

A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

Rostrum

NATIONAL
FORENSIC
LEAGUE
SPEECH & DEBATE HONOR SOCIETY

VOLUME 87
ISSUE 7
MARCH 2013



BIRMINGHAM

JUNE 16-21, 2013





Top Policy Lab with
Dr. Ryan Galloway, who was voted
3rd Best Collegiate Policy Debate
Judge of the Decade.



Don't miss
legendary July 4th
Celebration



The Samford University Debate Team

proudly presents

39th Annual Samford University Summer Debate Institute

Sunday, June 23rd — Saturday July 6th, 2013

Why choose Samford Debate Institute?

- Learn from a national – caliber staff at a reasonable price.
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- The program emphasizes 21st century debating skills.
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- Instruction is offered for all skill levels in Policy, Lincoln-Douglas and Public Forum Debate.
- Learn from mature, responsible adult staff.

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Commuters with meals

\$1,100.00 (including \$50.00 deposit)

Commuters without meals

\$950 (including \$50.00 deposit)



800 Lakeshore Drive
Birmingham, AL 35229
For more information, contact Dr. Ryan Galloway at
205-726-2695

University of Texas National Institute in Forensics



Join us in Austin, Texas in 2013!

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.



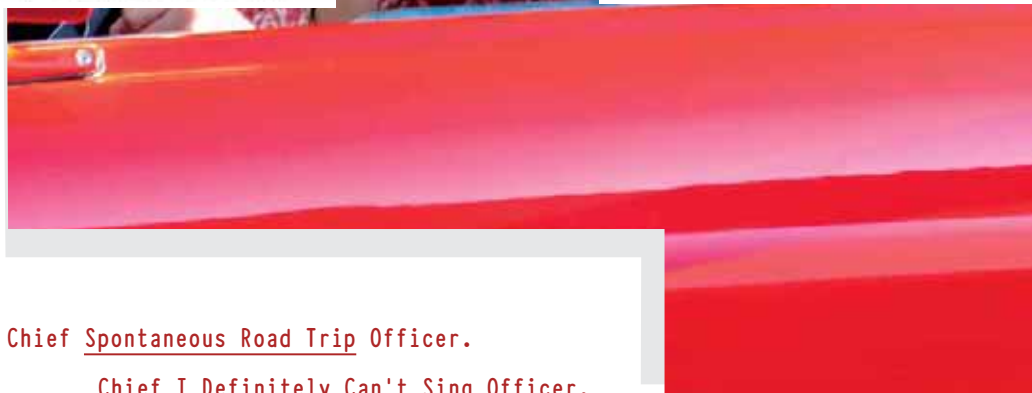
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Austin, TX 78705

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www.utdebatecamp.com
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DISTRICT STUDENT OF THE YEAR AWARD

NOMINATIONS

2013

Calling All Coaches!

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

<http://goo.gl/JBxqv>

Download the nomination form
and learn more online.



Remember, only District Students of the Year are eligible to receive the National Student of the Year Award.

From the Editor

Dear National Forensic League,

The Lincoln Financial Group / National Forensic League National Speech & Debate Tournament marks the capstone experience for thousands of students from across the nation. Year after year, it's a pleasure to watch these young performers shine. Regardless of final placing at Districts or Nationals, students and coaches should take pride in this culmination of hard work and dedication!

In preparation for this year's National Tournament, this issue of *Rostrum* provides tentative information about schedules, venues, and events—details that will help you prepare for a smooth and successful week. We are equally excited about the educational programming that will occur this summer in Birmingham. Even if your students do not qualify for Nationals, our Coach Clinics are a fantastic opportunity to learn from successful coaches while observing our nation's top performers.

For the most up-to-date information, visit us online at our tournament website, www.NFLnationals.org. If you have questions that are not answered here or online, please contact my office at director@nationalforensicleague.org or (920) 748-6206.

Get ready, because our 2013 tournament will be exceptional! I look forward to seeing you in Birmingham.

Sincerely,



J. Scott Wunn
Executive Director

**Powering speech.
Launching leaders.**

Rostrum

A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

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2012-2013 Topics

MARCH 2013

Public Forum Debate

Resolved: The U.S. government should not require its citizens to have health insurance.

MARCH / APRIL 2013

Lincoln-Douglas Debate

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

2012-13

Policy Debate

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



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

According to Hein: “HeinOnline is Hein’s premier online research product with more than 80 million pages of legal history available in a fully searchable, image-based format. HeinOnline bridges the gap in legal history by providing comprehensive coverage from inception of more than 1,600 law and law-related periodicals, and much more.”

Perfect for debaters and extempers, HeinOnline is now available as yet another benefit of League membership!

Click here to sign in and access the service:
www.nationalforensicleague.org/asp/heinonline.aspx

Did you know?

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



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.

Accepting Applications January 1, 2013 – March 15, 2013

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

The Holland Family Legacy Foundation

info@rjhollandscholarship.org

3804 Dutton Drive, Plano, TX 75023



**Summer
Forensic
Institute**

July 7 - 13, 2013 at Western Kentucky University



WKU team members, and former NFL finalists, Tyler Dailey, Austin Groves, Darius Wilson, Jamaque Newberry, Lataya Williams, Alexis Elliott, Ian Dowty, Tyler Rife, Emma Wilczynski, Lindsey White, and Sarah Brazier.

WKU SUMMER FORENSIC INSTITUTE

The WKU Summer Forensic Institute (SFI) offers personalized, intensive study in four major areas for senior division, and three major areas for junior division students. Tuition includes all meals, dorm fees, and instructional material. WKU's SFI challenges students to become the very best and then gives them the tools needed to be champions. If you want to compete like a champion, you need to work with the champions at WKU's SFI!

July 7 - 13, 2013
Application Deadline: July 1, 2013
The most affordable summer
forensic institute around!

\$700 - out of state students
\$500 - Kentucky students
\$300 - commuter students (no meals or lodging)

***Take advantage of early registration!
Discounted rates if you register
by May 23!***

***\$650 - out of state students
\$450 - Kentucky students
\$250 - commuter students (no meals or lodging)***

For more information, contact Jace Lux - jace.lux@wku.edu - 270-745-6340
WKU Forensics; 1906 College Heights Blvd. #51084; Bowling Green, KY 42101-1084
www.wkuforensics.com



Education First
Nationally Successful Faculty
Proven Student Success



Two-week events (July 7 to July 21):

Lincoln-Douglas Debate
Policy Debate

First week events (July 7 to July 14):

Public Forum Debate
Interp

Second week events (July 14 to July 21):

Congressional Debate
Extemporaneous Speaking
Oratory

Cost for residential students

\$990 for two weeks
\$670 for a single week

Commuter Rates and Financial Aid Available

**July 7-21, 2013, at Arizona
State University**

SWSDI Alumni Achievements in 2012

National House Runner Up, NFL Congress
National Senate 3rd Place, NFL Congress
National House 6th Place, NFL Congress
7th Place, TOC Congress
17 NFL National Qualifiers
9 NFL Out Round Participants
11 State Championship Winners

The 2013 SWSDI Faculty Includes

Susan Seep – Board President

AZ State Champion and NFL Qualifier Coach

Elizabeth Clarke - Curriculum Director

Steven Ebensberger – Extemp Lab Leader

Coaches of 2012 USX National Champion

Kevin Berlat – Congressional Debate Director

Coach of 12 NFL Congress Finalists

**What do our former
students say about SWSDI?**

"It was fun. I learned a lot in two weeks...I never regretted signing up at one moment. Great leaders."

"I liked how SWSDI treated us like intelligent people. The education that I received was exceedingly helpful."

"I feel like I learned a lot, not only about congress, but about speaking and speech writing in general. I feel like a much stronger speaker now."

Learn more about us and apply at

www.swsdi.org



PREVIEW THESE SCRIPTS AND MORE ONLINE NOW!

Introducing the League's Online Debate Platform

online.nationalforensicleague.org

by Adam F. Nelson, J.D.

We all know how frustrating it is when it feels like logistical challenges are keeping our kids from reaching their full potential. You want some students to have a practice round, but you can't be there when the students are free, or you don't have enough students on your squad to have a debate. You want an easy way to record lots of debates at once, so that you can go back and watch them and offer feedback later. Or maybe you just don't have a lot of tournaments in your area, and you'd

like your students to be able to get more rounds more often.





The League is excited to announce a solution to all these challenges and more. We've partnered with Deeyoon, Inc. to develop the new National Forensic League Online—or **NFL Online**, for short—an online platform for speech and debate practice and competition.

The new NFL Online provides a way for students to practice and compete in real time from anywhere in the world. Upon logging in, students can select any of the League's main event formats, select a topic, and then either select their opponent or leave the debate open so anyone can join. Students can even choose whether to limit their potential opponents to just students at their school or open the debate to any League member.

