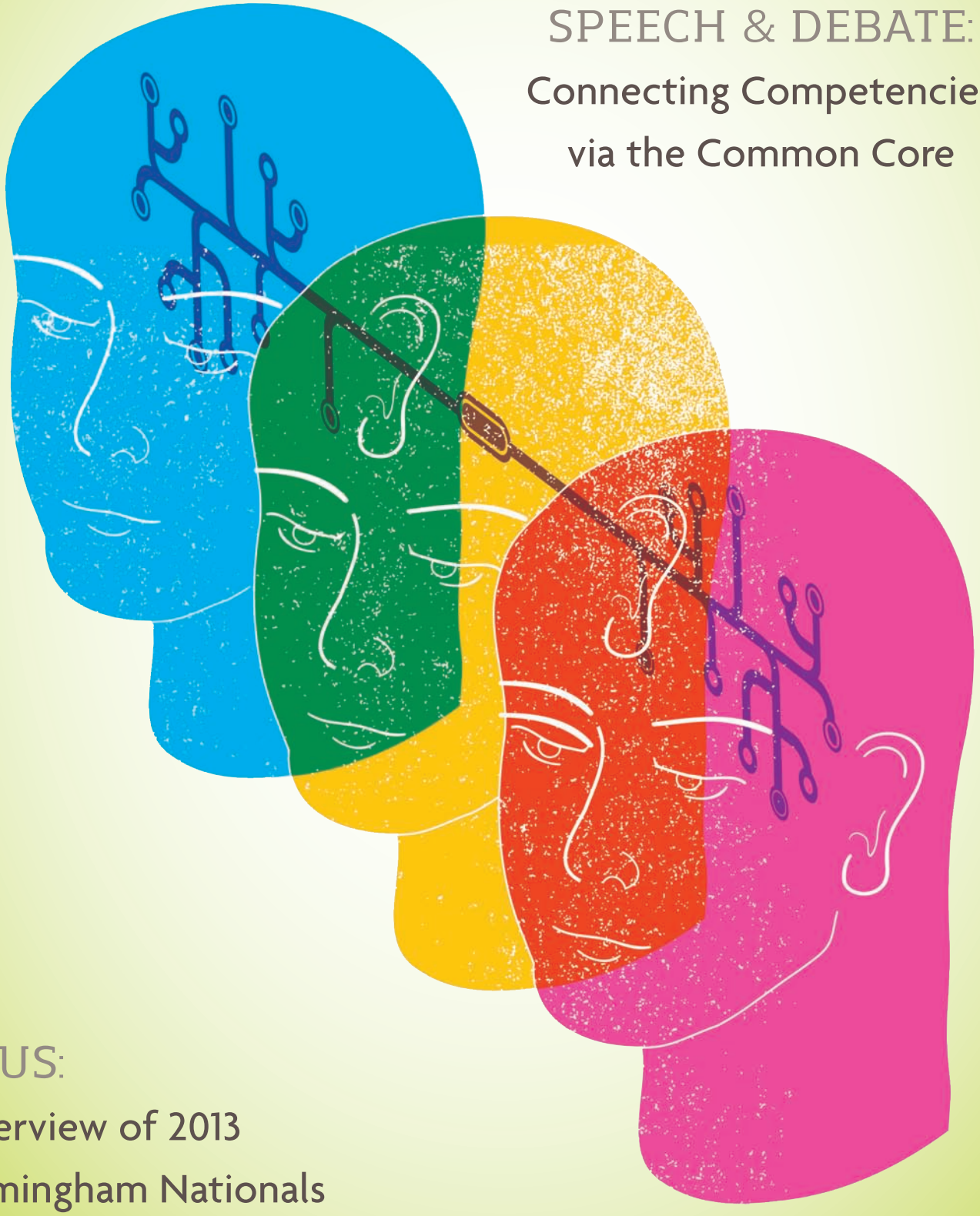
A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

Rostrum

NATIONAL FORENSIC LEAGUE
SPEECH & DEBATE HONOR SOCIETY

VOLUME 87
ISSUE 6
FEBRUARY 2013

SPEECH & DEBATE:
Connecting Competencies via the Common Core



PLUS:
Overview of 2013 Birmingham Nationals

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The competitive season is now in full swing and we encourage you to keep the UTNIF in mind. It is never too early to begin thinking about plans for the future and what you will do to prepare yourself for the highest levels of competitive excellence. Choosing the UTNIF's rigorous course of practice and study is a good step in the right direction. Join us next summer and see for yourself why the UTNIF is one of the largest and most successful speech and debate workshops in the country. Our alumni have won League championships and final rounds in the House, the Senate, Public Forum, Policy Debate, U.S. Extemp, Extemp Commentary, Impromptu Speaking, Dramatic Interpretation, Humorous Interpretation, Poetry, and more.

UTNIF
Dept. of Communication Studies
1 University Station, A1105
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www.utdebatecamp.com
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In this Issue

Rostrum : VOLUME 87 : ISSUE 6 : FEBRUARY 2013

From the Cover

Features

Inside

From the Editor

Dear National Forensic League,

This issue of *Rostrum* expands upon the connections between speech and debate education and competencies established by the Common Core State Standards (CCSS). The following articles and resources provide useful information about the benefits of the activity, as well as ideas for engaging new members.

We believe that speech and debate education changes lives in a way that no other scholastic activity can. Forensics teaches students to think critically and to act with integrity. It prepares them for success in school, the workplace, and relationships. It helps them identify personal interests and discover a voice to reach others. That's why we are so passionate about making sure that every student has an opportunity to participate.

If you have other resources or ideas that can support speech and debate, please share them with our community. You can post them on our Facebook page or email them to me at director@nationalforensicleague.org. Together, we can ensure that everyone knows about the life-changing power of speech and debate.

Sincerely,

J. Scott Wunn

J. Scott Wunn
Executive Director

Powering speech.
Launching leaders.

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.*

Board of Directors

2012-2013 Topics

FEBRUARY 2013

Public Forum Debate

Resolved: On balance, the rise of China is beneficial to the interests of the United States.

JANUARY / FEBRUARY 2013

Lincoln-Douglas Debate

Resolved: Rehabilitation ought to be valued above retribution in the United States criminal justice system.

2012-13

Policy Debate

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

2013-2014 Policy Debate Topic

LATIN AMERICA

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

Emerging from a 19th century dominated by European colonialism and a late 20th-century existence as a proxy battlefield for the Cold War, Latin America is arriving on the world scene in ways that are likely to reshape the international political landscape. This resolution focuses on the nations of Cuba, Mexico, and Venezuela, each having its own unique dynamic which provides fertile ground for a year of debating. Cuba features a long-standing leftist government that will undergo a transition in the not too distant future, while Venezuela's Hugo Chavez is fighting to hold onto power in his country. Mexico has a long-standing relationship with the United States but has seen power shift back to the Institutional Revolutionary Party, which had run the country as effectively a single-party state for seven decades. Because of the prevalence of Mexico in the news and Cuba in the study of American history, novice debaters should be able to make their entry into the topic relatively easily, while issues related to indigenous peoples and deeper discussions of capitalism will provide fertile educational ground for advanced and kritik-oriented debaters. Affirmative cases may examine the role of embargoes and sanctions, remittances from immigrants, foreign assistance, and issues regarding the drug economies. Negative arguments may address the efficacy of foreign assistance, non-economically oriented solutions to issues raised by the affirmative, kritiks of capitalism, the state and the United States specifically, and the effects of these policies on United States hegemony.

Other topics are available by visiting us online at www.nationalforensicleague.org » Current Topics.

» SUBMIT 2013-2014 ONLINE PUBLISHING SOURCES

Scan the QR code or visit: **goo.gl/HMOqP** to access the online submission form.

The League allows limited use of literature from digital publications that originate from APPROVED online publishing sources and meet the Literary Digital Publications Rubric.

Proposals for online publishing sources for interpretation events must be received by **March 1, 2013,** for consideration in the 2013-14 academic year.

Richard Holland Memorial Scholarship

The Holland Family Legacy Foundation has established the Richard Holland Memorial Scholarship to be awarded annually to a chosen qualified applicant. The purpose of this scholarship is to continue the legacy of Richard Holland—his passion for helping people while enjoying life. The scholarship is a $2,500 award, renewable for up to three additional years.

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Please visit http://www.rjhollandscholarship.org for more information

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- **New option for Commuters.** Save more and stay at home with a discount of $100 per week.
- **Squad Discounts & Financial Aid.** We've awarded over $500,000 in aid in 9 years.

Policy Debate
Director: Dr. Tracy McFarland, Dallas Jesuit
Two Weeks: June 30 – July 13, $1750
Three Weeks: June 30 – July 20, $2450
Four Weeks: June 30 – July 27, $3150

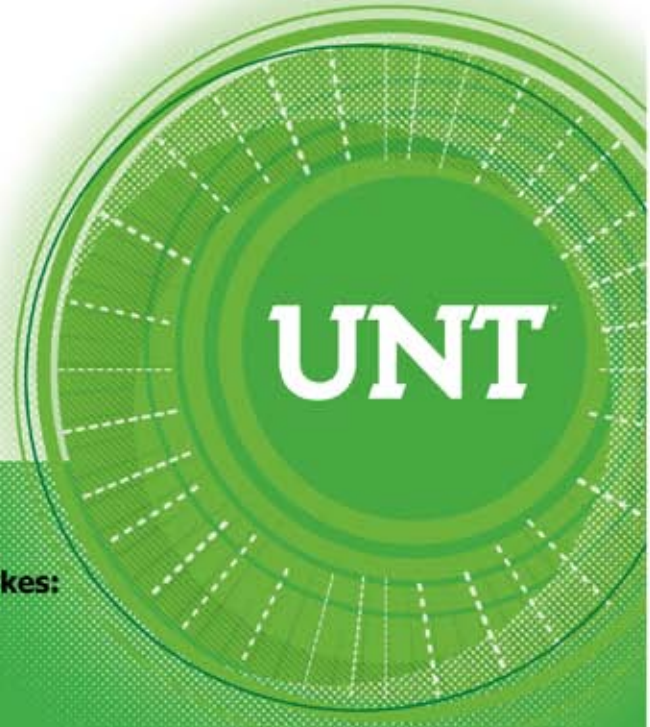
Lincoln-Douglas Debate
Director: Aaron Timmons, Greenhill School
Two Weeks: June 30 – July 13, $1750
Three Weeks: June 30 – July 20, $2450

Congressional Debate
Director: Chris Agee, Newman Smith
One Week: June 30 - July 6, $950
Two Weeks: June 30 - July 13, $1750

Public Forum Debate
Director: Bro. Kevin Tidd, Delbarton School
One Week: June 30 - July 6, $950
Two Weeks: June 30 - July 13, $1750

Individual Events (Oral Interp or Public Speaking)
Director: *Surprise announcement coming soon!
One Week: June 30 - July 6, $950
Two Weeks: June 30 - July 13, $1750

10th Anniversary!



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director@meangreenworkshops.com

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2013 LINCOLN FINANCIAL GROUP / NATIONAL FORENSIC LEAGUE

NATIONAL SPEECH & DEBATE TOURNAMENT

BIRMINGHAM, ALABAMA

JUNE 16-21, 2013

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

IN There's only one app you need to explore Birmingham's finest local destinations. The **IN Guide** is your one-stop source for reviews and directions for restaurants, attractions, and much more! To download the smart phone app, follow this link: **http://birminghamal.org/app**.

Sheraton Birmingham
(Registration / Congress Hotel)

A BRIEF OVERVIEW OF TOURNAMENT LOGISTICS

SUNDAY • JUNE 16 ***(Registration)***

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

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

There will be three venues used for the preliminary competition, June 17 and 18. The Sheraton Birmingham, located in downtown Birmingham, will host Congressional Debate. The Spain Park High School and Hoover High School competition venues, which include adjacent middle schools, will host all preliminary rounds of main events. Specific event locations (between the two complexes) will be announced in the March issue of *Rostrum*.

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

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

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

There will be two sites used on Wednesday, June 19. Students who qualify for elimination round 9 of all main event speech and debate events will compete at either the Hoover High School venue or the Spain Park High School venue (announced in the March *Rostrum*) on Wednesday. Congressional Debate semifinals will be held at the Sheraton Birmingham. Those students re-registered for supplemental events will compete at the Hoover High School Complex on Wednesday. All competition will occur between 8 a.m. and 7 p.m. on Wednesday. **Note: NJFL middle school competition will begin at 8 a.m. on Wednesday at either Spain Park High School or Hoover High School (TBA).**

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

On Thursday morning, debate elimination rounds will continue at Hoover High School. Congressional Debate will hold its final round sessions at the Sheraton Birmingham. All supplemental and consolation events will occur at Hoover High School. **Note: NJFL middle school competition will continue at either Spain Park High School or Hoover High School (TBA).**

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

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

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

IMPORTANT CONSIDERATIONS

WHEN SELECTING AND RESERVING HOTELS FOR THE 2013 BIRMINGHAM NATIONALS

PLEASE READ BEFORE SELECTING LODGING!

