	0	58
20	21	Southern Lehigh HS ('11)	32	53
21	1	Shikellamy HS ('12)	38	38

SOUTH CAROLINA

'13	'12	Charter	New	Total
1	2	+ Hillcrest HS ('03)	54	476
2	--	# Irmo HS ('90)	24	400
3	3	Bob Jones Academy ('08)	81	399

SOUTH CAROLINA (continued)

4	8	Southside HS ('11)	140	340
5	4	Christ Church Episcopal School	14	315
6	5	Allendale-Fairfax HS ('99)	8	291
7	7	Barnwell HS	22	253
8	6	* Bishop England HS	0	242
9	9	* Academic Magnet HS	11	158
10	10	Mauldin HS ('10)	23	145
11	1	Riverside HS ('12)	137	137
12	11	Williston-Elko HS	26	134
13	12	Waccamaw HS	17	84

NORTHERN SOUTH DAKOTA

'13	'12	Charter	New	Total
1	2	+ Milbank HS ('06)	62	516
2	5	Watertown HS ('09)	112	440
3	3	Huron HS ('02)	45	424
4	4	Groton HS ('97)	13	365
5	7	Aberdeen Central HS ('11)	136	294
6	6	Brookings HS ('10)	113	287
7	8	Madison HS ('08)	18	73
8	1	Mitchell HS ('12)	71	71
9	9	* Devel HS ('07)	0	51

RUSHMORE (SD)

'13	'12	Charter	New	Total
1	1	+ Sioux Falls Lincoln HS ('08)	169	1,054
2	3	Yankton HS ('01)	51	614
3	4	Lennox HS	38	556
4	6	O'Gorman HS ('10)	186	446
5	5	Harrisburg HS	56	330
6	7	Stevens HS ('07)	71	300
7	8	Vermillion HS ('06)	51	269
8	10	Washington HS ('11)	122	205
9	9	Brandon Valley HS ('09)	39	132
10	2	Roosevelt HS ('12)	105	105
11	--	# Tea Area HS	45	89

TENNESSEE

'13	'12	Charter	New	Total
1	5	+ Morristown West HS ('06)	127	583
2	2	Dickson County HS ('01)	28	533
3	4	Battle Ground Academy ('99)	30	529
4	3	St Cecilia Academy	26	527
5	6	Collierville HS ('03)	50	495
6	7	Montgomery Bell Academy ('02)	15	456
7	9	Jefferson County HS	69	428
8	8	The McCallie School	22	403
9	15	Portland HS	28	314
10	10	Rossvie HS	26	292
11	11	Sullivan East HS	18	218
12	12	Seymour HS	19	203
13	19	Ravenwood HS ('11)	86	181
14	13	Cookeville HS ('05)	15	173
15	17	Merrill Hyde Magnet School	45	172
16	13	Independence HS	10	164
17	20	Brentwood Academy ('08)	47	141
18	21	Henry County HS ('09)	42	124
19	22	White House HS	43	121
20	18	Nashville School Of The Arts	12	110
21	1	Brentwood HS ('12)	66	66
22	23	Northeast HS ('10)	24	61

CENTRAL TEXAS

'13	'12	Charter	New	Total
1	2	+ Saint Mary's Hall HS	52	519
2	3	Smithson Valley HS	52	484
3	4	Douglas MacArthur HS ('04)	47	425
4	6	James Madison HS - San Antonio ('99)	42	401
5	5	Blanco HS	16	390
6	8	Earl Warren HS	44	293
7	9	Sandra Day O'Connor HS ('07)	34	269
8	13	Winston Churchill HS ('11)	115	257
9	10	Claudia Taylor Johnson HS	38	242
10	14	Ronald Reagan HS ('10)	79	212
11	12	Devine HS	12	192
12	11	William H Taft HS ('01)	2	186
13	15	Tom C Clark HS ('08)	38	166
14	17	Geneva School Of Boerne	40	138
15	16	# John Paul Stevens HS	24	130
16	18	Robert E Lee HS - San Antonio ('09)	47	106
17	1	La Vernia HS ('12)	80	80
18	--	# Lehman HS	32	65

EAST TEXAS

'13	'12	Charter	New	Total
1	2	+ Oak Ridge HS	70	908
2	3	Katy HS ('80)	32	866

EAST TEXAS (continued)

3	7	William P Clements HS ('06)	224	860
4	4	Crosby HS	25	805
5	5	The Woodlands HS ('99)	46	741
6	6	Klein Oak HS	26	711
7	8	Kingwood HS ('97)	75	706
8	10	St Thomas HS	53	644
9	9	Jersey Village HS ('01)	46	642
10	13	Klein HS ('07)	85	555
11	15	Northland Christian School	62	519
12	12	Reagan HS ('58)	30	504
13	11	The Woodlands College Park HS	15	502
14	14	Conroe HS ('87)	36	499
15	17	Dulles HS ('05)	90	466
16	16	Cypress Springs HS	32	421
17	18	Spring HS ('04)	39	369
18	19	J Frank Dobie HS ('08)	41	280
19	20	Magnolia HS	51	270
20	22	Channelview HS	24	237
21	24	James E Taylor HS ('10)	67	209
22	23	Montgomery HS	39	208
23	25	Cypress Creek HS ('11)	85	196
24	--	# N Houston Early College HS	40	129
25	--	# East Early College HS	46	87
26	1	Cypress Falls HS ('12)	70	70
27	26	Magnolia West HS	0	68
28	27	* The Kinkaid School ('09)	36	48

GULF COAST (TX)

'13	'12	Charter	New	Total
1	2	+ Gregory Portland HS ('07)	100	497
2	3	Harlingen HS South ('06)	103	452
3	--	# Ball HS	31	354
4	4	Pharr-San Juan-Alamo HS ('93)	37	341
5	5	El Campo HS	20	304
6	8	Richard B King HS ('04)	43	292
7	6	Pharr San Juan Alamo Memorial	2	274
8	7	Calhoun HS	13	268
9	9	* McAllen HS ('96)	20	245
10	10	Wharton HS	18	235
11	11	Three Rivers HS	15	162
12	12	Columbia HS	15	160
13	13	Corpus Christi Carroll HS ('05)	19	135
14	14	Boling HS	25	86
15	16	Angleton HS ('10)	17	54
16	17	Victoria East HS ('11)	28	53