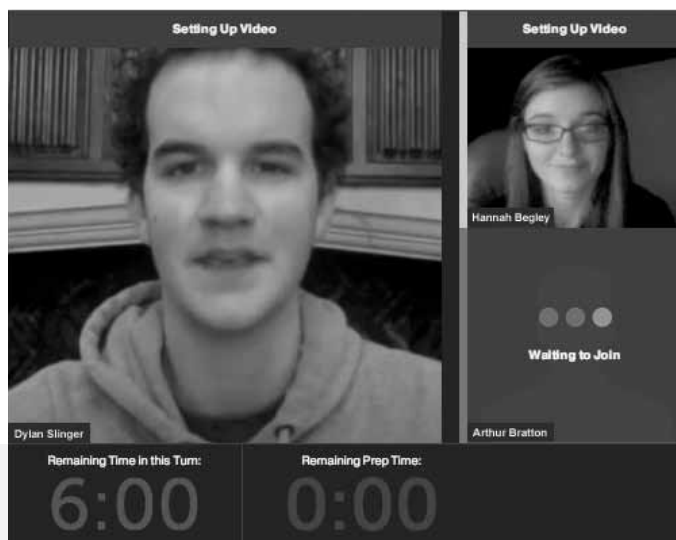
NFL Online rounds may take place over computer screens, but they're as real as they come. Debates between students from other schools can earn your students League points, as long as the debates are judged and a decision is made. More details about those requirements will be made available in the coming months, but this will be a great way to further incentivize the practice every student needs.





NATIONAL
FORENSIC
LEAGUE
ONLINE



-  Practice debating online.
-  Watch live & archived debates.
-  Connect with other debaters.
-  Get feedback from coaches.

© Deeyoon, Inc. in partnership with The National Forensic League | Feedback



-  Practice debating online.
-  Watch live & archived debates.
-  Connect with other debaters.
-  Get feedback from coaches.

Students can also watch live debates as they happen, or they can search through the archives of both debates involving their school and rounds that were open to everyone. Archives are even sortable by year and by topic, in case students only want to see debates on a particular subject.

The platform includes a chat window, viewable throughout the system, that allows students to talk to each other. Students can limit their interactions to just students from their school or strike up a conversation with any League member who is logged in to the system.

NFL Online gives coaches a range of additional tools to make it easier to have practice and to manage their squads. You can create debates for your students. You can watch live or recorded debates and offer feedback that will only be seen by the student for whom the feedback was intended. You can also pause and restart speeches during practice rounds so you can offer feedback and have students react to those suggestions in real time.

And if you're looking for a cost-effective way to add tournaments to the schedule, the new NFL Online is the best way to do so. The League will be hosting online tournaments

throughout next school year, and there might even be some later this spring. Rounds will be held throughout the week, and we'll keep entry fees low in order to provide as many opportunities to as many students as possible. Plus, we plan to offer some free tournaments, in order to make it even easier to participate in speech and debate.


NFL Online is also a great way to engage your team's alumni. Since rounds can be judged from anywhere, your alumni can judge practice rounds, or judge for you at online tournaments, no matter where they are. Just like your students, your alumni just need to register for accounts at www.nationalforensicleague.org, and they're ready to go!

Right now, the platform only includes three main debate events: Public Forum, Lincoln-Douglas, and Policy. But speech events will be coming soon, and we hope to add additional debate formats in the future. Our goal is to provide practice and competition opportunities to everyone participating in speech and debate, no matter their event of choice.

We've worked to ensure the security of the platform in order to protect our students. Users need

a www.nationalforensicleague.org account to log in, and those credentials are tied to your school. No one can fake that school association, so you can be confident that those associated with your school are actually students or coaches there, and that everyone using the platform is a member of the National Forensic League. And, as mentioned before, you can easily restrict your practice rounds to your own school, making it easy to ensure nobody else sees what you're working on before you're ready to share it with the rest of the world.

Best of all? NFL Online is free through the end of the 2013-14 school year! You still have to pay entry fees if you enter a tournament, but use of the platform for practice rounds will be yet another benefit of League membership until at least June of next year.

Just visit the website and log in with your www.nationalforensicleague.org username and password. Log in today, and see everything NFL Online and the League have to offer! 

online.nationalforensicleague.org

Adam F. Nelson, J.D. is the Director of Programs and Education for the National Forensic League.

PROGRAM OVERVIEW

JULY 14 - AUGUST 17, 2013

Policy Debate

July 14 - August 10

Lincoln-Douglas

July 21 - August 10

Public Forum

July 21 - August 10

Parliamentary

July 28 - August 17

Individual Events

July 28 - August 10

Coaches Institute

July 28 - August 3



Dan Meyers

LD Division Director

Brian Manuel

Policy Division Director

Les Phillips

Public Forum Division Director

Jon Thorpe

Parliamentary Division Director

Corey Turoff

Administrative Director

Luis Cardenas

IE Division Director

Rich Boltizar

Associate Executive Director

Matthew Fraser

Executive Director

Jenny Herbert Creek

Associate Director



STANFORD
UNIVERSITY

Stanford National Forensic Institute
www.snfi.org | info@snfi.org | (650) 723 9086

POLICY DEBATE

JULY 14 - AUGUST 10, 2013

4 Week

July 14 - August 10

3 Week

July 14 - August 3

Sophomore Scholars

July 14 - August 3

Intensive Practice Round Session

August 3 - August 10

Beginner's Policy

July 14 - July 27

Beginner's Extended Week

July 29 - August 3



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

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



SHOW YOUR ACHIEVEMENT

ORDER YOUR OFFICIAL PINS AND KEYS!

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

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

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

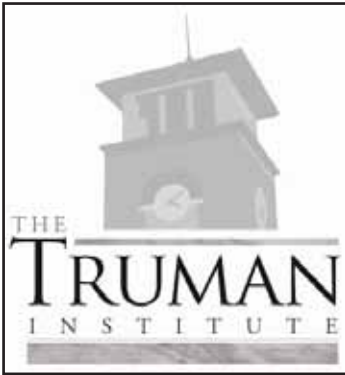


BIRMINGHAM 2013

*National Tournament Qualifier
Pins are now available!*

ORDER ONLINE:

<http://store.nationalforensicleague.org>



NFL and NFHS Members

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

PD 540/540G

Directing the Middle or High School Speech and Debate Program

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

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

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

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

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

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



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

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



2013 ONLINE INSTITUTE

The National Forensic League is proud to provide online training opportunities to teachers and students in Summer 2013. Our newly acquired technology allows participants to experience an institute setting from the comfort of their home. Workshops will include large group lectures and activities as well as small group sessions for more individualized attention. Almost any computer will be able to access this technology including mobile devices, although we suggest that all participants have a webcam and high-speed Internet connection to take full advantage of the experience. Additional information will be coming soon, including daily schedules for each session, presenter bios, and technical requirements. For more details, visit www.nationalforensicleague.org/institute.



More information coming soon on our website!

STUDENT SESSIONS

Each weeklong training session will help students develop the basic skills they need to get their start in the activity. Workshops are limited to 180 participants, so register early! Contact us if you wish to attend more than one course. Topics will include:

- ▶ **Lincoln-Douglas Debate**
Instructor: Dan Meyers
(two-diamond coach, Presentation HS, CA)
- ▶ **Public Forum Debate**
Instructor: Carol Green Dennis
(one-diamond coach, The Harker School, CA; coach of the 2012 National Champions)
- ▶ **Policy Debate**
Instructor: Tara Tate
(two-diamond coach, Glenbrook HS, IL)
- ▶ **Congressional Debate**
Instructor: Adam J. Jacobi
(two-diamond coach; member of League staff; coach of 2005 and 2006 National Champions)
- ▶ **Original Oratory**
Instructor: Ashley Mack
(experienced coach; collegiate instructor; former National Tournament finalist)
- ▶ **Extemporaneous Speaking**
Instructor: Christopher McDonald
(three-diamond coach, Eagan HS, MN; coach of 2003, 2005, and 2007 National Champions)
- ▶ **Interpretation Events**
Instructor: TBA
(watch our website for more information!)



COACH SESSION

- ▶ **New Coaches Workshop (40 hours)**
Instructor: Cindi Timmons
(three-diamond coach, Greenhill School, TX)
If you are a coach who will be starting a program in the fall or adding additional events, this is the workshop for you! This weeklong course will provide participants with strategies for recruiting students, team management, registering for tournaments, and getting the most out of League resources. Large and small group workshops will be conducted.

Cost to non-members is \$350 per session. National Forensic League members receive a one-time 25% discount (only \$250 per session), and Team Resource Package subscribers receive an additional 25% discount (\$187 per session).

A select number of coach scholarships are available for our online institute! See opposite page for more details.

www.nationalforensicleague.org/institute



Questions?

Email info@nationalforensicleague.org

Apply for the Coach Scholarship Program!