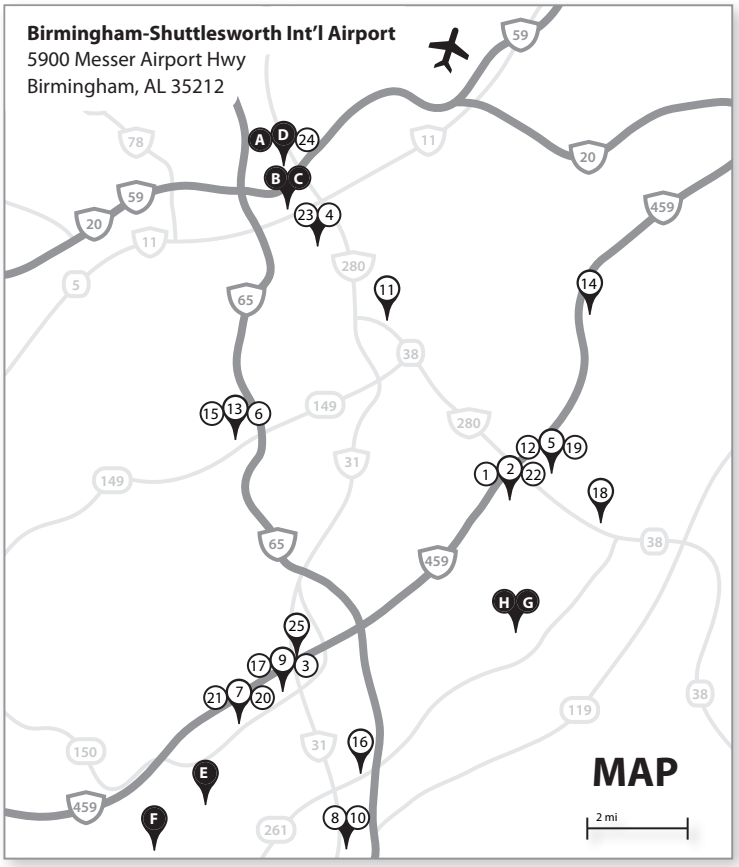
1. All schools should stay at one of the League recommended hotels in downtown Birmingham or the Greater Birmingham/Hoover area. The lowest rates have been negotiated for our members. **Please do not stay outside the block. The large volume of room sales within the block allows the League to continue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

McWane Science Center
(Re-Registration / Local Host Party)

Alabama Theatre
(Local Host Party)

Birmingham-Jefferson Convention Center
(Final Rounds / Awards Assembly)

Additional information will be available at www.nationalforensicleague.org.



All notations are approximate. For our interactive Google map, see www.nationalforensicleague.org.

2013 VENUES

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

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

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

D **Sheraton Birmingham**
✳ ***Congress Hotel*** ✳
2101 Richard Arrington Jr Blvd North
Birmingham, AL 35203

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

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

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

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

Download the Birmingham smart phone app!

2013 HOTELS

D **Sheraton Birmingham**
✳ ***Congress Hotel*** ✳
2101 Richard Arrington Jr Blvd North
Birmingham, AL 35203

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

2 **Courtyard Birmingham Colonnade**
4300 Colonnade Parkway
Birmingham, AL 35243

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

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

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

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

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

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

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

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

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

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

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

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

15 **Holiday Inn Homewood**
492 Wildwood Circle North
Homewood, AL 35209

16 **Homewood Suites**
121 Riverchase Pkwy
Hoover, AL 35244

17 **Hyatt Place Hoover**
2980 John Hawkins Pkwy
Hoover, AL 35244

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

19 **Marriott Birmingham**
3590 Grandview Pkwy
Birmingham, AL 35243

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

21 **Residence Inn Hoover**
2725 John Hawkins Pkwy
Hoover, AL 35244

22 **SpringHill Suites Colonnade**
3950 Colonnade Parkway
Birmingham, AL 35243

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

24 **The Westin Birmingham**
2221 Richard Arringon Jr Blvd North
Birmingham, AL 35203

25 **The Wynfrey Hotel**
1000 Riverchase Galleria
Birmingham, AL 35244

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

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

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

Middle School Details!

Tentative Schedule

TUESDAY • JUNE 18
Registration will be held 6 to 9 p.m. at the Sheraton Birmingham in downtown Birmingham, AL.

WEDNESDAY • JUNE 19
Students will compete at either Spain Park High School or Hoover High School on Wednesday, between 8 a.m. and 8:30 p.m. The longer day accommodates the number of debate rounds needed; time has been built in for lunch.

THURSDAY • JUNE 20
Competition continues at Spain Park High School or Hoover High School between 8 a.m. and 8:30 p.m. The longer day accommodates the number of debate rounds needed; time has been built in for lunch.

FRIDAY • JUNE 21
Semifinal and final elimination rounds will be held at the Sheraton Birmingham and the Birmingham-Jefferson Convention Center. The awards assembly will commence at 3 p.m., followed by the high school awards assembly at 5 p.m., where middle school champions will be recognized.

Important NJFL Dates

- Coaches can register online at JoyofTournaments.com. Registration will open on **March 20**. Entries are due **May 10**.
- Congressional Debate legislation must be emailed by **May 1** to **legislation@juniorforensicleague.org**.
- Orations must be emailed by **May 31** to **orations@juniorforensicleague.org**.
- Media release forms, signed by each student's parent/guardian, must be submitted with fees by **May 31**.
- All fees, including judge bond, must be received in the national office by **May 20**.
- A school/club risks forfeiting participation if fees and media release forms are not received on time; a late fee of $200 will be assessed for fees and forms received after **May 20.**

Other Details

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

Please Read Before Selecting Lodging!

Please read the information for high school coaches, relative to lodging (p. 8-11). Please say "NFL / National Forensic League" block when booking rooms, and only book with recommended hotels for the reasons listed. **All room reservations within the block are subject to an automatic two-night non-refundable deposit per room at the time of booking.** This avoids double booking and allows all attendees equal opportunity to book in the best available properties. All hotel properties on the list are easily accessible and are within 15-20 minutes by interstate or surface streets of every competition venue. Maps from all listed hotels and competition venues will be available online at nationalforensicleague.org.

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

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

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

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

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

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

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Female Success and Participation in High School Forensics

by Derek Yuill

At the 2010 National Forensic League National Speech & Debate Tournament, a student in the final round of International Extemp concluded his speech by jokingly commenting the League might let a female participate in the round next year. The competitor drew applause and attention to the lack of female representation in the final round. On a larger scale, however, he also drew focus to the issue of female success in high school forensics in general.

College forensic associations have questioned and examined the participation and success of females for decades; however, the high school community has given little attention to gender equality since the "Boys Extemp" and "Girls Extemp" speaking events were reformatted into United States and International Extemporaneous Speaking in the 1980s. The elephant in the room, the final round speaker pointed out, is inequality of female participation/success in high school forensics. This article seeks to provide evidence illuminating the problem as well as foster future research in this area.

My Own Team

The student in the Extemp final round motivated me to examine my own team. Over the past 15 years, the program I coach at Gabrielino High School has qualified 160 students to the National Tournament. Of those, 106, or two-thirds of our qualifiers, have been male—in spite of the fact over half of our team (each year on average) is made up of females. At the National Tournament, 54 out of 106 of our male students (51%), and 25 out of 54 of our female students (46.2%) advanced to the top 60 in each of their respective events. While we have many more male students qualifying for Nationals, success rates of both genders at the tournament seem to be similar. After analyzing my own team, I thought further research on a grander scale was necessary.

Literature Review

Little research, if any, exists detailing the female experience in high school forensics. Given this void, I sought to find the closest population to high school forensics in which research could be found. At the collegiate level, there are similar competitive events, tournament experiences, possible motivating factors, as well as competitor/coach interactions. Thus, an acceptable comparative literature review of college level forensic research is an adequate substitution in lieu of available high school research.

College Debate Events

College debate tournaments have been found to be highly male-dominated. Friedley & Manchester (1985) found 85% of the 124 college students participating at the 1984 National Debate Tournament were male. Furthermore, 73% of the two-person teams competing at the tournament were male/male, and only 3% were female/female. Of the top ten students awarded at the tournament, one was female. In six consecutive National Parliamentary Debate Association National Championships (1996-2001), female participation averaged 30% (Mazur, 2001). An obvious gender gap exists in the forensic area of debate at the college level; however, does the same gap exist on the high school level?

College Individual Events (Speech Events)

Individual event (IE) tournaments have shown a smaller gap between genders. Friedley & Manchester (1985) found the ratio at the 1984 American Forensics Association National Individual Events Tournament (AFA-NIET) of males to females was 58% to 42% (861 participants). Elimination rounds widened the gap with almost a seven to three advantage for males. No females were among the top ten students awarded at the tournament. In the same year, findings from the National Forensic Association (NFA) National Tournament were a little closer in differentiation. The ratio of males to females, according to Friedley and Manchester (1985), was 52% to 48% (1,096 participants). Elimination rounds showed a three to two advantage for the males, and two of the top ten overall speakers were female. The increase of female success rates was attributed to a higher percentage of students at the NFA Nationals who participated in "interpretation-type" events—where women were found to have greater success than in the debate and platform events. Do high school females have more success in these types of events? Manchester and Friedley (2003) revisited female participation and success at both the AFA and the NFA 2001 tournaments and found little or no statistical difference in rates. The gap was virtually unchanged after 16 years. What, if any, gap exists in high school forensics?

Role of Judges

Success, or the lack thereof, has been partially attributed to the judges of speech contests. Bruschke and Johnson (1994) analyzed female success at collegiate debate tournaments from 1989 to 1992. The study found female judges were "the main contributors to the overall pattern of female speakers receiving lower points than males" (p. 162).

Friedley and Manchester (1987) examined decisions of judges "in the final rounds of competition at regional individual events tournaments" (p. 14). The study found, in general, "both male and female judges ranked male contestants both 'first' and 'last' more often than they did female contestants" (p. 15). Analysis of limited-preparation events yielded the same results. Female judges continued this trend more in platform events than males. In interpretation events, male judges gave more "firsts" to females, and female judges awarded virtually equal numers of "firsts" and "lasts" to males and females. Judges and their gender can be viewed as contributors to inequality at the collegiate level. Does such a pattern exist at the high school level?

Causes

In spite of a large amount of empirical data pointing to a gender gap in collegiate forensics, little research has been done to determine possible causes. The reason for the lack of parity in public-address events at the college level, according to Manchester and Friedley (2003), is because critical thinking and logical appeals—traditionally associated with a masculine form of speaking—are regarded higher than the emotional appeals commonly linked to a feminine form of rhetoric. Manchester and Friedley also noted the equality in interpretative events was due to the historical perception the events are "'feminine,' grounded in emotional expression" (p. 33). However, males might have an advantage, because often literature and character interpretations favor males. "The male who is willing to portray emotional... aspects of literature may be more highly rewarded than his female counterpart who portrays (masculine) aspects" (Manchester and Friedley, 1985, p. 9). Can the same be said of high school competitions?

Allen, et al. (2004) explored forensic participation by college students in relation to different types of

"The League serves a large portion of our population, and the need for parity and equal opportunity is great. The education of our nation's teenagers is under more influence by state and national standards and laws. Research in this area would help to eliminate success "glass ceilings" and create a level playing field for females and students from other under-represented areas of our student populations."

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The Claremont Colleges Debate Union, centered at Claremont McKenna College, is the official U.S. representative for the World Schools Debating Council. John Meany, Director of Forensics at Claremont McKenna College, administers the USWSDC. The Claremont Colleges Debate Union sponsors one of the largest and fastest growing international debate networks for secondary schools. Many tens of thousands of teachers and students participate in the Debate Union's educational debate outreach programs each year. Debate outreach programming includes the Middle School and High School Public Debate Program and the USWSDC.

U.S. high school students are encouraged to audition for the international debate squad. There are opportunities for relatively inexperienced students in the USWSDC development program; more experienced students are integrated in rigorous preparation for international competitions.

For more information, please review format links and resources at uswsdc.org.

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institutions. The study found, "the more 'exclusive,' expensive, and less focused on the undergraduate teaching experience the institution is, the fewer the female participants in forensics" (p. 179). Additionally, "when diversity is used as a criterion for program assessment (by administration), and when records are kept, diversity increases" (p. 181). Is a similar situation arising in the high school forensic community?