HEART OF TEXAS

'13	'12	Charter	New	Total
1	4	+ L C Anderson HS	68	544
2	3	San Marcos HS ('92)	31	520
3	2	Lyndon Baines Johnson HS - Austin ('95)	17	519
4	5	James Bowie HS	47	490
5	6	Round Rock HS ('99)	24	384
6	12	Westwood HS ('01)	114	375
7	9	Harker Heights HS	42	357
8	--	# Wimberley HS	25	348
9	12	John Connally HS	38	299
10	11	W B Travis HS	14	293
11	14	Dripping Springs HS	26	283
12	17	Stephen F Austin HS - Austin ('07)	41	262
13	16	Stony Point HS	12	237
13	15	* Georgetown HS ('02)	0	237
15	1	Hendrickson HS ('12)	177	177
16	--	Salado HS	16	172
16	18	Pflugerville HS ('04)	34	172
18	20	Lake Travis HS ('10)	44	155
19	19	St Michael's Academy	11	135
20	22	The Parish Episcopal School	45	124
21	21	McNeil HS ('09)	22	121
22	23	Cedar Ridge HS	37	114
23	24	Westlake HS ('11)	43	98

LBJ (TX)

'13	'12	Charter	New	Total
1	2	+ Graham HS	31	355
2	7	Richardson HS ('07)	72	333
3	5	Berkner HS	17	313
4	4	James Bowie HS - Arlington	15	312
5	11	Canton HS	15	230
6	12	Decatur HS	12	194
7	13	McKinney HS	13	172
8	24	Lovejoy HS	98	157
9	14	Iowa Park HS	29	156
10	16	McKinney Boyd HS	37	153
11	16	Lake Highlands HS	26	142
12	19	Whitesboro HS	25	112
13	--	# McKinney North HS	36	103

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LBJ (TX) (continued)

14	21	Summit Int'l Preparatory	14	99
15	27	Melissa HS	32	87
16	24	Saginaw HS	18	77
17	26	Lindsay HS	19	76
18	29	Aubrey HS ('10)	22	70
19	1	Wylie Sr HS ('12)	60	60
20	31	Pottsboro HS	13	56

LONE STAR (TX)

'13	'12	Charter	New	Total
1	2	+ Northwest HS	29	478
2	3	Plano West Sr HS	33	420
3	4	Carroll HS - Southlake ('06)	47	404
4	5	Arlington HS ('02)	25	343
5	--	# JBS Law Magnet HS	76	324
6	6	Desoto HS	6	284
7	13	Plano Sr HS ('10)	120	261
8	--	* Williams HS ('06)	0	260
9	7	Mansfield HS	15	254
10	12	Byron Nelson HS	79	231
10	8	Community HS	34	231
12	9	South Grand Prairie HS ('06)	49	230
13	11	Greenhill School ('09)	39	201
13	10	North Crowley HS	38	201
15	17	Grapevine HS ('11)	117	193
16	14	Granbury HS ('07)	20	130
17	15	Skyline HS & Career Development ('06)	26	128
18	16	Dallas Highland Park HS ('08)	22	100
19	1	Garland HS ('12)	66	66
20	--	# Trinity Valley School	17	35

NORTH TEXAS LONGHORNS

'13	'12	Charter	New	Total
1	2	+ Jasper HS ('05)	92	655
2	3	Hillcrest HS ('73)	0	534
3	4	Naaman Forest HS	23	452
4	9	Plano East Senior High School ('01)	94	442
5	6	Lewisville HS ('95)	26	441
6	7	Edward S Marcus HS ('99)	35	432
7	5	* Keller HS	0	427
8	8	Newman Smith HS ('00)	10	387
9	12	Centennial HS	91	335
10	10	Grand Prairie HS ('04)	26	315
11	13	Hockaday School ('08)	55	297
12	17	Coppell HS ('09)	86	279
13	--	# Sunset HS	27	268
14	15	Creekview HS ('07)	46	252
15	16	John H Guyer HS	42	245
16	14	St Mark's School Of Texas ('03)	27	235
17	19	Colleyville Heritage HS ('10)	66	208
18	18	Shepton HS ('06)	20	180
19	20	Flower Mound HS ('11)	56	129
20	--	# W T White HS	28	85
21	--	# Trinidad Garza Early College	55	62
22	1	Vines HS ('12)	30	30

SOUTH TEXAS

'13	'12	Charter	New	Total
1	8	Bellaire HS ('09)	164	799
2	--	+ Bay City HS	45	797
3	5	Clear Lake HS ('02)	95	776
4	3	IH Kempner HS	66	757
5	6	Clear Brook HS	74	748
6	4	Mayde Creek HS	50	733
7	2	Aldine Sr HS	8	725
8	9	St Agnes Academy	74	655
9	7	* Sterling HS	0	647
10	11	Clear Creek HS ('87)	68	611
11	10	Stephen F Austin HS - Sugar Land	3	576
12	13	Lamar HS - Houston ('06)	88	562
13	12	Monsignor Kelly Catholic HS	33	508
14	15	Westfield HS ('05)	49	485
15	14	Westside HS	28	468
16	17	Foster HS	47	431
17	16	Cinco Ranch HS	17	415
18	18	Lamar Consolidated HS ('08)	26	334
19	20	Elkins HS ('07)	63	270
20	19	Needville HS	19	234
21	22	Harmony School Of Advancement	54	195
22	24	LV Hightower HS ('11)	68	135
23	23	Clear Springs HS	28	121
24	--	# Michael E DeBakey HS For Health Prof	74	121
25	25	Friendswood HS ('10)	37	84
26	--	# George Ranch HS	8	57
27	--	# Ridge Point HS	28	52
28	1	Strake Jesuit College Preparatory ('12)	25	25

SPACE CITY (TX)

'13	'12	Charter	New	Total
1	2	+ Alief Elsik HS ('03)	54	597
2	3	Barbers Hill HS	44	566
3	5	Spring Woods HS ('96)	85	540
4	4	Kerr HS	41	535
5	8	Seven Lakes HS	92	481
6	9	Cypress Woods HS	83	461
7	7	Stratford HS ('00)	40	458
8	9	A & M Consolidated HS ('01)	37	415
9	11	Cypress Ridge HS	38	407
10	12	Cy-Fair HS ('03)	47	327
11	16	Memorial HS - Houston ('08)	82	287
12	15	Hastings HS ('07)	50	268
13	17	Houston Acad For Intl Studies	126	265
14	14	William B Travis HS	8	256
15	18	Langham Creek HS ('06)	55	193
16	19	Eastwood Academy	67	167
17	20	Cypress Lakes HS	27	105
18	22	Cypress-Ranch HS	17	94
19	20	Andy Dekaney HS	10	88
20	23	Waller HS	0	69
21	24	Pasadena HS ('09)	7	45
22	--	# Challenge Early College HS	43	43
23	25	North Shore HS ('10)	7	33
24	1	Alief Taylor HS ('12)	21	21
25	26	Eisenhower HS ('11)	3	5