The League's Coach Scholarship Program partners with speech and debate institutes across the country to provide waivers that include:

- Coverage of tuition, plus lodging and meals
- Coverage of tuition only
- Discount off tuition rates

Deadline is April 1

Participating Institutes in 2013

► **Debate Coaches Workshop at Dartmouth**

Dates: July 6 – July 13 **City:** Hanover, NH

Event: Policy Debate

** Non-commuting participants must pay room and board.*

► **Florida Forensic Institute/National Coaches Institute**

Dates: July 19 – August 2 **City:** Ft. Lauderdale, FL

Events: All Individual Events, Public Forum, and Congressional Debate

► **Gustavus Adolphus College Summer Coaching Institute**

Dates: July 21 – July 27 **City:** St. Peter, MN

Events: Prose Interpretation, Humorous Interpretation, Dramatic Duo, Dramatic Interpretation, Poetry Interpretation, Extemporaneous Speaking, Extemporaneous Reading, Original Oratory, Informative Speaking, Great Speeches, Storytelling, and Creative Expression

► **National Forensic League Online Institute**

NEW! See opposite page for details.

► **Nebraska Debate Institute**

Dates: July 26 – August 3 **City:** Omaha, NE

Events: Policy Debate, Lincoln-Douglas Debate, and Public Forum Debate

** Dates are tentative. Participants will be expected to find their own accommodations while attending the Institute, but meals will be provided as part of the scholarship.*

► **The Perfect Performance**

Dates: July 8 – July 13 **City:** Lincoln, NE

Events: Dramatic Interpretation, Humorous Interpretation, Duo Interpretation, Original Oratory, Prose, and Poetry

** Participants will be expected to find their own accommodations while attending the Institute.*

► **Southwest Speech and Debate Institute**

Dates: July 7 – July 21 **City:** Tempe, AZ

Events: Congressional Debate, Extemporaneous Speaking, Interpretation Events, Public Forum Debate, Lincoln-Douglas Debate, and Policy Debate

► **Sun Country Forensics Institute**

Dates: July 21 – July 27 **City:** St. George, UT

Events: Policy Debate, Lincoln-Douglas Debate, Public Forum Debate, Congressional Debate, Extemporaneous Speaking, Impromptu, Interpretation Events, Oratory, and Spontaneous Argumentation

► **Texas Debate Collective**

Dates: June 23 – July 6 **City:** Austin, TX

Event: Lincoln-Douglas Debate

► **University of North Texas Mean Green Workshops**

Dates: June 30 – July 13 **City:** Denton, TX

Events: Policy Debate, Lincoln-Douglas Debate, Public Forum Debate, Congressional Debate, Extemporaneous Speaking, and Interpretation Events

** Participating coaches must serve in dorm office.*

Download the application
and learn more at
<http://goo.gl/LX9wM>

- ✓ Learn new coaching techniques.
- ✓ Connect with other coaches.
- ✓ Enhance your team.



BIRMINGHAM

JUNE 16-21, 2013



Your Comprehensive Guide

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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>.





Jay Rye
The Montgomery Academy
Host Committee Chair

Sweet Home ALABAMA

2013 Lincoln Financial Group / National Forensic League
NATIONAL SPEECH & DEBATE TOURNAMENT

MEET THE HOST COMMITTEE!



Oliver Parker
Spain Park High School
Spain Park High School Complex Site Chair



Kristy Kruse
Hoover High School
Hoover High School Complex Chair



John McWilliams
The Montgomery Academy
Sheraton Site Chair



Kenny Barfield
Mars Hill Bible School
Publications Chair



Chris Colvin
Lamp High School
Hospitality Chair



Katy Olienyk
Prattville High School
Special Events Chair



March 2013

The Deep South District of the National Forensic League proudly welcomes you to the 2013 “Sweet Home Alabama” National Tournament! This marks the third time Alabama has been the location for the tournament. In 1980, the city of Huntsville hosted the National Tournament, which featured Lincoln-Douglas Debate as a main event for the first time. In 2009, Birmingham was the host city, and C-SPAN did a live show featuring some of the students in attendance. We are thrilled to have the League return to Birmingham in 2013, and we will do our best to replicate the positives and rectify the negatives from past years—perhaps, the third time is the charm!!!

Educators talk about “The Three R’s” for success when measuring students. We hope you will discover the “The Three F’s” while in Alabama. The first “F” is for **Food**—whether you are seeking down-home southern cooking at restaurants like Lloyd’s, quality Bar-B-Q from places like Southern Legacy, or fine dining at Bottega Café, we promise you will not be disappointed with the plethora of great eateries. We may even find you a Goo-Goo Cluster! The second “F” is for **Fun**—from the Birmingham Barons’ brand new downtown minor league baseball stadium to the theme park thrills at Splash Adventure Waterpark to the Mighty Wurlitzer Organ at the Alabama Theatre, we have no doubt that fun will be found! The third “F” is for **Football**—Alabama has become the center of the universe for major college football. Since the 2009 National Tournament, the state of Alabama has won the National Championship in Football every year, with Auburn University winning in 2010 and the University of Alabama winning in 2009, 2011, and 2012. The Alabama Sports Hall of Fame and the headquarters for the Southeastern Conference (SEC) are across the street from the host hotel, the Sheraton Birmingham—so *War Eagle* and *Roll Tide*! To discover even more that we have to offer, you can download the “IN” App from the Greater Birmingham Convention & Visitors Bureau for suggestions and maps—right to your laptop or phone!

We are also proud to have you come to Alabama in 2013 as this is the 50th Anniversary of the Birmingham Civil Rights Movement, referred to as “Fifty Years Forward.” The National Tournament comes to Birmingham as we reflect upon the events of 1963 and reveal the best and the worst humanity has to offer. We strongly encourage you to visit the Birmingham Civil Rights Institute, the 16th Street Baptist Church, and Kelly Ingram Park and celebrate those who sacrificed so much to make this movement happen with nothing more than hope in their hearts, prayer on their lips, and the winds of freedom at their backs.

Southerners are fond of saying, “Y’all Come Back!” We are excited, and frankly stunned, that the National Forensic League is returning to Alabama. We hope that it won’t “come up a bad cloud” while you are here and that your stay is nothing short of awesome!

Jay Rye

Deep South District Chair

2013 National Tournament Host Committee Chair



BIRMINGHAM

JUNE 16-21, 2013

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



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

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



Sheraton Birmingham
(Registration / Congress Hotel)

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

A BRIEF OVERVIEW OF TOURNAMENT LOGISTICS

SUNDAY • JUNE 16 (*Registration*)

This year, the tournament registration and 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 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.

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 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 (location 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 8 a.m. on Thursday (location TBA).**

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

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

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

GRAND NATIONAL SPONSOR



SINCE 1995

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 The 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 consult a map of the Birmingham area to get a better perspective on travel logistics. Also look at downloadable maps on the tournament website. The key to a less stressful week is to consider following the above lodging suggestions provided by the national office.



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



Alabama Theatre
(Local Host Party)