Perhaps a cause of inequality lies outside the realm of forensics and is embedded in the overarching gender differences. Communication styles of females and males are different. "Females speak and hear a language of negotiating relationships, connection, and rapport; whereas males speak and hear a language of status and independence... Females...desire to be social, talkative, and to involve others when communicating... males... [prefer] dogmatic, pragmatic, and cerebral aspects of communication" (p. 197). These roles of gender communication have been attributed, in part, to cultural, communal, and organizational expectations.

Method of Data Collection

For this article, an empirical analysis of results in all League events (except Congressional Debate) posted on the Joy of Tournaments website from seven League Districts' National Qualifying Tournaments was used to compare the number of female and male entries and qualifying spots for the National Speech & Debate Tournament. Gender was determined based on the names listed on the website alone. Tournaments represented small, medium, and large districts qualifying one, two, and three entries to Nationals. In two instances, the data was incomplete on the Joy of Tournaments website. Coaches from the two districts were contacted to complete the data set.

Results

Participation rates, in general, were fairly equal. Out of a total number of 1,384 competitors from the seven districts, 48% were female. Success rates for females were not as uniform. Of the 174 national qualifiers determined by the district tournaments, 41.7% were female: a considerable drop from the participation rates. Gender parity across the events was anything but equal. In debate and extemp events, males outnumbered females three to two (481 to 297). Only 23% of the national qualifiers in Public Forum and 16.7% in Policy Debate were female. Additionally, not one of the Public Forum or Policy Debate teams qualified for Nationals was an all-female team. An interesting phenomenon occurred in the extemp events, however. Females averaged 38.5% in International Extemp (IX) and 33.6% in U.S. Extemp (USX). The representation in qualifiers was quite different—with 23.1% in IX and half of the USX students awarded with a trip to Nationals being female. The other interpretation and Original Oratory events had more equal gender distribution. Even though more than half the total participants in Humorous Interpretation were female, only 30% of the qualifying spots were awarded to females. The girls did have the numbers in their favor in Original Oratory and Dramatic Interpretation by a margin of two to one over the boys (179 to 101), and the advantage widened as they took 75% of the qualifying spots in Oratory.

Limitations

The empirical data collected for this article came almost exclusively from names posted on the Joy of Tournaments website. Determining gender solely from name diminishes the accuracy of the data. Names like "Bailey" and "Taylor" can denote either female or male competitors. For a more accurate assessment, the National Forensic League should collect gender and ethic information when coaches initially enter students into the online Points Application database.

Using only seven district tournaments from a single year may not completely convey the exact scope or prevalence of the problem. Having results from more district tournaments next year posted on the Joy of Tournaments website, coupled with increased demographic information from the League, would produce more reliable results. Several districts have yet to use the Joy of Tournaments website to run their tournaments, and they continue to use the traditional scoring and tabbing methods. Those districts might also possess traditional, male-dominated beliefs and attitudes. Without online results reporting, this study could not prove nor disprove such a possibility. An additional limitation to this study was the intentional omission of Congressional Debate (due to many constraints and limitations in online results and entry). Adding the event participation and results to the data set would create a better overall picture.

Implications

When only 18% of the national qualifiers in Policy Debate from the surveyed districts are female, a red flashing light has to appear. The event is struggling in some areas of the country and is all but dead in other parts. Finding a way to attract female participants to the League's oldest event could serve as a lightning rod to reload a potentially powerful component of forensics. There are a plethora of reasons women might not find a liking to Policy. Communication styles of females and males are different. As stated earlier, "females speak and hear a language of negotiating relationships, connection, and rapport; whereas males speak and hear a language of status and independence" (Kirtley and Weaver, 1999, p. 197). The practice of "spreading," non-rational argumentation involving "nuclear war," dressing down in an effort to show appearance isn't a "voting issue," or any other technique to 'win at all costs' goes against the negotiation of relationships and building connections Kirtley and Weaver describe as motivation for

females in communication. However, these techniques play into Kirtley and Weaver's contention males strive for status and independence. The mere act of winning and losing a debate might turn a prospective female debater away because of her desire to "involve others" (p. 197) instead of beating an opponent. These observations might also play into the unequal participation in extemp events. Topics in these events often focus on political and economic power—the "pragmatic and cerebral" issues, which dominate male communication (p. 197).

Further Research

The female experience in collegiate forensics has been well documented, possibly because of accessibility and familiarity to the activity by those most likely to pursue research projects. However, there is a need for discovery and discussion of the female experience at the high school level. Several questions need to be explored and answered. Are the results of this study truly representative of nationwide trends? What are the participation and success results of females at the National Tournament? What are the perceptions of the female experience by high school female and male competitors? Are the motivating factors for joining high school speech and debate different for males and females? Are competitive motivations different for males and females? Certain areas of the country are known for favoring one form of speech or debate over the other. How are females participating and succeeding in these different geographic areas? Can the "debate first" mentality hinder female high school forensic students as well? What is the gender breakdown of our high school forensic coaches, and how does it impact the students on their teams? Are high school educators more likely to promote diversity than colligate coaches? By discovering the answers to these questions, inequalities can be brought to light, causes can be found, and the culture can be changed to create a level playing field open and attractive to all high school students.

In 1999, I had a powerful (Asian) female on my team qualify for the National Tournament in Phoenix, AZ. After her first day of competition, she made an observation in our van ride back to the hotel. I have repeated her observation several times over the years to my students. "I just have to figure out how to beat those tall white guys!" Many of the same results, biases, and challenges affecting female competitors can also apply to ethnic minority and public school students. As their participation in forensics continues to rise, ethnic minority experiences and public (vs. private) school success must be topics of discussion.

This article attempts to highlight some statistical evidence in order to begin a national conversation and foster new research on the subject of gender and ethnic equality in high school forensics. The League serves a large portion of our population, and the need for parity and equal opportunity is great. The education of our nation's teenagers is under more influence by state and national standards and laws. Research in this area would help to eliminate success "glass ceilings" and create a level playing field for females and students from other under-represented areas of our student populations. By understanding the scope and sources of inequality and potential areas for growth, the high school competitive environment can be altered to eliminate the injustice of inequality. A just activity treats all participants equally, regardless of gender or race.

Derek Yuill *competed in forensics for four years at Lafayette Jefferson High School, IN under the direction of Denise Walker and has coached high school speech and debate for the past 23 years. He is currently the Director of Forensics at Gabrielino High School in the Los Angeles, CA area and the Chair of the East Los Angeles/Orange County District. He was the 2003 National Fornensic League National Coach of the Year.*

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Speech, Literature, Social Studies, and the Common Core

by Adam J. Jacobi

The January 2013 issue of *Rostrum* magazine focused on college and career readiness, providing a comprehensive overview of how speech and debate activities meet ACT Test skill areas, and how they link to Common Core State Standards (CCSS). The League has committed to promoting the relevance of what we teach, both from a core skill area standpoint, as well as across the curriculum.

As we hear buzz words such as "21st century skills," and analyze what skills the workforce is looking for, skills developed in speech and debate education provide a broad array of means to meet standards, which students master through depth and persistence of participation.

Unfortunately, not all education officials and lawmakers have received this memo, and at the youngest grade levels where students begin to deliver presentations in class, they are not taught speaking skills properly, and begin to develop bad habits. This is no more apparent than in the distracting and gratuitous PowerPoint presentations students prepare to accompany their speeches.

A Comprehensive Approach

Whether a student is seeking poems for interpretive performance, or searching for debate evidence, they rely upon information literacy. This broad term encompasses skills that are enumerated in the CCSS *Reading Standards for Informational Text*. Connection to these skills may not always be apparent, particularly if a speech or debate student is not being taught a methodical process of arriving at their end product of presentation.

For example, when students seek fictional literature, they also should research the background of the author as well as the historical and cultural contexts of the plot and characters. This research allows them to understand the literary work(s) to a greater depth, mentally and emotionally, and create a more meaningful performance as a result. This also takes students on a journey from the English literature discipline to the social studies discipline, giving them a more robust cross-curricular experience.

This example can be developed into a fantastic unit plan that meets almost

every single CCSS in English/Language Arts. In a school that offers a course including performance of literature, this is a no-brainer. For the purposes of illustration, we will assume that speech and debate is strictly an extra-curricular activity at a school, and that this lesson plan is developed in collaboration between the speech coach (who may not even teach at the school) and the English department. This serves a secondary purpose of exposing a wider array of students to an experience that emulates the world of interscholastic speech, and could become a useful recruitment tool.

To expand the relevance of the unit, a social studies teacher also could be looped in, and students could focus their literature to a particular time period (such as the colonial period). This puts all the students in the same time period, which can allow a more in-depth exploration of that period.

This unit will use the Harvard Graduate School of Education's Project Zero *Teaching for Understanding (TfU)* framework for curricular design (see http://goo.gl/rA6uO and http://goo.gl/iWVbV). We begin with the notion of a generative topic, which piques student interest and allows them to connect a new concept to prior knowledge. The teacher could ask students to independently brainstorm examples of performances (live theater, film, television, etc.) that were particularly vivid in telling a dynamic story with relatable, strong characters. Then, students can share their examples, which may or may not have merit. Depending upon the maturity level of the students and the degree of harmony in the classroom, the teacher may invite some collegial disagreement among students as to the depth of characterization and believability of plot in examples offered by peers.

After this discussion, the teacher should ask students to collaboratively brainstorm (in small groups or as the whole class) the traits that make a quality plot and characters, including things actors do to bring those alive. This is what the TfU framework refers to as *understanding goals*, because they narrow the conceptual focus of what students are investigating. Next, students should independently brainstorm stories they have read only (and not seen dramatized adaptations), that meet these qualities. These can be from works studied in English classes or read for leisure. And, once again, students can share their findings with the rest of the class, which may prompt additional ideas among peers. Along the way, the teacher can monitor students' brainstorming process and discussion contributions, meeting the TfU's *ongoing assessment* component. Finally, the teacher can lead a full-class discussion on what techniques students believe actors used to convey realistic performances, which should lead to a universal understanding: *research.*

The teacher can conclude the first lesson module with an overview of the unit, up to and including the culminating performance of literature, appropriately referred to in the TfU framework as *understanding performances*, because they are practical applications that allow students to demonstrate mastery of skills.

The next lesson module involves seeking literature. Ideally, this lesson would be held in the school library or in a nearby public library, with a librarian present. Part of the process will involve learning or reviewing basic information literacy, including how to use various tools to find material. Just as students brainstormed in the first lesson, they must first determine what type of literature they are looking for in terms of themes, values, tone, etc. Students will need to conduct some initial research, using strategically conceived key words and phrases to ensure successful results. This is where a librarian can lend expertise in information literacy and online searches.

While the teacher can offer some guidance to students, this process truly needs to be self-directed to make the experiential learning meaningful. Sure, it is easy to simply hand students past pre-cut scripts and tell them to "go," or to purchase ten-minute scripts targeted for speech competition, but that robs students of the educational benefit of developing the persistence and prowess needed to find a poignant piece. It also short-circuits the amount of CCSS being met, which weakens the argument for the necessity of a competitive speech program at a school.

A continued search for literature may continue as homework, and if timed before a weekend, students might use the extra time to visit the library or a bookstore. Once students have a selection, it is important they read the entire original source. If they have a novel or full-length play, they need to read the entire work to understand it appropriately. This is best assigned as homework, and in the meanwhile, the teacher can discuss approaches to researching the historical

and cultural milieu that surrounds a work in order to understand it better.

Next, the teacher can discuss basic approaches to performance, such as Stanislavski's System, use of vocal tools, as well as physicality. All of these lectures should be accompanied by practical activities in class, such as theater games, to immerse students in the process of performance. Depending on the time available and the nature of the students, the coach and teacher can determine which type of performance mode(s) best serve needs, i.e., solo performance, pair/duo performance, and/or small groups. All the while, students should be keeping up on reading their material. Finally, the teacher will need to discuss the process of selecting excerpts and cutting. Some of the lessons for performance may be outside the teacher's training (refer to the League's Resource Packages; see sidebar on p. 25) so the speech coach could direct the teacher to reference material, or could even serve as a guest teacher, if possible.

Once the students have read the material, as well as their research, they should write a journal entry (400 to 500 words recommended), reflecting on what they have learned about the context of the literary work, and discuss how—in terms of methods and process of performance—they plan to approach various facets of characterization, time period, place, and space. The journal should synthesize specific examples from the literature and explorations of subtext, specific citations from the research, and specific descriptions of what was learned about performance techniques in class. This journal must be inherently argumentative, taking specific positions, and backing them with specific references (evidence).

Either as part of the journal, or as a separate assignment, students should write an introduction that captures the essence of the human condition as described in the journal entry itself, and determine what type of teaser they will use to preview the piece.