TALL COTTON (TX)

'13	'12	Charter	New	Total
1	2	+ Central HS - San Angelo ('02)	97	546
2	2	Robert E Lee HS - Midland ('04)	60	478
3	4	Hereford HS ('01)	24	383
4	5	Borger HS	23	367
5	6	Big Spring HS ('05)	36	346
6	7	Odessa HS ('00)	18	297
7	10	Amarillo HS ('03)	53	294
8	8	Lubbock HS ('07)	22	291
9	9	Snyder HS	28	275
10	--	# Randall HS	17	241
11	11	Midland Christian School	10	165
12	12	Midland HS ('06)	16	155
13	13	Tascosa HS ('08)	34	140
14	15	Seminole HS ('11)	58	113
15	14	Cooper HS ('10)	31	92
16	18	Holy Cross Catholic Academy	22	52
17	16	* Denver City HS	0	51
18	17	* Coronado HS ('90)	0	45
19	1	Frenship HS ('12)	26	26

UIL (TX)

'13	'12	Charter	New	Total
1	2	+ Athens HS	24	352
2	6	Whitehouse HS	96	330
3	4	Crandall HS	37	298
4	7	Lindale HS ('09)	83	280
5	3	Gilmer HS	3	274
6	5	Good Shepherd School	11	256
7	8	Midlothian HS	34	217
8	8	Van HS ('08)	29	212
9	14	Brownsboro HS	82	197
10	12	Royse City HS ('07)	40	192
11	10	* Tyler Lee HS ('03)	9	185
12	13	Ferris HS	13	152
13	17	Hallsville HS ('10)	33	122
14	18	Bullard HS	15	97
15	--	# Chapel Hill HS	48	83
16	19	Caddo Mills HS	12	78
17	20	North Lamar HS ('11)	26	64
17	1	All Saints Episcopal School ('12)	64	64
19	--	# Leon HS	16	40

WEST TEXAS

'13	'12	Charter	New	Total
1	2	Eastwood HS ('96)	0	308
2	3	Austin HS - El Paso	0	270
3	4	+ El Paso HS	1	255
4	6	Americas HS ('06)	48	254
5	7	Ysleta HS ('07)	39	216
6	8	Chapin HS	41	198
7	10	Burges HS ('04)	48	180
8	9	Franklin HS ('08)	36	176
9	12	Cathedral HS ('10)	13	48
9	1	El Paso Coronado HS ('12)	48	48
11	11	Hanks HS ('09)	5	41
12	13	Bel Air HS ('11)	7	28

YELLOW ROSE (TX)

'13	'12	Charter	New	Total
1	3	+ Holy Trinity Catholic HS	61	368
2	--	# Midway HS ('96)	31	326
3	6	Smithville HS	10	275
4	9	Mexia HS	32	250
5	8	Diboll HS	0	244
6	19	Princeton HS ('11)	76	162
7	14	Vanguard College Prep School ('08)	36	156
8	--	# Godley HS	44	127
9	17	Round Rock Christian Academy	17	107
10	21	China Spring HS	13	85
11	26	Connally HS	26	76
12	28	Center HS	24	70
13	31	Home Educator's Outsourcing Solutions	30	65
14	30	Centerville HS	3	46
15	--	# West Hardin HS	18	18

GREAT SALT LAKE (UT)

'13	'12	Charter	New	Total
1	--	# + Cypress HS	23	676
2	2	Skyline HS ('08)	91	590
3	6	Lone Peak HS ('07)	133	568
4	3	Salt Lake City West HS ('05)	40	531
5	4	Cottonwood HS ('03)	55	521
6	8	Taylorville HS ('01)	13	303
7	9	Tooele HS	28	302
8	10	Highland HS ('04)	36	296
9	13	Rowland Hall-St Mark ('10)	63	204
10	11	Intermountain Christian School	11	200
11	12	East HS ('09)	45	199
12	14	Olympus HS ('11)	71	144
13	--	# The Oakley School	19	61
14	--	# South Summit HS	39	54
15	1	* Layton Christian Academy ('12)	1	1

SUNDANCE (UT)

'13	'12	Charter	New	Total
1	2	+ Hillcrest HS ('01)	85	619
2	3	Lehi HS ('06)	32	486
3	9	Bingham HS ('10)	140	443
4	4	Carbon HS ('00)	46	430
5	6	Juab HS	81	399
6	5	Juan Diego Catholic HS	15	389
7	7	Karl G Maeser Preparatory Academy	61	376
8	--	# Timpview HS	60	309
9	12	Beaver HS ('08)	79	269
10	13	Stansbury HS	61	243
11	11	Waterford School	32	227
12	14	Salem Hills HS	56	187
13	16	American Leadership Academy	50	143
14	--	# Murray HS	38	128
15	17	Alta HS ('11)	40	127
16	18	Riverton HS ('09)	22	87
17	1	Hunter HS ('12)	78	78
18	--	# Herriman HS	56	65

UTAH-WASATCH

'13	'12	Charter	New	Total
1	2	+ Woods Cross HS ('95)	68	753
2	3	Layton HS ('97)	30	644
3	4	Northridge HS ('03)	66	526
4	5	Wasatch HS	66	495
5	--	# Mountain Crest HS	70	441
6	6	Roy HS ('92)	53	440
7	7	Weber HS ('04)	75	424
8	8	Viewmont HS '93	61	385
9	9	Syracuse HS	66	376
10	10	Clearfield HS ('08)	60	333
11	11	Bountiful HS ('06)	70	319
12	12	Logan HS ('09)	52	256
13	1	Sky View HS ('12)	153	153
14	14	Davis HS ('11)	62	132
15	--	# Morgan HS	33	73