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

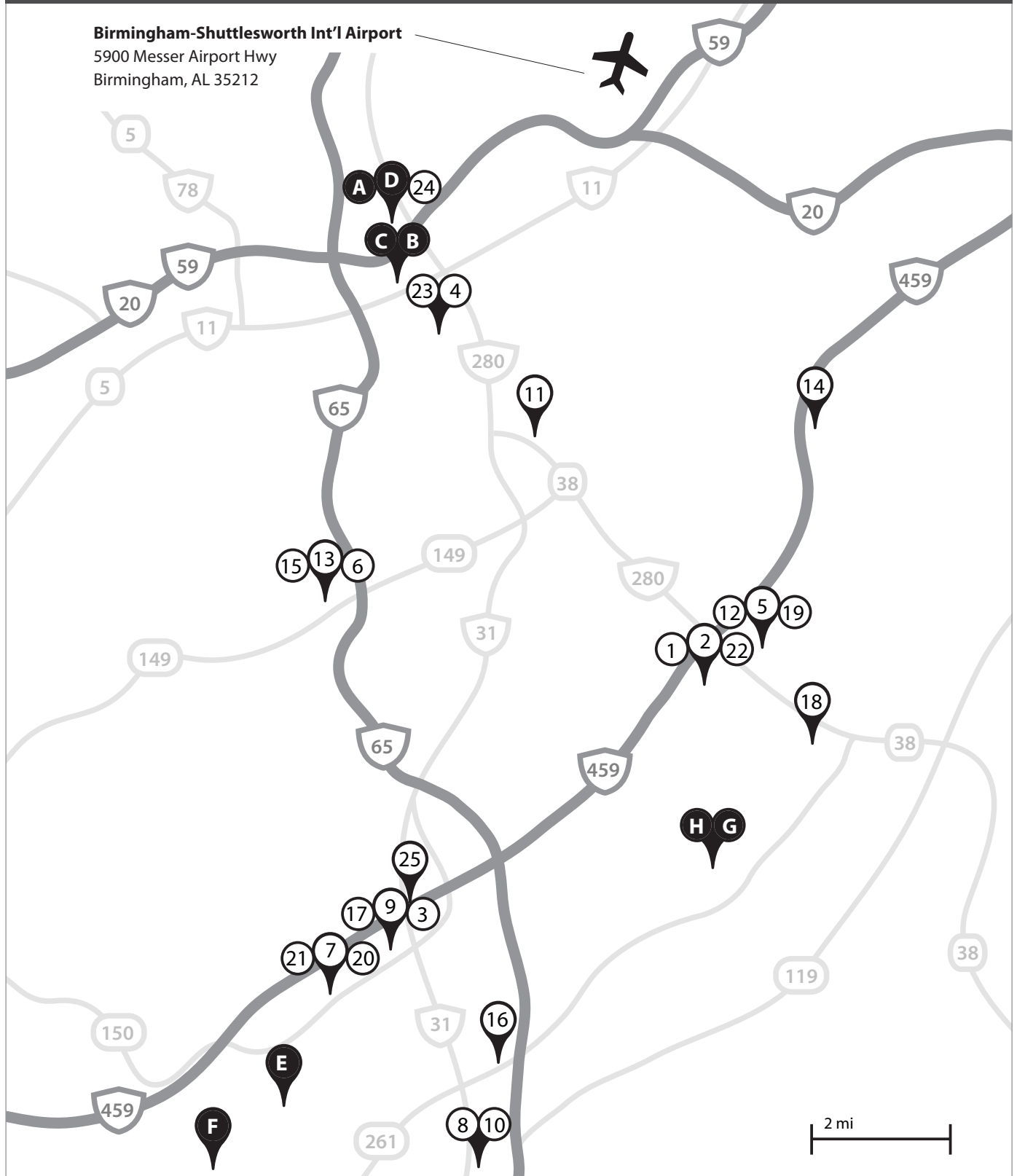
Additional tournament information will be available at www.NFLnationals.org.



MAP OF BIRMINGHAM, ALABAMA

Birmingham-Shuttlesworth Int'l Airport

5900 Messer Airport Hwy
Birmingham, AL 35212



All notations are approximate. For our interactive Google map, see www.NFLnationals.org/hotels.

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-BHMH0ES/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-BHMHMH0W/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/bhmcs-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-BHMMBH0X/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/bhmms-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/bhmms-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/hotel/detail	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

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



* *Congress Hotel* *

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



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



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



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



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

2013 HOTELS



- 1 Comfort Inn & Suites Colonnade**
4400 Colonnade 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 Arrington Jr Blvd North
Birmingham, AL 35203



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

JOIN US!

McWane Science Center
and Alabama Theatre

TUESDAY, JUNE 17

6 p.m. to 9 p.m.
FREE ADMISSION





LOCAL HOST PARTY



WATCH LIVE POSTINGS AND RE-REGISTER FOR SUPPLEMENTAL EVENTS

McWane Science Center features four floors of interactive exhibits. All exhibits celebrate science and wonder—from an amazing collection of dinosaurs to innovative environmental showcases and an awe-inspiring aquarium. **LEARN MORE:** www.mcwane.org.

Since 1927, the **Alabama Theatre** has been the home to shows and performances ranging from movies, concerts, beauty pageants, silent films and more! This beautiful theatre is an amazing piece of history that defies the imagination and must be experienced to be truly appreciated. **LEARN MORE:** www.alabamatheatre.com.

The theatre and science center are conveniently located adjacent to one another in downtown Birmingham!

2013 NJFL MIDDLE SCHOOL TOURNAMENT LOGISTICS

Middle School Details!

Tentative Schedule

TUESDAY • JUNE 18

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

WEDNESDAY • JUNE 19

Competition begins at 8 a.m. and lasts until 8:30 p.m. (location TBA). The longer day accommodates the number of debate rounds needed; time has been built in for lunch.

THURSDAY • JUNE 20

Competition continues at 8 a.m. and lasts until 8:30 p.m. (location TBA). The longer day accommodates the number of debate rounds needed; time has been built in for lunch.

FRIDAY • JUNE 21

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

Important NJFL Dates

- Coaches can register online at www.joyoftournaments.com. Registration will open **March 20**. Entries are due **May 10**.
- Congressional Debate legislation must be *posted on the registration website* by **May 1**.
- Orations must be *posted on the registration website* by **May 30**.
- Media release forms, signed by each student's parent/guardian, must be submitted with fees by **May 30**.
- All fees, including judge bond, must be received in the national office by **May 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.
- Please note that this year, each school/club is **limited to six entries per event**.
- We will continue to rigorously train high school student judges. We are requiring middle schools to bring judges for each division in which they have students (CX, LD, or PF, Speech, and Congress) as a condition for registering. More details will be available on the website.



Please Read Before Selecting Lodging!

Please read the information for high school coaches, relative to lodging (p. 22-27). Please say "NFL / National Forensic League" block when booking rooms, and only book with recommended hotels for the reasons listed.

All room reservations within the block are subject to an automatic two-night non-refundable deposit per room at the time of booking. This

avoids double booking and allows all attendees equal opportunity to book in the best available properties. All hotel properties on the list are easily accessible and are within 15-20 minutes by interstate or surface streets of every competition venue. Maps from all listed hotels and competition venues will be available online at www.NFLnationals.org.

2013 NATIONAL TOURNAMENT COACH CLINICS



National Tournament Coach Clinics | June 16-21, 2013

See you in Birmingham!

The National Tournament is NOT just for competition—it's also a great opportunity to learn from successful coaches while observing our nation's top performers. Even if your students don't qualify, we hope you'll join us this summer!

To register, or for more details, visit
www.NFLnationals.org/CoachClinics

NATIONALS T-SHIRTS

Available for Pre-Order



**PRE-ORDER YOUR 2013 BIRMINGHAM NATIONAL TOURNAMENT T-SHIRTS
DURING ONLINE REGISTRATION. REGISTRATION BEGINS MARCH 15!**

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

2013 BIRMINGHAM BARONS AND NATIONAL FORENSIC LEAGUE



Sunday, June 16, 2013

Game Time 3:00 p.m.

Birmingham Barons vs. Jackson Generals



TICKET PACKAGES

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

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

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

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



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

Fax your order to:
(205) 536-7620



2013 National Forensic League Order Form

Group: _____ Contact: _____

Mailing Address: _____

City: _____ State: _____ ZIP Code: _____

Phone: _____ Fax: _____ Email: _____

Package	Quantity	Cost	Subtotal
Single		\$5	\$
Double		\$7	\$
Triple		\$11	\$
Home Run		\$13	\$

- ☐ **Will Call**
☐ **Mail**

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

Check #: _____ Cash \$ _____

Credit card: VISA MC AMEX DISC

Card #: _____ - _____ - _____ - _____

Expiration: ____/____


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

Total Amount Due = \$ _____ Signature: _____




Compiled from the Greater Birmingham Convention & Visitors Bureau. Visit www.inbirmingham.com for more information!

Explore Downtown Birmingham



**Download the
Birmingham
smart phone app!**



Birmingham, “The Magic City,” is a blend of exciting new developments and historical landmarks; it is a melting pot of different cultures and ethnicities; and Birmingham is a hub of cuisine, entertainment, and art. Alabama’s largest city is an example of variety and diversity. Each visit uncovers new discoveries and draws in visitors to bring them back time and again. Birmingham has something for everyone.

Founded in 1871, Birmingham grew quickly from its success in the iron and steel industry. The city’s future as an industrial center is no surprise since Birmingham is the only place in the world where all the ingredients for making iron are present: coal, iron ore, and limestone—all within a ten-mile radius. The 56-foot-high statue of

Vulcan, the Roman god of the forge, located high on Red Mountain, is the largest cast iron statue in the world and the unofficial symbol of the city (*see opposite, photo 1*). Created for the 1904 World’s Fair, the statue is a nod to Birmingham’s position in the iron and steel industry. Visit the **Vulcan Park and Museum** to view an unmatched vista of Birmingham’s downtown skyline.

The city of Birmingham is known as a key city in civil rights history. In fact, this year Birmingham commemorates the 50th anniversary of the 1963 Civil Rights Movement. A series of exhibits at the **Civil Rights Institute** (*photo 2*) and **The Birmingham Museum of Art** (*photo 3*) are planned to mark the impact of the brave activists who changed not only this city but the entire world. Today, Birmingham has matured

into a diverse city where people of all ethnic backgrounds enjoy learning from one another, working together, and socializing in an era that has made the old days almost invisible.