A few class periods can be dedicated to cutting and rehearsals, where students collaborate in pairs or small groups, to workshop and critique performances, and the teacher can visit the various groups and monitor progress, interjecting advice where needed. This will be followed by however many class periods are necessary to conduct the actual assessed performances. In addition to writing a self-evaluative journal entry, students should write a critique of a peer performance. Both of these written assignments should, like the previous one, incorporate reactions to concepts of literary merit, the context of literature, and performance techniques, citing specific instances from the performance witnessed.

As a teacher justifies the relevance of this unit to meeting CCSS, s/he can point to the depth of study and experiential learning that is happening. Here is an overview of how this lesson meets CCSS for English Language Arts and Literacy in History/Social Studies:

- *Reading for Informational Text:* Meets all standards, except those that specifically speak to legal documents.
- *Reading for History/Social Studies:* Meets standards to the extent that students investigate primary and secondary sources, and considers multiple sources that may disagree, reconciling the information to arrive at a conclusion.
- *Writing:* Meets all standards, except those that speak to legal reasoning.
- *Speaking and Listening:* Meets all standards.
- *Language:* Meets all standards, provided that the teacher persistently holds students accountable in their written work.

Education Week magazine on December 12, 2012, featured the article, "Common Core Taught Through the Arts" (http://goo.gl/wC8TA) which highlights similar, innovative approaches to this unit plan.

Speech and Debate Skill Areas

Information literacy is the primary skill area used by speech and debate students when they are just beginning the process of creating their presentations. Once students have acquired the information they need, the skill areas become more specialized to the competitive event (or similar classroom speaking assignment) for which they are preparing.

Following is a list of some competitive events, which highlights specific CCSS met by that event's central focus. While we do not specifically highlight language standards here, the effective use of language when speaking is vital to a student's credibility in the eyes of judges, and coaches and teachers are urged to hold students to those standards in written drafts and practice speeches.

- *Interpretation:* Students, in preparing their performance, must read for information to "determine two or more central ideas of a text and analyze their development over the course of the text…" (RI.12.2),

and "analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text" (RI.12.4). These two skills, in particular, are necessary for students to engage in the higher level critical thinking needed to produce an effective and engaging cutting of their selection.

- *Original Oratory:* Because students write highly developed manuscripts, effective writing and use of language are quite pronounced. In particular, students must "develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information..." (W.12.2.b), and "use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic" (W.12.2.d).
- *Policy Debate:* Students synthesize evidence from a wide array of primary and secondary sources as they promote or attack the feasibility of a plan of solution. This really promotes reading in history/social studies, as they "cite specific textual evidence to support analysis of primary and secondary sources..." (RH.12.1), "determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text" (RH.12.4), to "evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence" (RH.12.6), and to "evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information" (RH.12.8). Of course, these also apply well to Lincoln-Douglas Debate.
- *Public Forum Debate:* The unique nature of crossfire helps meet some discussion and argumentative CCSS in speaking and listening: "posing and responding to questions that probe reasoning and evidence..." (SL.12.1.c), and the audience-centered nature of PF asks debaters to "present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning..." (SL.12.4).
- *Congressional Debate:* Since students propose laws, they must understand the framework for our government, jurisdiction of Congress, and federalism; CCSS in reading for information pertaining to legal texts and public advocacy (RI.12.8, RI.12.9), as are CCSS in writing with legal reasoning (W.12.9.b). The nature of debate requires students to critically listen to several divergent viewpoints, and synthesize those ideas to be able to respond cogently. This is "collaborative discussion" as well as "civil, democratic discussion and decision-making" as described in CCSS for speaking and listening (SL.12.1, SL.12.1.b).

Adam J. Jacobi *coordinates League middle school programming, international curriculum development, advocacy of Common Core State Standards, and Congressional Debate inquiries. When he coached, he earned two diamonds, the Distinguished Service Award, and has taught courses in speech communication and International Baccalaureate Theatre.*

Resources for Teachers

The National Forensic League has a number of valuable tools available as part of its online resources to create an educational environment that answers to the Common Core.

Our searchable Script Database allows subscribers to use keywords to find titles of literary works, and our National Tournament script lists include spreadsheets with complete bibliographic information for each title performance.

Also available are downloadable textbooks including *The Art and Science of Original Oratory* and *Introduction to Lincoln-Douglas Debate*, helpful webinars such as "Introduction to Blocking" and "Characterization 101," and more than 600 instructional and final round performance videos.

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The Miracle Ballot:
How the Common Core Can Make Judging Easier and More Instructive

by Paul Pinza

We expect every judge to be a *tabula rasa*—a blank slate—whenever they walk into a classroom and evaluate our students. To drive the point home, we hand them a slip of paper that resembles, for all intents and purposes, a blank slate. For many events, the League has published guidelines galore, spelling out dozens of elements that our judges should look for, but they often form little more than a checklist. In the case of Policy Debate, there are, in fact, four checklists in the League's official competition guide: criteria that should NOT be used for a win/loss decision, criteria that should be used, behaviors that warrant a penalty, and points of agreement among coaches. Twenty-eight separate items all together, yet nowhere is a judge shown how to measure any student's performance against any of the listed criteria ("Competition" 20-21). And for all you Policy haters out there, check yourselves. With one notable exception, the guidelines for your event are no better. Although our League's literature repeatedly implores judges to leave "educational" comments, at best, those same documents train our cadre of Saturday morning volunteers to be critics of our students' work, not educational assessors.

A *tabula rasa* is the last thing I want in a judge because it's the last thing I would expect from any teacher. Educators approach every assessment with a clear set of expectations. We may view each assignment with an open mind, but certainly not an empty one. We arm ourselves (and hopefully our students) with a set of criteria that is precise and thorough enough to provide clear indicators of what constitutes sub-standard and above-standard work. Once the performance starts, teachers will scan their students' efforts with a ruthless radar, searching for those evaluative indicators from the very first word. I picked on debate earlier, but in truth, debate is the first area wherein the National Tournament has tacitly admitted the folly of *tabula rasa.* For some years now, the League has collected information about debate judges and their expectations, and distributed that data to those competing at Nationals. It's a process that was first introduced on the invitational circuit, yet its premise should resonate with every student and teacher: if the former knows the specific rubric used by the latter *before the performance begins*, you've given the student a fair chance at success because you've defined what success looks and sounds like (Hill & Flynn 7).

Tragically, very few tournaments offer our students that fair chance. Almost nowhere do we see, on the ballot or in the guidelines of any major

tournament, specific benchmarks that distinguish the mediocre presentation from the stellar one. The most common rubrics attempt to outline how judges assign speaker points in Lincoln-Douglas and its brethren, and they are, by and large, laughable. Telling a judge to assign 29 points to an "outstanding" performance and 25 to a "good" performance isn't constructive or educational for the assessor or the assessed ("Lincoln-Douglas"). The few tournaments that attempt to place a rating beside the ranking for speech events are equally unhelpful. One-word descriptors leave the student and the judge perplexed, and they leave all of us resigned to the disheartening task of trying to decipher and synthesize hundreds of comments that originate from dozens of different paradigms. Confusion and frustration mount, and this is where the inevitable backlash against the judges originates. It is hardly fair to blame the parents and neighbors we enlist to provide weekend assessments of our pupils when we rarely give them the tools to provide sound evaluative feedback.

To be fair to the League, a nationwide academic body such as ours would struggle to build a common, standardized rubric when all 50 states had their own unique curricula for speech education. That excuse, however, has all but vanished thanks to the Common Core Standards. Schools in 45 states representing more than 85% of the nation's students are already deeply entrenched in curricular overhauls as they align to the new federal learning goals (Proximity One & Center). With due respect to the private schools of the League and the states that have not yet adopted the new standards, including forensic bellwethers like Texas and Minnesota ("In the States"), the Common Core will undoubtedly shape the pedagogy by which the next generation of students are trained. In fact, Congressional Debate—an event that long ago reveled in its local variance and lack of standardization—needs to be recognized and applauded as the first event to publish a fully developed rubric for its judges ("Congressional" 3). This event has provided the essential bridge between the single-word tags for speaker points and the criteria checklists. Finally, thanks to the work of the Florida Forensic League and Adam J. Jacobi, who brought the local rubric into the League's literature, judges can see detailed descriptions of what distinguishes the superior speech from the excellent and the proficient from the mediocre. As arduous as it may be, the League needs to bring all events up to this caliber of evaluation. Every judge deserves to be given clear and thorough guidelines that enable him/her to authentically assess our students, and the truth is, the Common Core makes the task of creating such guidelines easier than ever before.

I imagine this piece has seemed a bit divisive to this point, pitting various events against each other. My intent is just the opposite; I believe the Common Core provides an instructional language that can build student skills across any and all events. The standards in English Language Arts are structured as an articulated continuum across all grade levels, pinpointing certain skills and charting their development from kindergarten all the way through high school. The rubric practically writes itself as the expectations for each grade level provide the benchmarks for each successive level of proficiency. To illustrate, anchor standard #4 in the Speaking and Listening category requires students to "present information, findings, and supporting evidence such that a) listeners can follow the line of reasoning and b) the organization, development, and style are appropriate to task, purpose, and audience" ("State Standards" 48—*lettering added*). A quick scan of the specific standards for secondary grades shows how this skill develops over time. Here's a paraphrasing of the unique language in each grade level—again, the outlining is my own to help delineate the precise elements *(see Figure A)*.

Figure A

Grade 6		Grade 7		Grade 8		Grades 9-10		Grades 11-12	
a. 1	ideas follow a logical sequence.	a. 1	salient points are emphasized	a. 1	salient points are emphasized	a. 1	all information and details presented clearly, concisely, and logically	a. 1	all information and details present a distinct point-of-view
a. 2	pertinent details accentuate the main idea	a. 2	pertinent details are presented in a focused, coherent manner	a. 2	details are well-chosen, include relevant evidence, and sound reasoning	a. 2	listeners can follow development of theme	a. 2	alternative perspectives are addressed
b.	adequate volume, clear pronunciation	b.	adequate volume, clear pronunciation	b.	adequate volume, clear pronunciation	b.	style matches the purpose, audience, and task	b.	style matches a range of formal and informal tasks

("State Standards" 49-50—*lettering added*)

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Figure B

Merit	Honor	Excellence	Distinction	Special Distinction
Some ideas, but not all, are presented in a logical sequence.	All ideas are presented in a logical sequence.	Amid the logical sequence, salient points are emphasized.	All ideas and their supporting details are presented clearly, concisely, and logically. (Salient points are still emphasized.)	All ideas and their supporting details work in tandem to present a distinct point-of-view. The emphasis of certain points supports the point-of-view as well.

If we isolate the very first element, a.1, and draft a five-layer rubric based on these standards, the Common Core has really done much of the work for us *(see Figure B)*.

I use the League's degree labels, rather than any system of points or letter grades, to show the versatility that such a continuum-based rubric offers us. By collecting the standards at several levels, and placing them in their proper sequence, we create a rubric that can now be used across the grade levels. Language Arts classes in middle school and English classes in high school can assess student work *using the same exact criteria.* The teachers at the various levels need only adjust the way the rubric gets inputted into the gradebook. For instance, a 6th grade teacher wants her students to move from the "Merit" level to the "Honor" level, so "Honor" represents the 'A' work, while "Merit" might get a 'B' or a 'C.' Subsequently, the 7th and 8th grade classes aim to achieve the "Excellence" standard, so perhaps the "Honor" presentation scores a 'B' in 7th grade and a 'C' in 8th grade.

As the League continues to expand its presence into the middle schools, crafting rubrics such as these could prove tremendously helpful. Let's face it, more often than not, our new programs are often helmed by rookie English teachers who are still getting a feel for classroom instruction, much less forensic coaching. Deliver a tool such as this to a teacher who knows nothing about our activity, and suddenly, the pedagogical path becomes so much clearer. That new instructor now sees the way a young person's presentation skills will develop over the next six years—well beyond that student's tenure in any one classroom or any given school. Furthermore, every time we hand a volunteer judge their ballot, we have an opportunity to pull back the wizard's curtain and give *entire families* within our community a small glimpse into how we teach their young people. If that ballot contains a clear set of performance guidelines and descriptive benchmarks that distinguish each level of proficiency, then those volunteers can view our students' work as we do. They begin to see through the educator's lens. The focus is more refined, so the moments of imperfection and inspiration in every speech are more keenly noticed and appreciated. A few of these moments are scribbled onto their ballot, and in that instant, inside a classroom this person had never dreamed of visiting, amid the haze of a morning spent with adolescent strangers parading in three-piece suits around an unfamiliar campus, this poor soul yanked from their recreational weekend and tossed into the coffee-filled stupor of the day's first round, this judge has become a genuine teacher. They are engaged in the education of dozens of children they may never see beyond those two hours from first speaker and final focus.