VIRGINIA

'13	'12	Charter	New	Total
1	2	+ Lake Braddock Secondary HS ('90)	40	396
2	3	Edison HS ('02)	13	366
3	5	Chantilly HS	31	348
4	4	* Salem HS	0	320
5	5	* Charlottesville HS	0	308
5	5	* W T Woodson HS ('98)	0	308
7	8	West Springfield HS ('04)	3	303
8	13	Montgomery Blair HS	68	298
9	11	Yorktown HS ('79)	26	286
10	12	Dominion HS	35	284

LEGEND:

+ Leading Chapter Award

New or Restored Chapter

* Lost or Suspended Charter

VIRGINIA (continued)

11	9	Our Lady Of Good Counsel HS ('75)	0	276
12	10	* Warwick HS	0	269
13	13	Wilson Memorial HS	20	250
14	20	James Madison HS ('99)	52	236
15	18	Sherando HS ('05)	39	235
16	16	Robinson Secondary School ('87)	26	228
17	17	Turner Ashby HS	24	225
18	21	Randolph-Henry HS	40	222
19	26	Freedom HS	42	212
19	23	South Lakes HS	34	212
21	19	Potomac Falls HS	20	212
22	21	E C Glass HS	29	211
23	15	* Potomac Senior HS	0	207
24	25	Fresta Valley Christian School	33	205
25	27	Briar Woods HS	30	196
26	31	John Handley HS	45	181
27	30	King George HS	21	166
28	29	Hargrave Military Academy	7	160
29	28	* Battlefield HS	0	156
30	33	Midlothian HS	35	151
31	32	* West Potomac HS ('08)	15	147
32	37	Madison County HS ('11)	78	120
33	34	Blacksburg HS ('09)	19	111
34	--	# Fluvanna County HS	45	85
35	1	Broad Run HS ('12)	84	84
36	36	Liberty HS	8	66
37	39	Thomas Jefferson HS Science & Tech ('10)	33	55

INLAND EMPIRE (WA)

'13	'12	Charter	New	Total
1	3	+ Central Valley HS ('04)	69	516
2	2	University HS ('05)	57	515
3	4	Wenatchee HS ('94)	33	342
4	5	Mead HS ('06)	49	325
5	7	Coeur D'Alene Charter Academy	29	288
6	6	Walla Walla HS	2	272
7	8	Gonzaga Prep HS ('08)	32	260
8	12	Coeur D'Alene HS ('11)	105	182
9	9	Saint George's School ('87)	1	152
10	10	Chiawana HS	4	115
11	13	Mt Spokane HS ('09)	6	82
12	11	Hermiston HS	0	80
13	14	Moses Lake HS ('10)	12	73
14	1	Lake City HS ('12)	72	72
15	--	# Republic School District	13	28

PUGET SOUND (WA)

'13	'12	Charter	New	Total
1	2	+ Kamiak HS ('06)	52	485
2	--	# Interlake HS - Bellevue ('82)	51	475
3	4	Snohomish HS ('07)	87	462
4	5	Mountain View HS	47	413
5	3	Sammamish HS ('74)	8	394
6	6	Mount Vernon HS ('02)	16	279
7	7	North Kitsap HS	24	274
8	--	# Bishop Blanchet HS	13	262
9	--	# BC Academy	71	224
10	9	Mercer Island HS ('03)	21	223
11	11	D D Eisenhower HS ('89)	45	222
12	14	Union HS	48	204
12	--	# Ballard HS	7	204

PUGET SOUND (WA) (continued)

14	12	Kentlake HS	17	192
15	16	The Bear Creek School	40	148
16	15	Edmonds Heights	8	140
17	18	Ridgefield HS ('10)	39	124
18	20	Aviation HS	40	117
19	22	Seattle Academy Of Arts & Science ('11)	62	111
20	17	Glacier Peak HS	6	93
21	21	Cedar Park Christian Schools	34	85
21	1	Newport HS ('12)	85	85
23	--	# Mount Si HS	17	79
24	--	# Ingraham HS	22	53

WESTERN WASHINGTON

'13	'12	Charter	New	Total
1	3	+ Thomas Jefferson HS ('04)	47	458
2	2	Peninsula HS ('86)	16	451
3	7	Gig Harbor HS ('10)	114	362
4	4	Whitestone HS	12	353
5	5	Puyallup HS ('08)	81	343
6	9	Tahoma Senior HS	55	280
7	10	South Anchorage HS	65	277
8	6	Emerald Ridge HS	4	261
9	8	Auburn Riverside HS ('04)	12	238
10	12	Kingston HS	33	205
11	11	Auburn Senior HS ('03)	4	201
12	--	Renton HS	1	189
13	14	Juneau-Douglas HS	24	137
14	15	Federal Way HS ('09)	20	131
15	16	Capital HS ('07)	18	114
16	18	Mount Rainier Lutheran HS	17	83
17	21	West Anchorage HS ('11)	23	23
18	1	Eastside Catholic HS ('12)	14	14

NORTHERN WISCONSIN

'13	'12	Charter	New	Total
1	2	+ Little Chute HS	17	598
2	3	* Algoma HS ('11)	0	573
3	4	Appleton West HS ('03)	56	516
4	5	Waupaca HS ('00)	46	499
5	6	Neenah HS	0	450
6	7	Appleton North HS	28	447
7	8	St Croix Falls HS ('93)	15	390
8	10	Sheboygan South HS ('08)	86	311
9	9	* Xavier HS	0	228
10	11	Sheboygan North HS ('09)	22	149
11	12	New London HS ('06)	19	129
12	1	Appleton East HS ('12)	82	82
13	13	Hortonville HS ('10)	25	78
14	--	# Fond du Lac HS	32	59

SOUTHERN WISCONSIN

'13	'12	Charter	New	Total
1	2	+ Madison West HS	54	510
2	4	James Madison Memorial HS ('07)	80	469
3	3	Marquette Univ HS ('05)	53	443
4	5	Middleton HS	57	442
5	7	Brookfield East HS ('09)	83	425
6	6	Nicolet HS ('98)	1	354
7	8	Rufus King HS ('06)	48	343
8	9	Vincent HS	19	263

SOUTHERN WISCONSIN (continued)

9	10	West Bend East HS ('04)	20	259
10	11	Black Hawk HS ('03)	13	220
11	14	Mukwonago HS	59	190
12	13	Bradley Tech HS	38	188
13	12	Cedarburg HS ('10)	28	182
14	15	Messmer HS	24	153
15	--	# Ronald Reagan College Prep HS	44	152
15	16	Muskego HS ('08)	25	152
17	1	Whitefish Bay HS ('12)	130	130
18	--	# Luther Preparatory School	61	110
19	--	# Milton HS	31	93
20	--	# Franklin HS	27	74
21	17	West Bend West HS ('11)	18	61