Birmingham is also the home to museums that focus on the city's history and modern innovation. The **Alabama Jazz Hall of Fame** located in the historic **Carver Theatre** (*photo 4*) highlights the music and accomplishments of more than 170 native Alabama jazz musicians, including Nat King Cole, Duke Ellington, and Lionel Hampton with interactive exhibits. The renovated Carver Theatre was prominent among a half dozen Birmingham theaters that admitted black patrons to movies and live entertainment during the era of segregation.

The **Southern Museum of Flight** is dedicated to investigating, preserving, and promoting the rich stories of Southern aviation. Among the top exhibits are the Korean War jets, the Tuskegee Airmen diorama, the Lake Murray B-25, and the Vietnam War helicopters. The **McWane Science Center** is four floors of hands-on exhibits and an IMAX Dome Theatre. Celebrating science and discovery, the exhibits include everything from dinosaurs to space travel. Play tunes with your feet on the Giant Piano, and learn about gravity with a daring ride on the High Cycle. Pet the sharks and stingrays in the Shark & Ray Touch Tank, and check out the Zoetrope for visual illusions of motion from still pictures.

In professional sports, the Class AA **Birmingham Barons** have one of the proudest traditions in baseball. In 2013, the opening of a new \$64 million minor league stadium downtown marks the

return of baseball to the city proper after 25 years outside the city limits. Located in downtown Birmingham, near the acclaimed green space **Railroad Park**, **Regions Field** will be completed by baseball's opening day. Birmingham also hosts a number of sports museums including the **Alabama Sports Hall of Fame**, the **International Motorsports Hall of Fame**, and the **Barber Vintage Motorsports Museum**. If you have a need for speed, the Barber Motorsports Museum is home to one of the world's best motorcycle collections. The airy, art gallery-like museum has more than 1,200 vintage and modern motorcycles, race cars, and the largest collection of Lotus cars.

The city has attractions to appeal to nature lovers as well. **The Birmingham Zoo** is one of the state's most popular attractions. The Trails of Africa exhibit, focused on elephant conservation, marks the zoo as one of the national leaders in the care and conservation of threatened elephants. The mixed species exhibit includes a bull elephant herd, red river hogs, giraffes, wildebeest, zebras, and more. Don't miss the Rhino Encounter, the giraffe feedings, the lorikeet aviary, the Predator Zone, and the Sea Lion Splash Show. For fans of flora, rather than fauna, visit the 67-acre **Birmingham Botanical Gardens**. The gardens feature more than 10,000 different plants in 25 themed areas and miles of walking paths as well as the largest public horticulture library in the U.S., conservatories, a wildflower garden, two rose gardens, and Japanese Gardens with a traditionally crafted tea house.

Those with an urge to shop will find no end to the variety of shops available. From trendy malls to antique boutiques,



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



Meeting Services

Reservations

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

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June 16-21, 2013*

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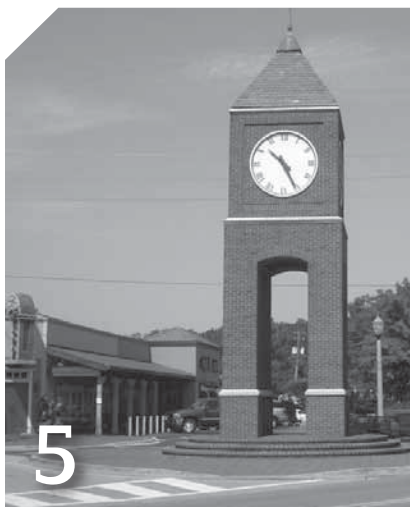
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there is a place for every taste. Don't forget the dozens of new art galleries offering a wide variety of paintings, sculpture, jewelry, ceramics, fine and funk art. At the **Colonial Brookwood Village**, shoppers can find specialty stores as well as larger retailers such as Macy's, Belk, and Books-A-Million and several particularly good restaurants.

Riverchase Galleria is housed beneath the world's largest skylight and contains more than 200 shops, a dozen restaurants, and a colorful carousel. For something a little different try **The Villages of Mountain Brook** (photo 5), three distinct shopping areas that are linked by tree lined sidewalks. English Village has restaurants, coffee houses, and garden shops. Mountain Brook Village has funky art shops, high end boutiques, and home furnishing stores. Crestline Village has a nice mix of restaurants and high fashion shops with special emphasis on children's clothing.

So it is diversity that is this city's greatest strength and strongest appeal, with a spectrum of attitudes and cultures that are all a part of the charm and intrigue that is Birmingham! ✈

"Hole-in-the Wall" Attractions

Peanut Depot

That tantalizing aroma wafting down historic Morris Avenue comes from peanuts toasting in antique roasters at the Peanut Depot. This is a must-see stop for visitors, if only to admire the magnificent old machinery while the children feed pigeons along the cobblestone streets.

Reed Books

Book lovers from throughout the world enjoy visiting author Jim Reed at his rare-book loft, Reed Books, "Alabama's largest, most wonderful old book loft and museum of fond memories." This little "hobbit-hole" of a bookstore is something out of a movie (like the bookstore in *The Never Ending Story*). Search through stacks of interesting books, posters, magazines, and assorted memorabilia.

Irondale Café

On a lazy afternoon 60 years ago, at a whistle stop nestled beside the tracks just east of Birmingham, a tradition of down-home cooking was born. That's when the first batch of fried green tomatoes was served at the Irondale Café. Some 50 years later, Fannie Flagg would write a book about that same whistle stop and the recipes perfected over thousands of meals shared with family and friends.

Sloss Furnaces (featured on *Ghost Adventures*)

Sloss is a 32-acre blast furnace plant where iron was made for nearly 100 years. Now a museum of history and industry, the site preserves a collection of machinery, buildings, and industrial structures. These artifacts typify the first 100 years of Birmingham's history and the technology that drove America's rise to world industrial dominance.

Sloss is the only 20th century blast furnace in the country being preserved and interpreted as a museum. Additional interest at Sloss is the speculation that the furnaces are haunted by a former foundryman!

The Statue of Liberty

Yes, you're on the right page—this diminutive replica is just one-fifth the size of the original, yet it's mentionable among the top attractions of Alabama. The bronze recreation was commissioned by the founder of Liberty National Life Insurance in 1959 and stands tall and proud to this day.



LINCOLN-DOUGLAS DEBATE

JULY 21 - AUGUST 10, 2013

2 Week Core LD Program

July 21 - August 3

Intensive Practice Round Session

August 3 - August 10

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



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



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PUBLIC FORUM JULY 21 - AUGUST 10, 2013

1st Week: Novice & Intermediate
July 21 - July 27

2nd Week: Core Program
July 28 - August 3

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



Week one is a special focus program for beginners and early-intermediate students only, which means these students will be tracked with peers at their own experience level allowing the whole group to accomplish rapid academic progress, yet as a result of the similar skill and experience of the students to move at a comfortable instructional pace and with a friendly and nurturing atmosphere.

Week two is designed for students from beginning through advanced level. Students will be grouped by experience and competitive success within teaching groups so that each lab can progress as a unit as rapidly as possible.