That's the miracle of our activity that we've yet to achieve. We need to start preparing our judges in a way that builds towards that miracle. It begins by sending them into the rounds with more than just a *tabula rasa.*

After a two-diamond coaching career, **Paul Pinza** *now develops Common Core curriculum, assessment tools, and teacher workshops. He sits on California's ELA/ELD Curriculum Framework Committee and advises its State Speech Council.*

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Starting a Program

by Adam J. Jacobi

In places I have lived, performing arts have been cultivated well in the local middle schools, from vocal and orchestral music concerts to plays. The pre-adolescents who engage in these creative pursuits dedicate much time and energy to practicing and refining their crafts. That investment almost always carries with them to high school, and sometimes, even to college.

Middle school speech and debate programs are usually initiated in one of three ways: 1) a parent who is an alum of the activity will want to get their kids started at an early age, and will urge the school to start a program (sometimes those parents serve as advisors); 2) a teacher who is an alum of the activity or has coached it at the high school level will start a class or program; or 3) a nearby high school will start the program to help feed them more experienced ninth graders and to offer service opportunities for the high school students. Sometimes, a combination of these elements is present, which forms the perfect recipe for a vibrant program.

When starting a program, there are important factors to take into account.

Will the program be primarily classroom-based, primarily extra-curricular, or a hybrid of the two? If it is primarily classroom-based, the curriculum of in-class presentations and time needed to conduct these, given class size, will be important. If it's a hybrid of the two, what will be the expectations of interscholastic competition? Are additional adults needed as chaperones and judges? For that, or if the program is primarily extra-curricular, read on.

Assess adults available to help coach and administer the program, and how much time they reasonably can dedicate. Besides drawing upon a local high school and perhaps even a local university, teachers, parents, or members of the community (such as attorneys) may be willing to help. Since children require supervision and guidance, knowing how much is available will help determine how often and for how long after-school practices are held, as well as the frequency and distance of participating in contests.

What does the landscape of local interscholastic contests look like? At the middle school level, this ranges from active statewide organizations that sponsor middle level competitions, to discrete pockets of competition, to high school contests allowing middle schoolers from one or two schools to participate. And, unfortunately, there are some areas where there is no circuit for competition and middle schoolers are not allowed by rules to participate at high school contests. The good news is the National Forensic League has resources to help schools get started, but this may involve some grassroots advocacy by one interested school in an area getting other schools interested by identifying someone at each school who can champion this cause!

To what extent will the school support the program? "Support" is a broad notion that includes everything from the principal simply allowing the program to exist and providing space in the building for practice, to full funding of all activities out of the school's budget. Just like available adult time, available funds will determine the depth of interscholastic participation possible. If fundraising is necessary, what school rules govern this, how committed will families be to following-through, and what kind of financial contribution to the fundraiser can be expected from the community (given the success of similar fundraisers in the school)?

Once the above factors have been determined, some other "big picture" ideas should be addressed.

What degree of commitment can be expected from students? The culture of the school, the rigor of the curriculum, and other opportunities available to students must all be weighed. One concern expressed about students beginning their involvement earlier in an activity like speech and debate is burnout. This is particularly prevalent when students must travel a distance or participate in lengthy tournaments on a regular basis. It has often been suggested that participation at the middle school level should be lighter than at the high school level. That said, in preparing speeches and debate cases, middle schoolers work just as hard—at their level—as their high school counterparts, so they will want a certain return on their investment of time in terms of amount of competition. This must be measured, however, to ensure they do not burn out. Consider the analogy of a violinist, who practices, practices, and practices for a concert, and performs once. Sometimes we must be reminded of the Chinese proverb, "the journey is the reward." The process of developing a piece or a case should be as enjoyable as the competition itself. The process of practicing within a squad should be as enjoyable as it is outside the squad.

More on the Common Core

In the January 2013 issue of *Rostrum*, we discussed the relevance of the Common Core State Standards (CCSS) at the middle school level. The January 2013 issue of *Middle School Journal* (http://goo.gl/HoLV6), produced by the Association for Middle Level Education (AMLE), offers in-depth insight into implications of the CCSS, as well as specific benefits and instances of how the CCSS can help a school succeed. The publication can be purchased separately, or downloaded as part of AMLE membership.

One particularly poignant article is "Integrating postsecondary college and career options in the middle level curriculum." In it, authors Curry, et al. advocate and explore approaches to getting middle schoolers to start thinking about their long-term futures sooner.

When we consider how speech and debate education meets so many of the CCSS to help students develop key workforce skills, to forge these at a younger age complements what Curry, et al. advocate, as well as giving students an edge in college admissions and earning scholarships. In fact, the activity of speech and debate itself exists on a continuum that culminates at the intercollegiate level.

For middle school speech and debate programs to forge partnerships with nearby high schools and universities exposes them to older mentors who can share their own experiences in thinking ahead to their future education and occupational goals.

The issue of *Middle School Journal* also highlights best practices, in particular with literacy. In the article, "'I'm no longer just teaching history…'" there's a fantastic example of a teacher who has students respond to newspaper clippings as if they were a staff person for a particular government agency they had been studying. Sounds kind of like debate, doesn't it? Another teacher asks students to engage in role-play, such as enacting a trial to determine if Columbus was guilty for killing people. These experiences immerse students in what they are studying, exposing them to counterarguments, and opening their minds to new perspectives—the crux of debate.

As the National Forensic League adds instructional resources to our website for member coaches and Resource Package subscribers, these will be keyed to the CCSS to help teachers and coaches justify the pertinence of the work they are doing to fashion the minds of our young people, helping them prepare for a successful future.

Adam J. Jacobi *coordinates League middle school programming, international curriculum development, advocacy of Common Core State Standards, and Congressional Debate inquiries. When he coached, he earned two diamonds, the Distinguished Service Award, and has taught courses in speech communication and International Baccalaureate Theatre.*

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The Importance of Project Delivery

by Michael P. Lewis, P.E.

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We've all been there. Stuck in a traffic jam on the highway because of a new construction project, delayed on a train because of track upgrades, or having to use a long detour because a bridge is closed for reconstruction. It can seem as if transportation projects take forever to be built.

Actually, the average lifespan of a project from its original design to final ribbon cutting can take 10 to 15 years. It all adds up—the planning, the environmental process and permitting, buying right-of-way, and construction.

As a student debater, you are likely researching whether there should be increased federal financial support for our nation's transportation infrastructure, which is basically our system of roads and bridges, rail and water transportation. It's important to examine project delivery—the total process involved in building this system, from design to final completion—in any conversation on infrastructure. The more efficient we make our project delivery system, the faster we can bring an updated and modern infrastructure system to the public.

In your debate, you may discuss the costs of infrastructure improvements, and the high price tag for improving our nation's transportation system. An accelerated project delivery process brings projects online more quickly, decreases delays for travelers, and results in significant cost savings for taxpayers—an important argument in favor of further infrastructure investments.

Delaying investments by slowing down the project development cycle increases the price of projects and limits how much we can accomplish. As we delay, we find the cost of materials and labor increases. And, often, the cost of financing a project can increase. The result is we accomplish less of what we need to do to maintain and repair our infrastructure.

Our nation is at a critical point. Many of our roads, bridges, highways, rails, and waterways are aging and deteriorating—requiring either repair or replacement.

In Rhode Island, the Department of Transportation invested nearly $1 billion in new infrastructure projects ranging from relocating a major highway interchange in Providence to improving commuter and freight rail service in the state. While we proudly view these accomplishments today, we understand that they were years in the making. It often takes two to three years (or longer) for a project to develop in the planning stage. Major projects that use federal funds must also address the National Environmental Policy Act (or NEPA) process. Depending on the

complexity of the project, this process typically lasts four to six years. Added to this timeline are two to three years of detailed design, one to two years for right-of-way (real estate) acquisition and utility relocation, and two to three years for construction. As you can see, a major project can take more than a decade to complete. If there are controversial issues, the process can take even longer.

So what are we doing about it? State and federal transportation officials are working to speed up environmental and technical reviews, trying to get more permitting agencies to the table to reduce redundant work. The newest federal transportation bill, Moving Ahead with Progress in the 21st Century (MAP-21), included several reforms intended to speed the delivery process and produce completed projects at a faster rate. Many of those reforms relate to a streamlined NEPA process, including the setting of a new decision-making deadline within 180 days of a completed environmental study. This involves looking at the project's potential impacts on the environment and the surrounding community. The act also allows federal agencies to issue combined permitting documents in the environmental process, saving paperwork and time. Project rights-of-way can also be acquired earlier in the project's development cycle prior to completion of environmental requirements, saving time and lowering costs.

MAP-21 also allows some projects to receive an exclusion from certain environmental requirements such as highways and bridges damaged in emergencies or projects receiving limited federal funds. Outside of the environmental review, MAP-21 focuses on innovation in other forms. The bill encourages innovative construction methods to save time and money. Among these are pavement in-place recycling (rebuilding a roadway by grinding the driving surface down and using it as a base layer before installing a new driving surface) and design-build methods (which pair a design engineering firm with a construction company to work together to design and build the project in a compressed timeframe). MAP-21 is a step in the right direction with its focus on faster project delivery.

While it was welcome news that MAP-21 provided level funding, it did not address the underinvestment in transportation across the country. In Rhode Island alone, the gap is huge. The findings of a Governor's Blue Ribbon Panel study on transportation funding in 2008 still ring true today. The state needs to nearly double its annual investment in transportation—an additional $285 million per year—for the next 10 years just to bring the current system of roads and bridges into a state of good repair.

As our needs for our nation's infrastructure evolve, so does our need for efficient and effective project delivery. Transportation officials continue to improve the process whether using streamlined permitting with regulatory agencies or innovative construction techniques. Combined with the challenge of limited resources, an efficient project delivery process is vital to make the best use of the dollars available for transportation so we can provide a safe and well-maintained 21st century transportation system.

We hope your time this year debating this important topic will further educate you, your friends, and family about the important issues facing transportation. The experience may even inspire you to consider a career path in our industry, where you can be an integral part of ensuring that our network of roads and bridges will be in the best shape possible for generations to come.

Michael P. Lewis, P.E., *is Director of the Rhode Island Department of Transportation and President of the American Association of State Highway and Transportation Officials.*

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 2013
- Attending a post-secondary institution in the fall of 2013
- National Forensic League member with at least 25 points

Spark Scholarship Applications must be submitted by **February 15, 2013**. Get more information and download the application at **http://goo.gl/O27QP**.

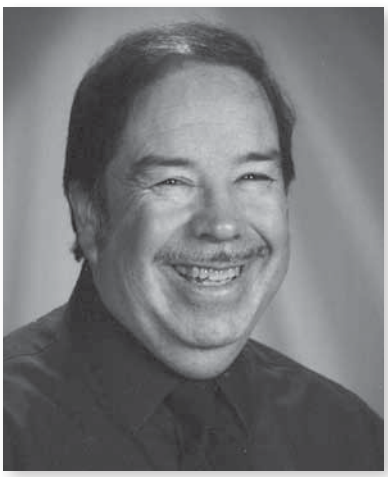
Welcome New Schools!

Robert E. Lee High School	AL
Episcopal Collegiate School	AR
Laurel Springs High School	CA
Mission Vista High School	CA
Sunny Hills High School	CA
Western Sierra Collegiate Academy	CA
Lambert High School	GA
SIUE East St. Louis Charter High School	IL
Villa Madonna Academy	KY
Lusher Charter School	LA
St. Martinville Sr. High School	LA
St. Mary's Dominican High School	LA
Kohelet Academy	MA
Urbana High School	MD
Roosevelt High School	MN
Washington Technology	MN
Amicitia American School Fes	Morocco
Stevensville High School	MT
Carrboro High School	NC
Bernards High School	NJ
Teaneck High School	NJ
Tuscarawas Valley High School	OH
Morristown-Beard School	PA
Sumter High School	SC
Belle Fourche High School	SD
Riverside Christian Academy	TN
Brentwood Christian School	TX
Hooks High School	TX
Mildred High School	TX
Mount Carmel Academy	TX
Valle Verde Early College High School	TX
Young Women's Preparatory Academy	TX
Green Lake Public School	WI
IDEAS Academy	WI

Diamond Coach Recognition

◆ SEVENTH DIAMOND ◆
Lydia Esslinger
Syosset High School, NY
December 3, 2011
22,175 points

As Forensic Director at Long Island, New York's Syosset High School, **Lydia Esslinger** has coached every speech and debate event and qualified more than 90 students to the National Tournament. Her students have advanced to semis and finals in all speech categories and Congressional Debate. She has been the president of the Long Island Forensic Association, the regional director for the New York State Forensic League, a member of the New York City District Committee for more than 20 years, and has served on the League's LD Topic Committee for several terms. As a consultant with the Soros Foundation, she helped introduce American style debate to eastern Europe and conducted workshops in many European countries. Notable graduates include Tony Award winner for *Wicked* Idina Menzel, and U.S. Secretary of Labor Elaine Chao.