WEST VIRGINIA

'13	'12	Charter	New	Total
1	1	Wheeling Park HS ('09)	57	230
2	3	Parkersburg HS ('10)	25	59
3	4	Parkersburg South HS ('11)	34	38

HOLE IN THE WALL (WY)

'13	'12	Charter	New	Total
1	2	+ Gothenburg HS	57	704
2	4	Cheyenne East HS ('07)	115	617
3	3	Sturgis Brown HS ('99)	34	591
4	5	Buffalo HS ('98)	20	463
5	6	Scottsbluff HS ('00)	51	451
6	8	North Platte HS ('06)	52	417
7	9	Campbell County HS ('05)	45	393
8	7	* Torrington HS ('93)	0	370
9	11	Burwell Jr-Sr HS	56	312
10	10	Lead-Deadwood HS ('04)	41	300
11	15	Cheyenne Central HS ('10)	86	269
12	16	Cheyenne South HS	78	260
13	13	Lexington HS	25	247
14	14	Sheridan HS ('03)	20	221
15	17	Cozad HS	21	196
16	18	Newcastle HS ('08)	17	146
17	1	Spearfish HS ('12)	81	81
18	20	Wheatland HS ('09)	20	45
19	22	Glenrock HS ('11)	20	31

WIND RIVER (WY)

'13	'12	Charter	New	Total
1	3	+ Evanston HS ('00)	26	645
2	2	Saratoga HS	11	634
3	4	Kelly Walsh HS ('99)	43	573
4	5	Hot Springs Co HS ('92)	32	547
5	7	Green River HS ('09)	108	481
6	8	Star Valley HS ('01)	43	372
7	10	Natrona County HS ('08)	79	352
8	--	# Lovell HS	20	336
9	9	Worland HS ('06)	47	331
10	11	Cody HS ('05)	34	298
11	12	Powell HS ('07)	38	269
12	13	Greybull HS ('04)	29	247
13	--	# Douglas HS	163	187
14	15	Jackson Hole HS ('11)	73	131
15	14	Riverton HS ('10)	24	110
16	1	Rock Springs HS ('12)	35	35



Powering the voice of our future.

CONNECT. SUPPORT. INSPIRE.

2012-13 NEW DEGREES SUMMARY

(This summary indicates the average number of new members and degrees added by the charters in a district, not chapter strength.)

	DISTRICT	NEW CHARTERS	AVG NEW DEGREES	NEW DEGREE LEADER	NEW DEGREES ADDED
1	Three Trails (KS)	3	100.73	Blue Valley North High School	316
2	Florida Manatee	0	100.00	Nova High School	350
3	East Kansas	1	97.93	Olathe Northwest High School	207
4	Calif. Coast (CA)	2	88.29	Leland High School	405
5	Northwest Indiana	1	85.55	Munster High School	233
6	Rushmore (SD)	1	84.82	O'Gorman High School	186
7	East Los Angeles (CA)	0	81.41	Gabrielino High School	369
8	Show Me (MO)	0	75.47	Blue Springs South High School	171
9	Kansas Flint-Hills	0	74.50	Washburn Rural High School	152
10	Eastern Ohio	0	68.06	Perry High School	166
11	Utah-Wasatch	2	65.67	Sky View High School	153
12	Sunflower (KS)	1	65.14	Valley Center High School	276
13	Central Minnesota	2	64.32	Chanhassen High School	195
14	Northern South Dakota	0	63.33	Aberdeen Central High School	136
15	Northern Illinois	2	62.88	Glenbrook South High School	261
16	Nebraska	0	62.79	Millard North High School	213
17	Ozark (MO)	0	61.50	Central High School - Springfield	225
18	San Fran Bay (CA)	1	61.09	James Logan High School	198
19	Southern Minnesota	1	60.74	Eagan High School	245
20	Illini (IL)	4	60.23	Downers Grove South High School	163
21	Golden Desert (NV)	0	60.06	Green Valley High School	166
22	New York City	1	59.35	The Bronx High School of Science	404
23	West Kansas	0	58.73	Hutchinson High School	153
24	Montana	1	58.63	Glacier High School	139
25	Heart Of America (MO)	0	58.60	Liberty Sr. High School	249
26	Southern California	5	58.45	Claremont High School	148
27	Sundance (UT)	3	57.33	Bingham High School	140
28	Rocky Mountain-South (CO)	0	57.29	George Washington High School	188
29	East Texas	2	53.04	William P. Clements High School	224
30	Sierra (CA)	0	53.00	Sanger High School	231
31	West Iowa	1	51.85	Dowing Catholic High School	185
32	Idaho Mountain River	1	51.21	Highland High School	194
33	New Jersey	1	50.86	Ridge High School	188
34	Northern Ohio	2	50.79	Canfield High School	110
35	Wind River (WY)	2	50.31	Douglas High School	163
36	Western Ohio	1	50.00	Mason High School	117
37	Pittsburgh (PA)	2	49.50	North Allegheny Sr. High School	239
38	Idaho Gem of the Mountain	0	49.33	Mountain Home High School	124
39	Carver-Truman (MO)	4	48.06	Neosho High School	136
40	South Texas	3	47.82	Bellaire High School	164
41	Kentucky	2	46.95	Harrison County High School	231
42	Northeast Indiana	0	46.91	Chesterton High School	166
43	Florida Panther	1	46.46	Lake Highland Prep	187
44	Big Valley (CA)	0	45.88	James Enochs High School	102
45	South Florida	1	45.33	Ransom Everglades Upper School	110
46	New Mexico	0	45.30	East Mountain High School	81
47	New England (MA & NH)	2	44.75	Newton South High School	123
48	Great Salt Lake (UT)	3	44.53	Skyline High School	133
49	Colorado	2	44.24	Cherry Creek High School	218
50	Hole in the Wall (WY)	0	44.16	Cheyenne East High School	115
51	Arizona	2	44.12	Brophy College Prep	140
52	Central Texas	2	44.11	Winston Churchill High School	115
53	Arkansas	1	44.00	Bentonville High School	66
54	Southern Wisconsin	4	43.48	Whitefish Bay High School	130
55	Space City (TX)	1	43.36	Houston Acad For Intl Studies	126

2012-13 NEW DEGREES SUMMARY

(This summary indicates the average number of new members and degrees added by the charters in a district, not chapter strength.)