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

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



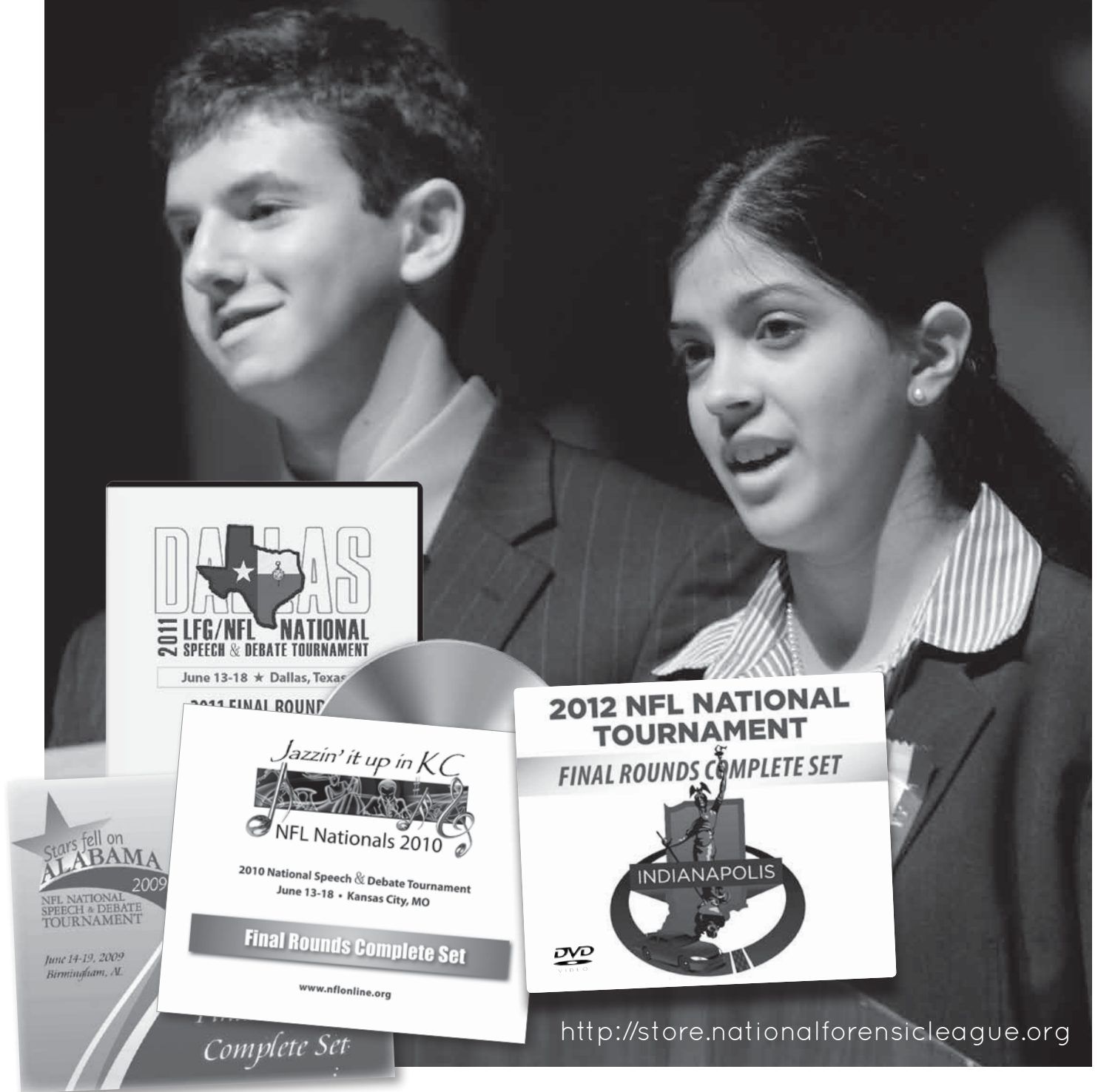
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Glenda Ferguson, Coppell H.S. (TX)

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The Growing Importance of Sustainability in Transportation

by Jennifer Brickett

State departments of transportation face a tremendous infrastructure challenge in order to keep people and goods moving. The system is aging, the costs are growing, and the funding gap is growing.

However, state DOTs are finding that by employing a sustainable approach to transportation investments and practices, they can reduce costs and improve the transportation system's environmental footprint.

That means despite an increasing gap between transportation needs and transportation funding, state DOTs are delivering transportation projects that create a safe, reliable, and efficient transportation network. And, they are ensuring that transportation investments serve community needs and provide environment protection.

Support for Sustainability

The importance of sustainability is not a new concept for state DOTs. In 2008, at the request of its members, the American Association of State Highway and Transportation Officials (AASHTO) developed the Sustainable Transportation: Energy, Infrastructure and Climate Solutions (STEICS) technical assistance program. The STEICS program provides state DOTs with information, tools, and technical assistance to help states meet the challenges that arise in maintaining a resilient and sustainable transportation system in the face of infrastructure vulnerabilities, energy demands, diminishing resources, and extreme weather patterns. Over half of the nation's states have participated in this

program since its inception. Recognizing the importance of sustainability, AASHTO recently released the report *Leaner and Greener: Sustainability at Work in Transportation*,¹ which provides case study examples of how state DOTs are incorporating sustainability into their projects and programs.

The Federal Highway Administration (FHWA) also assists states in meeting sustainability goals. The agency recently developed the Infrastructure Voluntary Evaluation Sustainability Tool (INVEST). INVEST is a voluntary, web-based tool that states can use to incorporate sustainable practices into their transportation projects. Many of the best practices included in INVEST reduce costs, while protecting the environmental and benefiting communities.

State DOT Case Study Examples

State DOTs can implement sustainable practices through infrastructure design, construction, maintenance, and organizational leadership. Some examples of sustainable practices adopted by state DOTs are described below. Additional information about these practices can be found in the aforementioned AASHTO *Leaner and Greener* report.

Design

In 2008, the New York State Department of Transportation (NYSDOT) developed the Green Leadership In Transportation Environmental Sustainability (GreenLITES) program to ensure that its transportation investments are sustainable. The program, which is modeled after the U.S. Green Building Council's LEED program, evaluates

the sustainability of each new project by using a scoring system that rates how well the project incorporates sustainable design. The GreenLITES program has contributed to the delivery of many successful projects, which have reduced agency costs while also protecting the environment and serving community needs. For example, GreenLITES contributed to the sustainable design of the reconstruction of Long Island's Route 347. The reconstruction included improvements such as a separate bike lane, a pedestrian path, new bus stops with solar lighting, and a rain garden with filtration swale to reduce and treat stormwater runoff. Through the use of GreenLITES, NYSDOT was able to cut project costs by \$320 million.

Construction

In 2009, the Ohio DOT replaced a steel truss on a bridge that carries vehicles on Interstate 90 over the Cuyahoga River Valley. By using sustainable construction practices, the agency reduced costs and conserved resources. The innovative bridge design used by Ohio DOT avoided the use of approximately 35,000 cubic yards of earthwork during the construction of the new bridge, and reduced the amount of steel and other materials needed to construct the bridge.

Ohio DOT also used construction vehicles that had greater load-carrying capacity than standard vehicles, which reduced diesel fuel use by 28,559 gallons and saved approximately \$93,000.² CO₂ emissions were decreased by over 337 metric tons by fuel savings achieved through less earthmoving. Ohio DOT also recycled more than half the demolition material, including 4.1 million pounds of recycled steel—the equivalent weight of 1,028 average-sized sedans.

Ohio DOT used FHWA's INVEST tool to assist the agency in implementing the sustainable construction practices.

Maintenance

Sustainability can be incorporated into maintenance and operations practices in many ways. For example, some state DOTs in cold weather climates have identified ways to more sustainably remove snow. Other state DOTs have saved money through reduced mowing on right-of-ways, which reduces fuel consumption and emissions and promotes more habitat development.

The two examples below discuss in more detail how state DOTs have saved money, protected the environment, and built community support through sustainable maintenance practices.

Sustainable Pavements

The nation's road system requires frequent repairs and reconstruction due to the wear and tear caused by traffic and weather. Repairing and reconstructing roads is both energy intensive and expensive. State DOTs throughout the country are identifying ways to better preserve highways and reduce the costs and energy consumption from repairs and reconstruction. For example, many state DOTs now use warm-mix asphalt (WMA), which is produced at lower temperatures than conventionally made asphalt mixes. Production at lower temperatures requires less energy, reduces emissions, and saves money. The National Asphalt Pavement Association estimates that WMA production reduces energy consumption by 15 to 30 percent, and decreases lifecycle greenhouse gases by five percent.³ WMA also has an increased lifespan, which cuts costs.

Stormwater Solutions


The Rhode Island Department of Transportation must comply with state and federal stormwater rules and regulations. The agency recognized that sustainable transportation practices could assist the agency in meeting these rules and regulations, and also reduce costs and protect the environment. As such, the agency developed a Stormwater Solutions outreach and education initiative, in partnership with several stakeholders, to educate the towns, cities, and the general public on sustainable ways to reduce stormwater pollution to assist the agency in complying with rules and regulations. This initiative not only reduced stormwater

runoff, but also built public support for sustainable practices. The DOT is also integrating "low impact development" (LID) techniques into new designs. For example, in the reconstruction of a road in South Kingstown, Rhode Island, stormwater will be redirected off the road using grass swales versus standard piping and inlets, which will reduce construction costs, improve water quality, and enhance the appearance of the road.

Leadership and Organization Changes

Sustainable transportation practices often stem from the integration of sustainability goals and objectives into agency business areas. For example, in 2010, the Massachusetts Department of Transportation (MassDOT) adopted a new sustainability vision called GreenDOT, which incorporates sustainability into MassDOT's core businesses, such as planning, design, and operations. Through GreenDOT, MassDOT has increased use of alternative fuel vehicles and the deployment of alternative fuel infrastructure; prompted the transition to energy efficient LED bulbs; and encouraged the use of slower growing grass to reduce mowing and energy consumption.

Conclusion

State DOTs have recognized the monetary, environmental, and community benefits of incorporating sustainability into their practices and operations. Both AASHTO and FHWA have supported states in incorporating these practices through technical assistance programs, the development of sustainability tools, and sharing of best practices. 

Jennifer Brickett is the Program Manager for Climate Change at AASHTO.

End Notes

- ¹ The American Association of State Highway and Transportation Officials. Leaner and Greener: Sustainability at Work in Transportation (2012). http://environment.transportation.org/center/products_programs/reports/leaner_and_greener.aspx
- ² Cleveland Innerbelt Project, Sustainability Summary, Dec 2011; U.S. Department of Energy.
- ³ National Asphalt Pavement Association. Black and Green – Sustainable Asphalt Now and Tomorrow (2009). http://www.asphaltpavement.org/images/stories/sustainability_report_2009.pdf national average diesel fuel cost of \$3.27/gallon



FFI STAFF ARE LEADING THE MARCH TO BIRMINGHAM!