◆ FIFTH DIAMOND ◆
David M. Montera
Centennial High School, CO
December 1, 2012
13,044 points

David Montera is in his 30th year of coaching Pueblo Centennial High School. He began his coaching career at Rocky Ford High School, also in Colorado. David has qualified students to attend the Colorado High School Activities Association State Champions Tournament every year of his career and has qualified students to compete at the National Tournament in every event. His teams have won three leading chapter awards and four district tournament sweepstakes awards. Montera was honored by the National Federation of State High School Associations as the Outstanding Speech, Debate and Theatre Educator from Colorado in 2004. As he reflected on all those students who earned all those points to attain the status of "five diamonds," he realized that it was not the trips to nationals, the state qualifying, nor the winning of team awards that are the highlights, but the opportunity to work with the best coaches, students, and former students that is the true pleasure of coaching and nurturing through speech and debate. David stated, "I am not sure that all districts enjoy the type of relationship among their coaches that we have in Colorado Grande. I have found over the past 32 years that it has become only friendlier in our tab rooms and tournaments. I have learned something from recalling all those Saturdays: Early in my career I cared if we won. Now I know we all win when I care."

◆ THIRD DIAMOND ◆
Marilyn Mann
Monett High School, MO
December 1, 2012
6,020 points

◆ SECOND DIAMOND ◆
Russell Kirkscey
Blanco High School, TX
December 2, 2012
3,022 points

◆ FIRST DIAMOND ◆
Alzana Rae Nuzzolillo
Carrollton High School, OH
November 12, 2012
1,630 points

◆ FIRST DIAMOND ◆
Susan Ontiveros
Albuquerque Academy, NM
November 27, 2012
1,973 points

◆ FIRST DIAMOND ◆
Melissa Cortes
Idaho Falls High School, ID
November 28, 2012
2,681 points

◆ FIRST DIAMOND ◆
Christine Ramos
Bishop Gorman High School, NV
December 5, 2012
1,521 points

◆ FIRST DIAMOND ◆
Justin Charles Weaver
Coral Springs High School, FL
December 6, 2012
1,548 points

Donus D. Roberts Quad Ruby Coach Recognition

The League is proud to honor coaches who have earned their first 1,000 points. (November 1, 2012 through December 31, 2012)

Name	School / State	Points
David Stapleton	Plymouth High School, IN	1,298
Cameron Secord	Houston Acad. For Int'l Studies, TX	1,289
Daphne Stapleton	Plymouth High School, IN	1,289
Scott Mercer	Tahoma Senior High School, WA	1,186
Dan Ceci	Solon High School, OH	1,168
Doug Welton	Salem Hills High School, UT	1,147
Taylor Bui	La Cueva High School, NM	1,136
Jason Warren	The Parish Episcopal School, TX	1,125
Oliver Nordlund	Hellgate High School, MT	1,123
Melissa Barry	San Dieguito Academy, CA	1,116
Steven Lachman	State College High School, PA	1,112
Sonya Harvey	Madison Central High School, MS	1,109
Antionette Ishmael	St. James Academy, KS	1,098
Susan Worst	Wood River High School, ID	1,091
Katherine Tobin	Willard High School, MO	1,087
Christian Jones	Union High School, OK	1,085
Greg A. Achten	The Harker School, CA	1,082
Nathaniel Council	Hereford High School, TX	1,076
James Doyle	James Logan High School, CA	1,058
Josipa Casey	Mark Keppel High School, CA	1,057
Dyson Ellis	Alta High School, UT	1,056
Joalyne Steinhausen	Cheyenne South High School, WY	1,053
Stephen R. Stanquist	Gulf Breeze High School, FL	1,051
Meredith Deaton	Tulsa Washington High School, OK	1,050
Jody Batie	Haskell High School, OK	1,049
Ryan J. Swartz	Bishop McGuinness High School, OK	1,046
Kate Wright	St. Agnes Academy, TX	1,044
Roger McCullough	Butte High School, MT	1,043
Juan De La Cruz	Centennial High School, CA	1,035
Seth E. Blackmon	C.K. McClatchy High School, CA	1,031
Megan Koester	University School, FL	1,031
Amy Patton Trunnell	Maranacook Community School, ME	1,031
Joshua T. Cohen	Newton South High School, MA	1,023
Lauren Kimble	Westminster High School, MD	1,023
Nolan DeWispelare	Pius X High School, NE	1,020
Amanda Gunnufsen	Oak Grove High School, MS	1,020
Melissa A. Miller	Mitchell High School, SD	1,017
Terry German	Brazoswood High School, TX	1,016
Jean Tobin	Walla Walla High School, WA	1,014
Adam Moeller	Rocky River High School, OH	1,012
Jeffrey Gottke	Mount Vernon High School, OH	1,010
Cale Halley	Ransom Everglades Upper School, FL	1,008
Ryan Zelmer	South High School - Minneapolis, MN	1,007
Patrick Mobley	Carson High School, NV	1,004
Millie A. Solomon	Yorktown High School, VA	1,003
Stacy Goddard	Olathe East High School, KS	1,002
Michael Bolen	Richardson High School, TX	1,001
Becca Hier	Bellevue West High School, NE	1,000
Chris Lambert	Catalina Foothills High School, AZ	1,000

Correction: *Michelle Jodoin LaFond was mistakenly identified as the coach of Catherine McAuley High School, ME in the December 2012 issue of* Rostrum. *She currently coaches at Falmouth High School, ME.*

In Memoriam

Tamar Kaplan, a 2010 graduate of St. Paul Highland Park High School, MN passed away Sunday, January 6, 2013, after sustaining injuries in a car crash in Bolivia, where she was studying abroad. She was a Policy debater, and in her senior year, was the Minnesota State Champion, runner-up at the National UDL Debate Tournament, and 6th Speaker at the NFL National Tournament.

After high school, she served as a lab leader at the Minnesota Debate and Advocacy Workshop, a camp sponsored by the Minnesota Urban Debate League. She was attending Claremont McKenna College, CA as a Philosophy, Politics, and Economics major.

According to Gregory T. Hess, Dean of Faculty at CMC, Kaplan "had a deep commitment to serving the disadvantaged. She was an award-winning member of CMC Mock Trial and had been involved with The Advocates for Human Rights, a Minneapolis-based non-profit organization addressing social injustice in the U.S. and abroad."

The League expresses sincere condolences to the family of Tamar Kaplan.

Trophies, Plaques, and Awards for Any Occasion

The National Forensic League Trophy Shop has the answers to all of your award needs! Our custom selection offers many different award options at affordable, competitive rates. We can even accept large quantity orders, process personalized requests, and work with you to replicate your existing designs. Visit the League's online store or email Chad Wagner, our trophy specialist, at *chad.wagner@nationalforensicleague.org* to discover the possibilities for your next tournament, end of year banquet, recognition ceremony, and more!

http://store.nationalforensicleague.org

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, 15th Degree (1,500+ points)			
Michaila K. Nate	Plymouth High School	IN	1,591
Student Service Citation, 7th Degree (700+ points)			
Daniel Rodriguez	Central Catholic High School	OH	716
Student Service Citation, 4th Degree (400+ points)			
Angela Perretta	Central Catholic High School	OH	443
Erin Miller	Highland High School	ID	412
Student Service Citation, 3rd Degree (300+ points)			
Sabrina Ellen Carraway	East Carteret High School	NC	388
Carlos Ochoa	Brophy College Prep	AZ	355
Christopher Jordan	Brophy College Prep	AZ	340
Dominic Hernandez	KC Oak Park High School	MO	312
Ben Vargas	Truman High School	PA	307
Student Service Citation, 2nd Degree (200+ points)			
Garrick R. Nate	Plymouth High School	IN	288
Patrick Johnson	Brophy College Prep	AZ	260
Megan Bosisio	Canon City High School	CO	240
Jocelyn Hernandez-Vazquez	Robert E. Lee High School - San Antonio	TX	230
Morgan Allen	Bixby High School	OK	223
Michael Markel	Central Catholic High School	OH	221
Austin Tymins	Brophy College Prep	AZ	220
Tanner St. John	Bixby High School	OK	210
Daniel Peter Leung	Bob Jones Academy	SC	208
Logan Field	Holy Cross School	LA	205
Brittney Tabel	Mercy High School	CA	204
Evren Gokcen	Gahanna-Lincoln High School	OH	200
Christie Gorka	Plymouth High School	IN	200
Sophia Nordell	Canon City High School	CO	200

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

Emily McKenzie	Plymouth High School	IN	183
Joe Russell	Brophy College Prep	AZ	175
Jake Lenburg	Plymouth High School	IN	172
Allegra Simon	The Dalton School	NY	170
Blake Allison	Brophy College Prep	AZ	160
Alec Knappenberger	Brophy College Prep	AZ	160
Matthew Leyendecker	Hereford High School	TX	160
Taylor Wood	Brophy College Prep	AZ	160
Mariah Klenke	St. Mary's Colgan High School	KS	153
Jennifer Hall	Miami Southridge Senior High School	FL	143
Alex Keating	Brophy College Prep	AZ	140
Jessica Sheldahl	Helena High School	MT	140
Samuel Yhanes	Miami Southridge Senior High School	FL	138
Michael Reynolds	Wellington High School	FL	133
Abigail Moats	Ames High School	IA	130
Victoria Lauren McGraw	Bixby High School	OK	127
Mrinal Sharma	Michael E. DeBakey High School For Health Prof	TX	124
Kayla Grimm	Virgin Valley High School	NV	123
Katelyn Loutsch	Milbank High School	SD	123
Jeffrey King	Central Catholic High School	OH	121
Sarah Weller	Central Catholic High School	OH	121
Alejandro Paz	Dobson High School	AZ	120
Emily Pillatzki	Milbank High School	SD	116
Seanna Duong	Gabrielino High School	CA	115
Austin Gumbiner	Chaska High School	MN	115
Ann Ma	Gabrielino High School	CA	115
Linda Jing	Gabrielino High School	CA	114
Audra Herman	Canon City High School	CO	111
Meghan M. Egierski	Plymouth High School	IN	110
C J. Kotarba	Truman High School	PA	109
Steven Tan	Gabrielino High School	CA	109
Thomas Willingham	Mars Hill Bible School	AL	108
Tyquan Baskin	KC Oak Park High School	MO	106
Alia Williams	Analy High School	CA	106
Olivia Haagenson	Clovis East High School	CA	105
Emily Jadwin	Gahanna-Lincoln High School	OH	105
Bianca D. Norwood	Clovis East High School	CA	105
Ben Terhune	Helena High School	MT	105
Tina Chan	San Gabriel High School	CA	104
Cuchulane Speirs	Spearfish High School	SD	104
Mary Carol Butterfield	Riverside High School	SC	103
Emily Hanawalt	Maconaquah High School	IN	103
Paul E. Rastrelli	Centennial High School	CO	102
Hubert Tran	Gabrielino High School	CA	102
Gabriel De Armas	Miami Southridge Senior High School	FL	101
Shane M. Stockall	Perry High School	OH	101
Rockwell Arthur	Brophy College Prep	AZ	100
Lyndon Chang	Gabrielino High School	CA	100
Miranda Ditmore	The Bronx High School Of Science	NY	100

COACH PROFILE
Rosie Valdez

How did you become involved in speech and debate? My mother coached competitive debate and speech for 30 years in Arkansas. I was quite literally raised on the "debate bus." I traveled each weekend with my mother's team, and when I was old enough, began timekeeping events for her. When I was an eighth grader looking at high schools, one of my top priorities was a school with a strong debate program. I competed for four years under the careful coaching of my mother's college debate partner, Patricia Treadway. It has been very special to me to provide my students with the opportunities and nurturing my own coach gave me.

Why did you decide to become a speech and debate coach? Speech and debate had been my life in high school, and though I chose not to compete in college, I remained active as a judge on the Arkansas circuit. Around the same time I finished graduate school, I heard from a coach and mentor in Arkansas who was planning to retire from coaching. I never thought I would get the opportunity to coach. It all happened very quickly, and before I knew it, I had my own team! Many new teachers can attest that in that first teaching position, "dream job" and "reality" are rarely synonymous. But my experience afforded me both. Coaching was just another way debate had opened doors for me in my life.

Tell us a little about your school and forensic program and the features that make them unique. Speech and debate can often be an exclusive activity, especially in Arkansas. Those competitors who rise to the top are often those who can afford to compete each weekend. My own family sacrificed to put me on planes, pay entry fees, send me to camp each summer. My students do not all come from the wealthiest families in our community, and many are English second-language speakers. I think that their diverse cultural and socioeconomic backgrounds make them highly motivated individuals who welcome challenges and appreciate every success. They are responsive to all help and criticism—they are the most humble young adults with whom I've ever worked.