	DISTRICT	NEW CHARTERS	AVG NEW DEGREES	NEW DEGREE LEADER	NEW DEGREES ADDED
56	Hoosier Heartland (IN)	1	43.33	Fishers High School	137
57	Lone Star (TX)	2	42.90	Plano Sr. High School	120
58	South Carolina	1	42.85	Southside High School	140
59	Greater Illinois	2	42.73	Belleville West High School	86
60	North Texas Longhorns	3	42.50	Plano East Senior High School	94
61	North Coast (OH)	1	41.53	Gilmour Academy / Solon HS (TIE)	99
62	Heart Of Texas	1	40.35	Hendrickson High School	177
63	South Kansas	0	40.17	Fort Scott High School	92
64	Deep South (AL)	1	40.07	The Montgomery Academy	104
65	Tarheel East (NC)	2	40.06	Cary Academy	158
66	West Los Angeles (CA)	3	39.58	Palos Verdes Peninsula High School	110
67	West Virginia	0	38.67	Wheeling Park High School	57
68	Tennessee	0	38.55	Morristown West High School	127
69	Colorado Grande	1	38.40	Pueblo West High School	90
70	Mississippi	0	38.28	Oak Grove High School	88
71	Northern Lights (MN)	0	38.05	Moorhead High School	122
72	Eastern Missouri	1	37.47	Ladue Horton Watkins High School	85
73	North Oregon	1	37.24	Westview High School	118
74	East Oklahoma	2	37.15	Tulsa Washington High School	128
75	Carolina West (NC)	1	37.07	Ardrey Kell High School	119
76	Valley Forge (PA)	2	36.10	CR North High School	77
77	Puget Sound (WA)	6	35.83	Snohomish High School	87
78	UIL (TX)	2	35.53	Whitehouse High School	96
79	Nebraska South	0	35.11	Lincoln East High School	74
80	West Oklahoma	4	34.42	Norman North High School	134
81	Georgia Northern Mountain	0	34.27	Henry W. Grady High School	171
82	Georgia Southern Peach	1	32.71	Carrollton High School	77
83	Inland Empire (WA)	1	32.27	Coeur D'Alene High School	105
84	Florida Sunshine	1	32.20	Pine View School	127
85	Gulf Coast (TX)	1	31.63	Harlingen High School South	103
86	Western Washington	0	31.11	Gig Harbor High School	114
87	Hawaii	0	31.00	Kamehameha Schools	60
88	Northern Wisconsin	0	30.57	Sheboygan South High School	86
89	Tall Cotton (TX)	1	30.26	Central High School - San Angelo	97
90	LBJ (TX)	1	30.20	Lovejoy High School	98
91	Capitol Valley (CA)	0	29.31	Granite Bay	72
92	Hoosier Crossroads (IN)	1	28.53	Warren Central High School	84
93	Yellow Rose (TX)	3	28.07	Princeton High School	76
94	Rocky Mountain-North (CO)	1	27.67	Fairview High School	83
95	Virginia (MD & VA)	1	26.89	Broad Run High School	84
96	North Dakota Roughrider	1	26.86	West Fargo High School	61
97	Pacific Islands	0	26.20	CheongShim Int'l Academy	59
98	Michigan	3	26.10	Holland High School	65
99	Maine	2	26.00	Bangor High School	61
100	East Iowa	3	25.85	West High School - Iowa City	75
101	Louisiana	4	25.26	John Paul The Great Academy	82
102	Chesapeake (MD)	2	24.45	Walter Johnson High School	55
103	New York State	0	24.30	Scarsdale High School	85
104	Sagebrush (NV)	0	24.19	Reno High School	63
105	West Texas	0	23.83	Americas HS / Burges HS / El Paso Coronado HS (TIE)	48
106	Western Slope (CO)	0	23.38	Central Of Grand Junction High School	57
107	South Oregon	1	19.21	Ashland High School	45
108	Pennsylvania	0	18.30	Bellwood-Antis High School	70
109	Iroquois (NY)	0	9.50	Sayre Area High School	24

Mutual Judge Preference is a Good Thing

by Jim Menick



At most invitational tournaments, Lincoln-Douglas Debate judges are not assigned randomly. After all, tournaments are competitive events. The tab room looks at the brackets, so the best judges are placed in the rounds that count the most. This requires that tab actually knows who the best judges are. Originally, this was determined by the tab staff itself, meaning a very prejudiced view of the pool from one or two people. This led to a system of community rankings being occasionally used, where all the teams rank all the judges, and an average is established, but this simply moves the prejudice from the tab staff to a tyranny of the majority of the field. **Mutual Judge Preference (MJP)** moves the ranking directly to the teams debating; they get to decide for themselves, on an individual basis, which are the best judges. Prejudice is removed—theoretically.

MJP is not perfect, and I think we'll see changes going forward in some of how it is implemented, but it is a better system for judge placement than any other, provided everyone uses it. Moving the decision of the quality of the judges to the teams makes sense: they are the ones who paid to attend the tournament; they are the ones who know the judges best insofar as

a particular judge's preferences on their own debating; and given that tournaments are competitions, the tournaments should make that competition as fair and efficient as possible.

WHAT MJP IS: An agreement between the two debaters about the quality of the judge. Whatever one debater has ranked the judge, so has the other—hence the word *mutual*.

WHAT MJP ISN'T: Selecting a judge favorable to you, thus gaining an unfair advantage. You and your opponent both rated the judge equally, so presumably, any bias evens out.

WHAT MJP ALSO ISN'T: A guarantee of getting your most favored judge—i.e., all your A+ judges all the time. Some schools have been spoiled (I'll explain why in a second) and are used to getting only top choices, but that's just not the way it works. Once again, the word is *mutual*.

So how does MJP work? After all the judges for a tournament are set, the week before the event, every team can rank every single one of the judges, usually on a scale 1 (highest) to 6 (strike). There is a set number for each ranking; conflicts

Thoughts on this article—or others?

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are separate, and automatically removed from the math. During the tournament, in each round, the tab room will provide the best mutually preferred judge it can, according to a set procedure: assign to the bubble first, usually the down-2s, then the down-1s, down-0s, then down-3s to the end. (Much of this is automated, of course.) If a debater in a pairing has not ranked, the opponent's ranking is followed. If neither debater ranks, judge assignments are random.