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

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▶▶▶ MEET OUR STAFF

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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Doha, Qatar International Conference
 (clockwise from top left) opening panel at the conference; Her Highness Sheikha Moza bint Nasser; bilingual banners on display; a view of the stage; presenter Aaron Timmons. For additional photos from the January event, visit goo.gl/x8HLy.



The Doha, Qatar International Conference and the National Forensic League

by Stefan Bauschard



In January, I had the privilege of attending the Fourth International Conference on Argumentation, Rhetoric, Debate, and Empowerment at the Convention Center in Doha, Qatar as a representative of the National Forensic League to discuss the work that I have been doing with the League in China. The conference featured presentations by a number of leading academics and practitioners in the study of argumentation and debate, but also in a number of related fields (education, science, art, religion, and government).

In this article, I want to briefly share a number of thoughts based on my experience at the convention. I also want to share some ideas related to the critical significance of League programs that seek to support the development of debate abroad and to provide international learning opportunities for U.S. students.

“Debate” at the conference.

Coming from the United States, almost all of my experience in debate was from competitive contest debating, where students learn how to debate in classes or afterschool training sessions and then subsequently engage in competitive debates on the weekend. Many of the presentations at the conference, however, were not focused on such contest debating, but rather on how debate could be used to enhance the academic

experiences of students in the regular classroom, primarily in university course environments. Although most of the presenters focused on the use of debate and thinking in particular subject areas, Chris Medina’s “Debate Across the Curriculum at Wiley College” covered using debate in all academic areas.

Types of presentations.

I think it is possible and useful to categorize the presentations at the conference based on a number of subjects and themes.

Critical thinking. I have been intrigued by the growing interest in modern “Western” educational methods (as opposed to more “rote” learning methods that seem popular in both Asia and the Middle East—and still in some classrooms in the U.S.). The development of critical thinking skills has been a strong justification for supporting debate for many years, so I find this particularly intriguing. I also saw applications of critical thinking skills in new areas, including art, literature, and the study of Islamic texts. It also was applied in traditional contexts such as civic engagement and the teaching of history and economics.

Critical thinking was very much a dominant theme of the conference. “Critical Thinking and Pedagogy” was one of the divisions, with the other two being “Argumentation” and “Debate.” In total, there were five

panels that focused on critical thinking, including one in Arabic. Nineteen of the individual presentations addressed the subject. Farse Ahmed Mohammed from the Supreme Council of Education, Qatar, led a panel on "Integrating Critical Thinking Skills in the Teaching of Arabic."

Developing stand-alone debate programming. There were a number of presentations on programs that have been developed to provide debate opportunities for others. These presentations did not focus on using debate in the classroom, but rather focused providing fun and competitive debate opportunities for students as stand-alone programming. Arlan Navarez from Venezuela discussed a

There were a number of interesting presentations about developing students' abilities to debate and argue about topics in the classroom, as referenced at the start of this article.

Presidential communication and debates. There were a few presentations on the role of Presidential communication and debate in modern (developing) democracies. Gordon Mitchell from the University of Pittsburgh delivered a very interesting presentation on the development of new technology being used to monitor instant audience reaction to U.S. Presidential debates. Irina Antonova from Russia discussed a rhetorical model of Presidential communication. Emad Abdul-Latif from Cairo university

on the differences in communication styles between U.S. college debaters and Qatari college debaters. Others presented on using debate to teach a second language and bilingual debates. As debate continues to expand around the world, and more and more opportunities for international competition present themselves, interest in this topic will continue to grow.

Civic engagement. Allan Loudon and Ron von Burg talked about civic engagement and social networking projects developed at Wake Forest. Ken Harvey from Western Washington University discussed how classroom debate can be used to stimulate critical thinking and activate civic engagement.

"As it enters the 21st century, the League has an exciting opportunity to not only support the development of its skills nationwide, but to begin developing international networks and learning opportunities that will give its students advantages in the newly emerging international educational and business arenas."

debate program that he is developing in Venezuela to empower people who have been left out of Venezuela's oil boom. My presentation on the development of debate in China also fit into this category. There were other presentations about the development of general programming materials to support the development of debate and speaking skills. John Meany and his son John discussed a program that they developed with Kate Schuster to expand access to Parliamentary Debate in middle schools. This program is popular in the United States and in many countries around the world. Sabry Ahmed and Almahaad Adeeni from Qatar talked about a program to develop speaking and oration skills for elementary preparatory and secondary education school students in Qatar.

Developing debate and argumentation in the classroom.

discussed the first round of Presidential debates in "Debating with Fists: How Presidential Debates Turn into Personal Debates."

Argumentation theory. There also was a large focus on the scholarly development of argumentation theory. David Williams from Florida Atlantic University, one of the conference organizers, talked about motive structures as a psychological basis for argument evaluation. Frans van Eemeren from the University of Amsterdam discussed identifying patterns of argumentative discourse in his keynote presentation.

Culture differences and communication. There were a number of presentations related to potential cultural differences in communication, including Kenneth Chase's focused "Timely Argumentation and Cultural Difference." A few scholars presented

Electronic debating. There was only one presentation on this, tying skills developed in electronic debate participation to critical thinking, but I was happy to see it, given my previous interest and work on electronic debating. There were a number of presentations on taking advantage of online learning networks to advance critical thinking in education and educational collaboration.

Educational theory. There were a couple presentations that worked to ground modern practice related to the new emphasis on critical thinking and debate in educational theory. Julie Antilla from the University of California, Santa Barbara, gave a very interesting presentation that explained how debate operated to fulfill learning development opportunities that are expected of students in the U.S. Common Core State Standards. She

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National Middle School and High School Debate Programs

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

International High School Debate – WSDC

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

Leadership Communication

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

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PROGRAM DIRECTOR

John Meany

Director of Forensics

Claremont McKenna College

Claremont Colleges Debate Union

john.meany@cmc.edu

The U.S. World Schools International Debate Program



2013 USWSDC PROGRAM

Congratulations to students from Peninsula High School, Harvard-Westlake School, and The Barstow School, qualifiers for the U.S. national team for the 2013 World Schools Debating Championship in Antalya, Turkey.

Additional congratulations are extended to members of the U.S. World Schools Debating Championship Program (USWSDC) for their team and individual awards at major regional international events this year, including The Pan American Debating Championship – Santiago, Chile, Eurasian Schools Debating Championship – Istanbul, Turkey and Heart of Europe Debating Championship, Olomouc, Czech Republic.



The USWSDC is the international high school debate program for participation in the World Schools Debating Championship. The WSDC hosts a global debate competition involving nearly 60 countries.

U.S. high school students have participated at recent world championships in Greece, Qatar, Scotland, and South Africa, as well as regional championships and international debate exchanges in Korea, the United Kingdom, Czech Republic, Turkey, New Zealand, and Chile.

Upcoming events include the 2013 WSDC in Turkey and tournaments and exchanges in China, Slovenia, Peru, Bermuda, Korea, Thailand, Mexico, Romania, Canada, and Tanzania.

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 uswsc.org.

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CONTACT

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reviewed some of some of the major standards and showed video clips of students engaged in actual debate competitions where the students demonstrated activity that was evidence of learning expected by the standards.

Maha Cherif from Qatar University delivered a presentation on research she was doing relating to how willing teachers were to engage in contemporary practices that supported the development of active, critically engaged students.

Of course, there were some presentations that did not fit neatly into these categories, and there were some that overlapped, but I think that these were the major, common themes of the presentation.

Debate as a solution to conflict.

In the U.S., people often give lip service, and sometimes a bit of scholarly attention, to the idea that debate and dialogue is an alternative to conflict. It is common, for example, at the beginning of major debate and argumentation textbooks, to find statements that debate is an effective alternative to conflict and violence.

This theme was taken to a whole new level at the conference. In her opening address, Her Highness Sheikha Moza bint Nasser talked about the importance of debate and dialogue in reducing conflict throughout the world. In a follow-up question for a panel discussion titled “Engaging Youth in Constructive Dialogue to Promote Peace, Understanding, and Mutual Respect,” she asked how many people practiced debate and dialogue in their own homes to avoid conflict.

The powerful keynote address by Dr. Maja Nenadovic focused on her direct experience in war and actions she had taken to develop debating societies in Eastern Europe as a way to avoid conflict. Arlan Navarez’s program on using debate to build understanding also fit into this category. Manuele De Conti for the University of Pradua (Italy) talked about how debate can be

used to enhance conflict management skills and build cooperation. Hassan Boudikhif discussed political debates and the values of dialogue and democracy.