We are also a very insulated team—I am the only coach of both programs. With the exception of my own high school debate partner, Colton, who provides my students additional guidance, we're on our own. Everything that needs to be done on our team is done together. When we are successful, the excitement and sense of pride is doubled because we know all of the collaborative work that goes into our wins.

What challenges do you face as a coach? Loosening up on the reins! We work so hard together day after day, and I am very involved with the strategies my debaters run and the pieces my forensics students perform. It is very nerve-wracking for me to let go and let them do their thing. I have had to learn to trust them. I send them off into their rounds knowing there is nothing more I can do for them, and then I stand at the door and listen to an amazing poetry interpretation or a round-ending 1AR and realize that I should always have faith in them to do what they need to do to be successful. I get to have that moment where I realize that if I've taught them nothing else, I've taught them self-reliance—the importance of thinking for themselves.

In what ways has the National Forensic League helped you as a coach? The League has provided me instructional resources I make use of every day in my classroom. I have been able to show my students what

is expected of them using the videos, and have used the standard set by national champions to motivate my students. Most important, though, is that the League has provided my students incomparable recognition for their hard work and determination.

▶ **How has coaching changed you?** Former debaters love to talk about their glory days: the big win rounds, the devastating losses, tournaments won. Admittedly, I was no exception. Now that I am a coach, the story is no longer about me. It's about my kids. I am prouder of their accomplishments than I could ever dream of being of my own. I do not have children yet, but I imagine this is what is feels like to be a parent. I feel an immense responsibility to them.

▶ **How does participation in speech and debate change your students?** For many of my students, it gives them a place to belong. They are able to be a part of a community that understands them and gives them a constant outlet to do and talk about the things that interest them. I think most importantly, though, forensics gets students involved in discourse typically exclusive to adults, policy makers, and academics. It turns them into informed citizens and eventual voters.

▶ **What has it been like bringing forensics to Arkansas?** It was a decade-long effort championed by Tim Hollis, a longtime advocate of the League. When we finally got enough schools on board to have our own district, it was very exciting. ALL of our students and programs finally had an opportunity to represent our state on the national level. We were able to send competitors from four programs to the National Tournament last year, and it was a source of great pride for us to see our state take part in this level of competition. Arkansas' performers and debaters are very deserving of more outlets for expression and recognition, and having our own district has given them many opportunities, and has been another way that coaches in our state can come together and collaborate to advance all of our students.

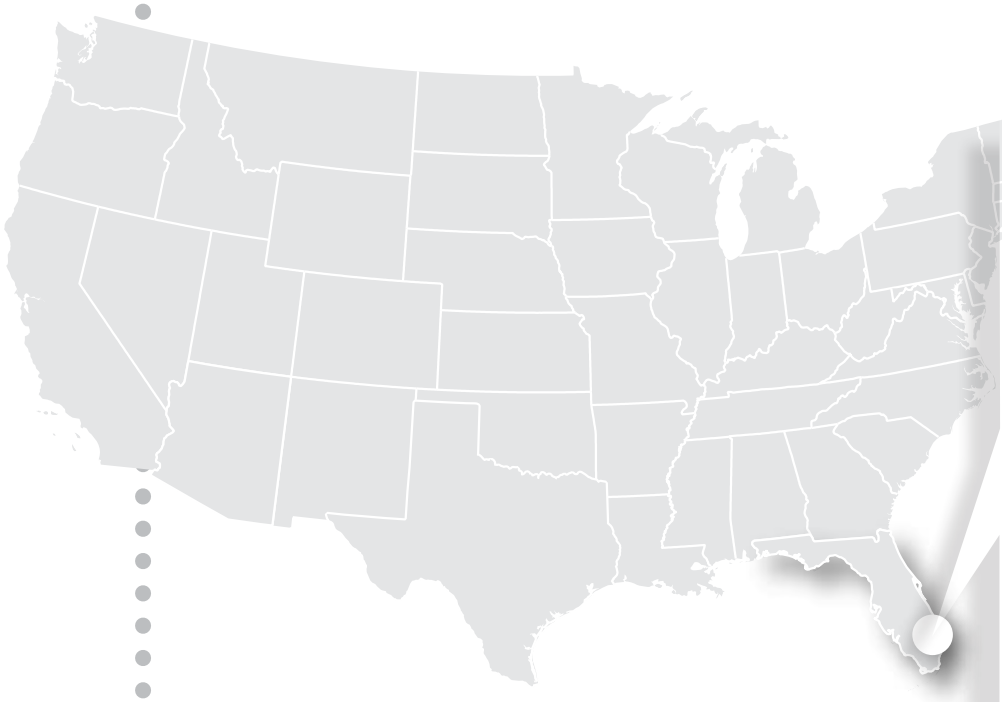
▶ **What makes speech and debate unique in Arkansas?** There is an interesting tension in the Policy Debate community in Arkansas between more "traditional" programs and coaching, and programs that do national-style debate and compete on the national circuit. The last few years have seen leaps and bounds in progress toward national-style competition. We're still growing, and we haven't reached our full potential yet, but the momentum is headed in the right direction. Arkansas coaches show an enthusiastic and genuine commitment to keeping speech and debate alive. Though we may not always agree on styles, there is a concerted effort to prioritize communication studies in education.

▶ **Tell us about your favorite memory of the activity, or an accomplishment of which you are most proud.** I inherited a waning program and students with varying experience in the activity. We really rebuilt the team from the ground up. I dove headfirst into this endeavor. We had practice every day, and we competed every weekend we could, to gain legitimacy and make up for lost time on the circuit. Last year, my students won the state championship in novice debate. These boys were an interesting partnership: Jared was an intellectual who waited until senior year to take debate, and Sean was an introverted freshman who was a sponge in debate class. They came together in a beautiful way. I stood outside of their semifinal round and listened to their rebuttals, and just knew they would be going to finals. The finals panel worked on their ballots for almost an hour after the round before we knew that Jared and Sean won. Jared was also named first place novice speaker in the state. It was like my whole life in the activity had come full circle. I have never been prouder of anything in my life.

▶ **Why is forensics important?** When I share my own experiences with my students, I have an oft-repeated refrain: I am not afraid of anything because I have already done the scariest thing in the world; I have gotten up in front of my peers and exposed myself intellectually and made myself vulnerable to criticism about the way I think, the way I use my brain, and the way I articulate thoughts. I believe that if you can do this, you can do just about anything. Speech and debate prepares you for all facets of life: the big job interview, writing that ethics essay in your first semester of college, giving a toast, a career-altering presentation, trying a case, convincing your friends you deserve the last cupcake—you're ready for it all. Speech and debate develops and nurtures critical thinking skills, time management, leadership, organization, persuasion, and confidence in a way no other activity can.

Rosie Valdez *is a native of Little Rock, AR where she competed in Policy Debate at Parkview Arts/Science Magnet High School. She is a graduate of Hendrix College, where she completed a B.A. in English and a B.A. in History, and of the University of Arkansas, where she received an M.Ed. in Secondary Education. She teaches English and Oral Communication, Debate and Forensics at Heritage High School in Rogers, AR and is the 2012-13 chair of the Arkansas district.*

District in Detail



District Committee

Steven Schappaugh, *Chair*
University School – Ft. Lauderdale, FL

David Childree
American Heritage School – Plantation, FL

Jennifer Kwasman
St. Thomas Aquinas School – Ft. Lauderdale, FL

Lisa Miller
Nova High School – Davie, FL

Megan West
Cypress Bay High School – Weston, FL

Florida Manatee

compiled by Steven Schappaugh

- **Tell us a little about the Florida Manatee district and what makes it unique.** The Manatee District is essentially Broward County in South Florida. There are a number of public and private schools who are active participants in the National Forensic League. There's great cooperation between the NFL, state, and CFL local leagues in Broward. However, in our district, the National Forensic League is the greatest priority for a vast majority of our schools. This means the district standings report is something our district takes very seriously and personally! One thing that makes us unique is our district after-school tournament series. These are tournaments in which younger students compete and older students experience judging. We host these monthly at University School. This is a great way of promoting speech and debate for all schools, but especially for new schools.

- **What challenges do you face as a district?** I think the biggest challenge that faces our district is common across the nation—money. We have a range of schools and students involved in speech and debate. There are some students who have difficulty paying $20 for a tournament. Additionally, one of the other challenges that we face as a district is the size of our tournaments. We have grown significantly in terms of average tournament entry per school. This has created the challenge of securing enough judges and rooms. We have had to alter our tournament structure for the upcoming District Tournament series to account for this. The size of our tournaments is a challenge we are extremely excited to have! We look forward to this trend continuing, and thus, being challenged even more in years to come. A final issue we face is scheduling. With various schools on different vacation schedules, it becomes difficult to find weekends that work for everyone.

- **What are some best practices you would like to share with other district leaders?** These monthly after-school tournaments are incredible. Here's our structure: Schools register between 2 and 3 p.m. Rounds start between 3:15 and 3:30. We single-flight and pre-set three rounds of competition for our students—three practice rounds on a Tuesday, Wednesday, or Thursday night! The cost of entering is only $3 per student. Competition is a unique means of getting students additional practice. It's an environment that is less

intimidating than a Saturday tournament for our kids. Additionally, we work to communicate regularly with all of our coaches. The monthly after-school and robust tournament schedule allows us many opportunities to reach out and support each other. We have a newsletter, *Manatee Minute*, that goes out to all coaches from time-to-time with important updates about local and national issues. The District Committee also meets frequently to plan and discuss strategies for success. We had our first meeting in October and email each other constantly about schools that haven't entered points, been to a tournament in a while, or need help in some way. Another great thing we do is organize district practices for the students going to Nationals. We invite all national qualifiers and their coaches to a school and do rotations of debate rounds, speeches, etc., for all of our students. It is a great way of building camaraderie among the students of our district. It has a carryover effect the following year. It makes competition less cutthroat. It helps create an atmosphere of collegiality that allows for students to encourage each other and celebrate with one another.

- **Tell us about the Broward County initiative, and how that program is fostering speech and debate in your area.** The Broward County Public Schools, with the support of the National Forensic League, are working to make speech and debate a requirement in all BCP schools. This year we have schools that have never done speech and debate before, or who have been out of the activity for a number of years, doing this wonderful activity. Schools have mentor coaches who are BCP school coaches. The district requires that schools attend a certain number of tournaments during the school year. They stipulate how many after-school tournaments and Saturday tournaments in which a school must compete during each semester. Additionally, it's required that all schools attend our District Tournament series. What we've noticed is that once students get to these tournaments, they get hooked—and the schools are exceeding the expectations in terms of number of tournaments attended. The most exciting thing is to see kids who have never done speech and debate be so excited about the activity that they go out and recruit new kids from their school to join the team. The coaches in this program are doing fantastic things to not only learn the activity, but grow it! Coaches like Tammy Howard at Piper and Cristina Cuevas at Deerfield Beach are building a tremendous foundation for long-lasting programs. The best part is that they are not the only ones! I cannot highlight enough how easy it is to get kids hooked once they've been to a tournament.

- **You've had tournaments with 400 or even 500+ students at them. How do you promote tournament attendance?** The initiative requires these new schools to attend, but beyond that, we've created a culture where tournaments are more enjoyable! We've worked to enhance the tournament experience by being more efficient in tabulation and streamlined some tournament operations beyond tab—like catering—to ensure students have a better experience. A number of tournaments are doing pre-awards celebrations with music, videos, slideshows, and more, which help build community. We are running Saturday tournaments with five rounds and ending by 5 p.m. I think the experience is better for the students and also the coaches. The more efficient our tournaments, the more time our coaches can have after the tournaments for their family.

(left to right) Student tournament coordinators Logan Peretz and Megan Hirsh, with afterschool tournament co-directors Megan West, Megan Koester, and Steven Schappaugh.

- **This issue of *Rostrum* expands upon the connection between forensics and the Common Core. Why is speech and debate so critical in meeting those state standards?** The League is doing a tremendous job of looking at the Common Core and how speech and debate facilitates this. The entire Board of Directors is behind this initiative, and the updates that are coming in are exciting. When anyone reviews the Common Core, they can easily see how speech and debate is so powerful and intimately related to these benchmarks. We are in a unique position to capitalize on this national movement because of the seamless connection between what we do every weekend and what schools are going to try and do on a regular basis. Speech and debate coaches have the potential of being the example for their schools. One of the most direct connections is the standard that deals with listening and speaking! Our kids are most often identifed by teachers in schools for their ability to easily communicate complex ideas concisely and persuasively. We teach our kids to be active listeners and work on speaking in a variety of ways in every event.