Standard tabbing procedures insure that everyone gets the best judge the system can come up. Competitive needs (bubbles) are determiners of the order of placement. But keep in mind that mutual placement means mutual, not mutual until the number is too high; a lot of people don't get this. You can have a 2-2, a 3-3, a 4-4, or even a 5-5. At the point where we're giving you a 1-2 or 2-1 instead of a 3-3, it isn't mutual anymore. (The impacts of casting off mutuality to preserve high rankings are devastating to the judge pool at large, but that is not an issue for this discussion. The point is, if you advertise Mutual, you need to deliver Mutual—end of story.)

In the beginning, MJP in LD, for a variety of reasons, was a tool of what we'll call the Circuit teams. They would go to, say, Yale, which offered MJP, and rank all the judges. The non-Circuit teams did not rank. This means that the Circuit teams got to call the shots. Since there was no issue of mutuality, and for all practical purposes the non-Circuit, non-ranking teams were telling the system they would take any judge in the pool, those who ranked always got their 1s and those who didn't rank either got their opponent's 1 (if the opponent ranked) or else any available judge in the pool if neither ranked. No wonder the average non-Circuit team looked at MJP with suspicion. MJP seemed to require a lot of in-depth knowledge of the judges, gleaned either from experience or from the judge paradigm wiki, and it was the

sort of thing that seemed to exclude the average team (or anyone who doesn't have the masochistic streak necessary to read all the judge paradigms). So to start out, the system was, the Circuit teams got super judging, and everyone else either got the Circuit teams' judges or potluck. Since the average non-Circuit teams are what we might call Traditional style, the effect of this was to almost guarantee that Circuit style succeeded over Traditional style—and for no other reason than that the Traditionals weren't doing preferences!


This is obviously a bad situation. Styles in LD have been evolving since day one, but by a natural selection process. This was genetic engineering. Something had to be done to ameliorate the situation, so we added a mandate for teams that, when initially registering for a tournament, a coach has to define his/her own judges as either Circuit, Traditional, or (trained) Newcomer. Simple as that. Either a judge claims to prefer Traditional LD, whatever that is, or Circuit LD, whatever that is—we all know both of them when we see them. So now the Traditional teams can mark all the traditional judges as 1s, and all the Circuit teams can mark all the traditional judges as 5s, and vice versa, with a lot of shading in-between. Circuit teams no longer call the shots of who wins at tournaments simply on the basis of Circuit-biased judging.

There is a big—BIG—unexpected result from this. On the obvious side, it means that if you and your opponent are roughly on the same page, your judge will probably also be on that page. But in the LD world where there are big differences in approach, and as more and more Traditionalists catch up with ranking as do the Circuits, the likelihoods of 1-1 or even 2-2 prefs diminish. We've seen it already with more 3-3 pairings—even some 4-4s, and once or twice a 5-5. After all, a judge pool is only so big. And what does this mean? If a Traditional kid hits

a Circuit kid, in a world where everyone prefs, they are likely to have a judge neither of them considers a top choice. They're going to have to debate in front of a 3-3, someone who may be unknown to them, or someone who has a peculiar approach, or someone who doesn't like something either of them does like. What is a poor debater to do? Two words: *judge adaptation*. MJP, when used by half the field, is judge maximization for that half. MJP, when used by all the field, is the great leveler. LDers are going to have to relearn how to adapt to all kinds of judges, just as they used to 20 years ago, back in the day when judge adaptation was the number one means to success. Adaptation is probably not even on most people's list nowadays, but it's going to have to go back.

So why should you always pref? First, you give your students competitive equality; second, you keep the activity from going off in a single direction (i.e., the Traditionals are not handing LD to the Circuits on a silver platter of preferred judging); and third, you're actually bringing back the need for speakers to adjust to their audiences, which in the public speaking world outside of high school debate, is always the number one concern.

As I said, there may be some rough edges on the procedures of MJP at the moment (nothing's perfect), but it works, and it's a better system than letting the tab room staff rule the world based on personal prejudices. Plus, it has the potential to keep LD honest—but only if everybody does it.

MJP is a good thing. Do it. 

Jim Menick serves as Executive Editor at *Reader's Digest*. He also has spent 20 years coaching at Hendrick Hudson High School in New York, five years in NDCA, and blogs regularly about debate at coachcan.blogspot.com.

Careers

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Desert Vista High School Seeks Assistant Director of Forensics

Desert Vista High School, a college prep school, in Phoenix, AZ is seeking an assistant Director of Forensics. Duties would include assisting in general team management as well as directing or assisting in at least one debate or speech event/genre. This may lead to a full time teaching position at Desert Vista High School. For information about the school go to <http://desertvista.schoolfusion.us>; for information about the team, please go to www.tstdc.com. Please send all inquiries and resumes to Erik Dominguez at edominguez@tempeunion.org.

Millburn High School Seeks Assistant Speech and Debate Coaches

Millburn High School in Millburn, NJ has an available position for an assistant LD debate coach. Assistant coaches will assist the Forensics coach with all team activities and duties, with particular emphasis on coaching and judging in their area(s) of expertise. Millburn currently competes in NFL, CFL, and NJFL (New Jersey Forensic League) circuits in all Individual Events, Congressional Debate, Public Forum, and Lincoln-Douglas. Applicants should have experience participating in and coaching events. The coaching positions are extra-curricular; however, numerous teaching positions, in all subject areas, are currently available. See <http://www.applitrack.com/millburnnj/onlineapp/default.aspx> for a current listing of FT/PT, both tenure and nontenure track, positions. Appropriate New Jersey certification is required for teaching positions. Substitute certification and security clearance is required for extracurricular positions. Stipends for regular coaching responsibilities are provided, with additional compensation for judging and/or chaperone at local and national tournaments. Inquiries should be addressed to Forensics Coach Edison Sanon at nevras@yahoo.com.

MPOLY (Korea Poly School) Seeking Debate Teacher

MPOLY (Korea Poly School) is currently seeking a Debate Teacher to provide instruction in debating and public speaking skills for middle school students. We are a language school catering to students who have higher level English skills, many of whom have studied abroad. The successful candidate will teach according to an established curriculum and work with other debate teachers to plan and coordinate events as well as help prepare students for competition. Interested persons should apply ASAP by sending a current resume, photo, and letter describing their interest and qualifications to Jennifer at jenswan@outlook.com. For more information, visit www.nationalforensicleague.org/careers.