- **As an active middle and high school coach, tell us why it's important to get kids involved in speech and debate at a young age.** Speech and debate is addicting. There are not many competitive opportunities on the national level for middle school kids. I think the NJFL provides a unique opportunity for kids to compete for something so special—a national championship. Taking kids to this tournament will surely provide a foundation for success in the future for your program. Not only will kids be trained earlier, but you'll have walking billboards to promote your activity to their peers who haven't taken advantage of speech and debate yet. However, it's enticing beyond just NJFL Nationals. Students get hooked by competing, and parents love that their kids learn crucial skills before high school.

- **What advice would you give to a new coach joining the League?** Enjoy the experience! Judge many events! Ask questions!

NDCA
COACHES' CORNER

How Small Programs Achieve National Success

by Michael Ewald

The rigors of "national circuit" Policy Debate seem daunting, but it should not discourage small programs from aspiring to achieve high levels of success. Here are several tips for those wishing to take on the challenge.

First, do what you do well. Far from running from a regional identity, you should embrace it. Even if your local circuit has not allowed a new argument through the gates since the 1990s, almost every judge, no matter the paradigm or predilection, evaluates specific case indicts and disadvantages. Fortunately, this is made easier in an age where the vast majority of top competition at any given national circuit event discloses the affirmative and negative arguments they deploy. You do not need an army of novices to effectively scout your competition. It is possible to divide and conquer via the Internet. Cross-reference recent tournament results to get an idea who you will need to beat and the arguments they commonly use. It is important to understand that debate constantly reinvents itself while also continuing to regurgitate arguments from years past. Countering teams with bigger back files and coaching staffs requires mastering several generic positions. Hence, the files your debaters choose to research the most need to straddle the line between specificity and flexibility. Contextualizing positions requires depth, and there is no substitute for hard work and thorough preparation. Utility trumps preference. You need to know when to pick your battles. If you encounter a non-traditional argument, resist the temptation to use exclusionary violations and find a substantive way to clash, even if it means writing a new position. There is a good chance teams who invite the most generic arguments do so because they are well positioned to defend against them.

This is also applicable to stylistic concerns. If your local region punishes speed, develop specific blocks for national circuit events in case of a time-pressed situation where you need your most important arguments articulated quickly. Consider becoming adept at impact turning arguments to turn the table on teams attempting to exploit this perceived weakness with multiple off-case positions. Though persuasive ethos moments are important in any debate round, efficiency and strategic argument selection is critical to successfully debating fast-speaking teams. Ultimately, adhering ideologically to a certain tactic or style puts you at a competitive disadvantage. Learning to speak quickly on the road does not mean you forget how to speak slowly at home. Understanding the areas where

Thoughts on this article—or others?
Comment on the NDCA website: www.debatecoaches.org. If you would like to submit an article for NDCA Coaches' Corner, please contact Carol Green at carolg@harker.org.

"Start small and build slowly. There is no substitute for the process. The divide between the tendencies some regional communities prefer and those of the national circuit debate community are largely overblown."

you have to adapt to remain competitive is essential to developing strategies that maximize your strengths and minimize your weaknesses.

Second, while the dream to advance to a national competition can start with two students, it should not end with them. Multiple strong partnerships are necessary to share the work load. This starts with dedicated investment in the novice division of your program and retention of quality students. Encourage varsity members to recruit prospective students and answer questions and concerns. The goal to create continuity and cooperation throughout the team has dual benefits. Insisting varsity members watch novice practice rounds is a great way to make your top students learn the perspective of what a judge evaluates and perceives. Similarly, requiring older students deliver a lecture on an argument or subject can help reinforce concepts. Several years ago, varsity students at the school where I assisted established a middle school debate league. They took the lead teaching debate to the participants and became extremely engaged in their progress, culminating with running and coaching a tournament. Not only did it set the stage for success years later, but it was a change of pace that injected a high level of enthusiasm into the team. The commitment and leadership they demonstrated working with younger debaters noticeably transferred into their own habits.

A poor varsity showing can still be turned around with a quality novice performance if everyone feels ownership over their development. Any success at a national competition should be considered an achievement. This is especially important if your program is just beginning a commitment to national circuit debate. Before summer camps and year-long schedules, even if your students do not have many opportunities to travel outside their local regions, a committed group of novice students can achieve large amounts of success early in their careers against the best competition in the country. National success requires confidence, and neutralizing the fear students experience from their opponents' high school affiliation is a vital step for a developing team. A small program without institutional support is only as strong as their next group of debaters. Commitment to novice students is central to the maturation of a successful program.

Finally, as dedicated professionals in communication, it should be no surprise effective dialogue is essential to the growth of a team. Access to financial resources is a large determinant in creating a national circuit debate program. In this regard, fundraising and public outreach are necessary if your program lacks a large budget. Even one or two events during the regular season provide awareness to your students about what they are likely to face at national competitions to close the season. Networking with other coaches is an additional important building block. From navigating your local activity rules to coordinating travel and housing, I have found most coaches in the national circuit debate community to be genuinely interested in facilitating participation from schools that do not have a history competing at such events. Once established, you can help foster the development of your own local debate community. Strong communication is vital to overcoming the skepticism some may have at certain practices students are likely to encounter at national circuit events like post-round judge disclosure. Look to introduce some of these community norms at your own tournament to increase exposure and discussion.

Start small and build slowly. There is no substitute for the process. The divide between the tendencies some regional communities prefer and those of the national circuit debate community are largely overblown. Aspiring to achieve national acclaim requires practical argument selection, a solid foundation of varsity and novice students, and an effective support structure to sustain success. With time and dedication, even small programs can field teams able to compete with the best in the country.

Michael Ewald *is the Director of Debate at the University of Chicago Laboratory Schools and coach of the University of Chicago's newly established Policy Debate team. Prior to his current position, he served as an assistant coach at Sioux Falls Lincoln High School helping students win the 2011 NCFL Grand National Championship.*

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

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	251	Blue Valley North High School	788
2	2	Florida Manatee	214	Nova High School	688
3	4	Northwest Indiana	212	Munster High School	509
4	-2	Calif. Coast (CA)	194	Leland High School	876
5	1	East Kansas	189	Shawnee Mission East High School	406
6	-3	East Los Angeles (CA)	185	Gabrielino High School	734
7	-2	Kansas Flint-Hills	182	Emporia High School	381
8	1	Rushmore (SD)	179	Sioux Falls Lincoln High School	436
9	-1	New York City	176	The Bronx High School of Science	847
10	--	San Fran Bay (CA)	161	James Logan High School	593
11	5	Northern South Dakota	156	Aberdeen Central High School	333
12	6	Eastern Ohio	148	Perry High School	334
13	1	Show Me (MO)	147	Blue Springs South High School	365
14	-1	New Jersey	143	Ridge High School	379
15	3	Northern Ohio	142	Canfield High School	309
16	-1	Sunflower (KS)	140	Valley Center High School	401
16	6	Sierra (CA)	140	Sanger High School	483
18	7	Nebraska	138	Millard North High School	406
19	1	Rocky Mountain-South (CO)	133	George Washington High School	420
20	15	Illini (IL)	131	Downers Grove South High School	366
21	4	Ozark (MO)	130	Central High School - Springfield	562
22	-1	Heart Of America (MO)	129	Liberty Sr. High School	609
22	-10	Southern California	129	Claremont High School	309
24	-8	South Texas	125	Bellaire High School	525
25	-14	Central Minnesota	124	Eastview High School	415
26	-2	West Kansas	123	Salina High Central	288
27	12	Utah-Wasatch	121	Sky View High School	288
28	14	Montana	119	Flathead High School	236
29	2	West Iowa	117	Dowling Catholic High School	356
30	-3	Carver-Truman (MO)	116	Noesho High School	354
31	-8	Southern Minnesota	115	Eagan High School	374
31	--	Northern Illinois	115	Glenbrook North High School	378
33	17	New England (MA & NH)	114	Shrewsbury High School	269
33	-5	Deep South (AL)	114	The Montgomery Academy	274
33	-4	East Texas	114	William P. Clements High School	358
36	-7	South Carolina	111	Riverside High School	338
37	19	Golden Desert (NV)	109	Green Valley High School	297
37	-6	Colorado	109	Cherry Creek High School	457
37	5	Sundance (UT)	109	Bingham High School	353
37	3	Lone Star (TX)	109	Plano Sr. High School	254
41	-10	South Kansas	108	Fort Scott High School	229
42	-4	Eastern Missouri	107	Pattonville High School	215
43	-7	Florida Panther	106	Lake Highland Preparatory	288
43	2	New Mexico	106	East Mountain High School	201
45	15	Western Ohio	104	Centerville High School	209
45	-5	Central Texas	104	Winston Churchill High School	297
47	6	Idaho Gem of the Mountain	103	Mountain Home High School	269
47	-2	Arizona	103	Desert Vista High School	323
49	-2	Big Valley (CA)	101	Turlock High School	174
50	-6	Tarheel East (NC)	100	Cary Academy	325
51	13	Colorado Grande	99	Pueblo West High School	183
51	4	Great Salt Lake (UT)	99	Skyline High School	292
53	--	West Los Angeles (CA)	98	Palos Verdes Peninsula High School	204
53	3	Idaho Mountain River	98	Highland High School	284

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
55	6	Space City (TX)	96	Cypress Woods High School	287
56	10	Northeast Indiana	95	Chesterton High School	366
57	-10	Heart Of Texas	94	Hendrickson High School	366
58	-11	North Coast (OH)	93	Solon High School	215
58	-8	Wind River (WY)	93	Green River High School	252
58	1	North Texas Longhorns	93	Flower Mound High School	179
61	-5	Northern Lights (MN)	91	Moorhead High School	176
62	6	Valley Forge (PA)	89	Truman High School	156
62	5	Pittsburgh (PA)	89	North Allegheny Sr High School	409
62	-12	Southern Wisconsin	89	Brookfield East High School	216
65	-4	Georgia Northern Mountain	88	Alpharetta High School	289
66	14	Inland Empire (WA)	87	Coeur D'Alene High School	180
67	1	New York State	86	Scarsdale High School	236
67	-30	Northern Wisconsin	86	Appleton East High School	336
69	-6	South Florida	85	Ransom Everglades Upper School	204
70	4	Mississippi	84	Oak Grove High School	166
71	-6	Hole In The Wall (WY)	82	Cheyenne Central High School	192
72	5	Tennessee	81	Morristown West High School	218
73	1	Carolina West (NC)	78	Ardrey Kell High School	212
73	-1	UIL (TX)	78	Brownsboro High School	161
73	-1	Hoosier Heartland (IN)	78	West Lafayette High School	212
76	-8	Greater Illinois	77	University High School	131
77	18	Puget Sound (WA)	76	Newport High School	171
78	2	North Oregon	73	Westview High School	269
79	-3	Nebraska South	72	Lincoln East High School	191
80	4	Florida Sunshine	71	Pine View School	297
80	-9	Western Washington	71	Gig Harbor High School	245
82	2	Kentucky	70	Rowan County Sr. High School	208
82	5	East Iowa	70	West High School - Iowa City	154
84	5	Tall Cotton (TX)	69	Central High School - San Angelo	139
84	5	Rocky Mountain-North (CO)	69	Fairview High School	167
86	-3	Georgia Southern Peach	67	Carrollton High School	156
87	1	West Oklahoma	65	Norman North High School	164
87	-7	Michigan	65	Portage Northern High School	127
87	-9	North Dakota Roughrider	65	Fargo Shanley High School	143
87	-1	Western Slope (CO)	65	Central of Grand Junction High School	121
91	1	Chesapeake (MD)	63	Baltimore City College High School	151
91	-12	Hoosier Crossroads (IN)	63	Warren Central High School	122
91	6	East Oklahoma	63	Tulsa Washington High School	174
94	-5	Capitol Valley (CA)	62	Granite Bay High School	198
95	3	LBJ (TX)	60	Richardson High School	173
96	-4	Yellow Rose (TX)	59	Princeton High School	182
97	-2	Maine	58	Cape Elizabeth High School	127
98	-6	West Virginia	57	Wheeling Park High School	110
98	2	Gulf Coast (TX)	57	Gregory Portland High School	181
100	-2	Louisiana	56	Lafayette High School	133
101	6	Arkansas	54	Bentonville High School	99
102	3	Virginia	53	Broad Run High School	178
103	-1	South Oregon	50	Mountain View High School	79
103	1	Pacific Islands	50	CheongShim Int'l Academy	135
105	--	Hawaii	48	Kamehameha Schools	103
105	-5	West Texas	48	El Paso Coronado High School	129
107	-4	Sagebrush (NV)	45	Reno High School	134
108	1	Iroquois (NY)	34	Towanda Jr.-Sr. High School	93
109	-1	Pennsylvania	31	Greensburg Salem High School	50

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