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1. Experience as speech and debate instructor/participant.
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3. Good judgment and maturity in meeting job expectations.
4. Ability to communicate effectively and collaboratively.

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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.

Ridge High School Seeks Assistant Speech and Debate Coaches

Ridge High School, Basking Ridge, NJ has available positions for both assistant Speech/Individual Events and Debate coaches. Assistant coaches will assist the Director of Forensics with all team activities and duties, with particular emphasis on coaching and judging in their area(s) of expertise. Ridge currently competes in NFL, CFL, and NJFL (New Jersey Forensic League) circuits in all Individual Events, Congressional Debate, Public Forum, and Lincoln-Douglas. The coaching positions are extra-curricular; however, numerous teaching positions, in all subject areas, are currently available. See <http://www.applitrack.com/bernards/onlineapp> for a currently listing of FT/PT, both tenure and nontenure track, positions. Ridge High School is a comprehensive public high school with more than 1,600 students. Appropriate New Jersey certification is required for teaching positions. Substitute certification and security clearance is required for extracurricular positions. Inquiries can be addressed to David Yastremski, Director of Forensics, at dyastremski@gmail.com.

The Spence School Seeks PF Debate Coach

The Spence School, a rigorous private preparatory school for girls located on the Upper East Side of Manhattan, is looking for a debate coach with extensive debate experience, preferably in PF. Responsibilities include weekly coaching sessions and the chaperoning of monthly tournaments. If interested, please send email and resume to aprotopappas@spenceschool.org. College and graduate students are also encouraged to apply.

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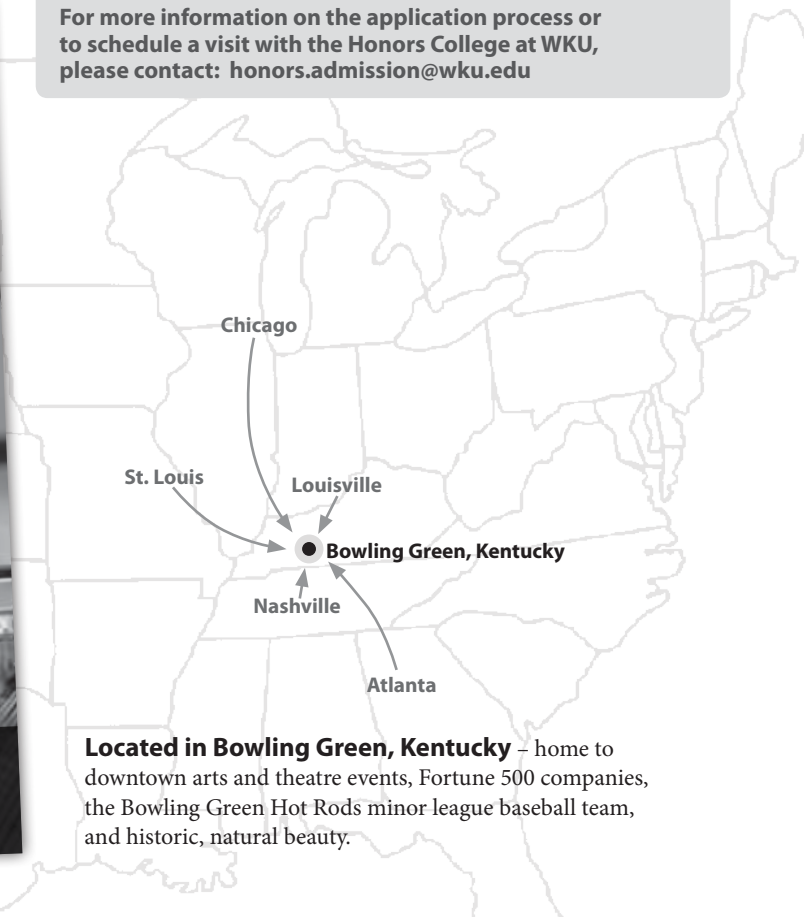
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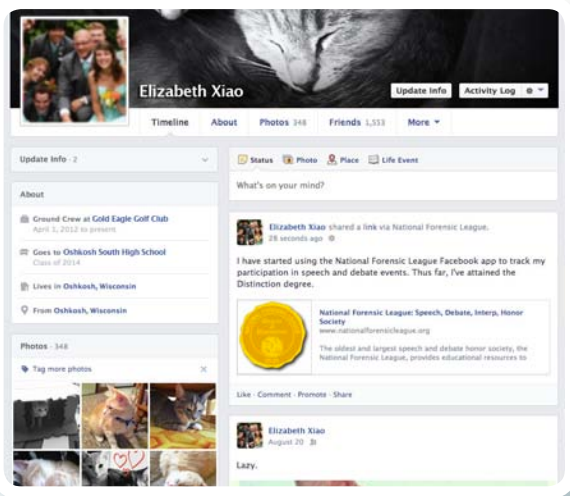
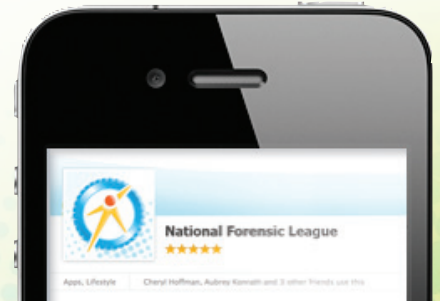
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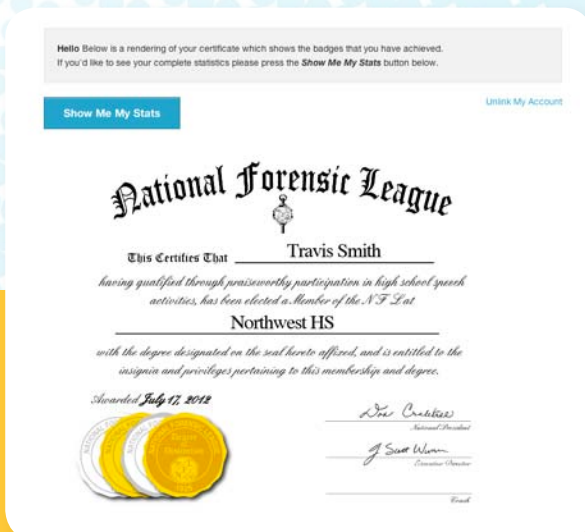
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