On the whole, debate as a solution to conflict probably emerged as the dominant theme of the conference, with people talking about the Sheikh’s question throughout the conference.

Support for debate in Qatar.

The support that exists for debate in Qatar is as strong as I have seen it anywhere.

The Qatar Foundation is currently supporting the programming of Qatar Debate (QD) to spread debate not only in Qatar but throughout the Middle East. According to the conference program, Qatar Debate was “established in 2007 with the aim of developing, supporting, and raising the standard of open discussion and debate among students in Qatar and across the Middle East.” QD trains the Qatar Team for the World Schools Debating Championship (WSDC). In April 2012, it organized and hosted the International Schools Arab debating championship that had the participation of 20 Arab states and Malaysia. QD provides training in English and Arabic and has trained more than 10,000 students in debate at the high school and university levels in Qatar, in the Middle East, and beyond. It recently published, in Arabic, *The Complete Guide to the Art of Debating and the Dictionary of Debate Terms*. These publications are freely distributed.

As mentioned, Her Highness gave the opening address and talked about the role of debate in facilitating dialogue and avoiding conflict.

The conference was covered on the front page of leading papers in the region, including the *Gulf Times*.

Additional considerations.

A future focus on (improving) contest debating. As I mentioned at the outset,

there were only a few presentations that focused on contest debating, particularly how practitioners could improve contest debating. I think it would be useful to expand on this theme in the future conferences.

Including Asia. The United States, Europe, and the Middle East were well-represented. I could only identify two participants from Asia, however (one from Malaysia and one from Japan). It would be nice to encourage a greater representation from this region in the future. There also was only one participant from South America.

New friends. This conference presented many opportunities to develop new friendships with people all over the world. I am very fortunate that I was able to time spend meeting and talking with Alaa Alasady from Iraq, Hussain Al Orabai from Quwait, Alan Navarez from Venezuela, and Eric Barnes and Kenneth Chase from the U.S. I also made new friends at Qatar Debate, including Abdur Rehman and Abed Naji K. Al-Sameai.

Old friends. I also enjoyed spending time with many old friends whom I do not get to see very often in the U.S. I spent a lot of time with Aaron Timmons from the Greenhill School in Texas during my time in Qatar. He discussed the development of professional debate coaching.

Alan Loudon talked about the Ben Franklin Transatlantic Fellows program that he developed. We were able to spend a lot of time catching up and talking about the upcoming class at Wake Forest that I will be co-teaching, which is designed to train U.S. coaches heading to China to teach and coach in the China debate program.

As mentioned above, Gordon Mitchell presented on new technology used to monitor audience reactions to moments in Presidential debates as those debates progress. As always, Gordon was exploring cutting edge ideas. Taylor and Allison Hahn, graduate students at the University of Pittsburgh, presented many papers on

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a variety of topics, including imagining competitive academic debate as a “translation station” for student-driven research. They are the authors of a recent textbook on Policy Debate.

It was also nice to see Alfred “Tuna” Snider from the University of Vermont. Tuna was one of the conference organizers and has been a leader in the development of debate opportunities internationally. And it was nice to meet Steve Woods and Bojana Skrt in person.

Conclusion.


As this conference makes clear, educational opportunities and economic activity are truly becoming globalized.

This year alone, 90,000 students from China enrolled in U.S. colleges and universities. These same universities are building campuses around the globe as I write. Thousands of students from around the world enroll in U.S. boarding schools every year. In 2012, 60 students from China alone enrolled in the high school where I debated and graduated in 1989. In 1989, that same school had one exchange student from South Africa that lived with a family. And U.S. students enroll in exchange programs abroad, as well. The student of one of my former Wake Forest professors, who was but a small child when I was enrolled in their graduate program in 1995, attended the Harvard Debate Council Summer Workshops as a rising high school junior in 2011 and went abroad in 2012-13 for his senior year to finish high school in Malaysia.

Doha, Qatar and Pudong, China (part of Shanghai) are examples of cities that have been built almost literally overnight, rising from open fields in the mid-1990s to cities that feature skylines that rival Manhattan's in terms of size and exceed it in terms of modern development. Thousands of U.S.-based companies have set up shop in these areas, employing tens of

thousands of U.S. workers and selling billions of products each year.

What type of skills are these companies looking for? They are looking for students with 21st century skills that are supported and practiced by the learning standards developed by the Common Core. As presentations at this conference make clear, these are critical skills that are not only being developed in the United States but abroad, as other countries try to copy and further develop these learning methods. And, of course, they are looking for individuals with international experience.

In many ways, the National Forensic League really is an organization that has been almost 100 years ahead of its time. For the better part of the last century, the League has provided a supporting infrastructure to facilitate the development of its skills. As it enters the 21st century, the League has an exciting opportunity to not only support the development of its skills nationwide, but to begin developing international networks and learning opportunities that will give its students advantages in the newly emerging international educational and business arenas. Opportunities to develop League programs abroad and to experience events like the Qatar Conference are just the first steps, both for the League and for its member coaches and students. 

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

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July 28 - August 3

One Week Program: Session B
August 4 - August 10

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August 11 - August 17



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





► For video footage, visit www.nationalforensicleague.org/SouthKorea.

Speech and Debate Expands in South Korea

Top Korean Students Now Eligible to Attend National Tournament

As a testament to the globalization of speech and debate in schools, Executive Director J. Scott Wunn judged the National Forensic League of Korea Winter Cup on Jan. 19-20 in South Korea. Hosted at the National Assembly of the Republic of Korea in Seoul, the tournament series featured members vying to compete at the National Forensic League National Speech & Debate Tournament as part of the organization's International Debate Exchange Program.

"The Winter Cup is a fine example of the burgeoning popularity of speech and debate programs in eastern Asia," Wunn said. "I was honored to serve on the final round judging panel to help determine which students earned the opportunity to compete in the National Tournament. Our organization looks forward to hosting these extremely talented students when they travel to the United States this June."

To qualify for the National Tournament, scheduled for June 16-21 in Birmingham, Alabama, students had to earn first- or second-place honors in their competitive events. The National Forensic League of Korea expanded its performance categories this year to include several new competitions, including

high school Original Oratory, Extemporaneous Speaking, and Lincoln-Douglas Debate.

"Our students greatly appreciated the opportunity to be judged by Scott Wunn at the Korea Winter Cup," said Heidi Hyomin Son, CEO of the National Forensic League of Korea. "Scott's presence provided strong credibility to what we are trying to accomplish within Korean education. We hope through our partnership with the League, we can create an uplifting educational environment for Korean students."

To qualify for the Winter Cup, students competed in regional rounds hosted in the South Korean cities of Seoul, Daejeon, Busan, and Gwangju. Tournament guest speakers included Dr. Jeong-Woo Kil, member of the National Assembly-Republic of Korea, and Yoon Il Gun, a North Korean refugee and reporter for YonHap News Agency. Also, Yenny Park, member of the popular South Korean music group, Wonder Girls, served as master of ceremonies.

"As the National Forensic League of Korea increases the number of opportunities offered to its middle and high school members,"

Wunn said, "we can only expect more students to join our valued program. I'm eager to watch the popularity of speech and debate education expand throughout Korea and beyond."

To view additional photos from the National Forensic League of Korea event, visit goo.gl/PQ7li.



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

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NATIONAL CIRCUIT LD DEBATE IS NOT THE ONLY LD DEBATE

A CAMP FOR EVERYONE

We at Victory Briefs have noticed a disturbing trend among LD debate camps - a singular focus on a "national circuit style" of LD, where jargon, specialization & theoretical tricks have been emphasized at the expense of thoughtful argumentation and everyday communication.

In truth, the LD community is much more than just national circuit LD debaters and national circuit teams. These debaters care just as much about competitive success, and they compete very well when all styles of competitors and judges come together at tournaments like the National tournament.

We acknowledge that we are not immune to the criticism that debate camps are too national circuit focused, so this year we are recommitting ourselves to providing entire curricular options for debaters with aspirations that are more than just the national circuit.

PROVEN NFL NATIONALS SUCCESS

VBI was built on the ideal that the consummate LD debater should be able to succeed in all circuits and before all types of judges. The results prove it. Beyond all of the national circuit accomplishments of our alumni, we are perhaps the most proud of our showing at the NFL Nationals tournament.

Over the last decade, VBI Alumni have earned
52 TOP 14 FINISHERS, including:

NATIONAL CHAMPIONS

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

NATIONAL RUNNERS-UP

2004, 2005, 2007, 2008, 2009, 2011

NATIONAL SEMIFINALISTS

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

VBI is led by long-time coaches from a wide-range of coaching and debating success. While our backgrounds are diverse, all of us were brought up in programs and by coaches dedicated to the NFL vision of debate.

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

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

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

Diamond Coach Recognition



◆ FOURTH DIAMOND ◆

Jimmy L. Smith
Princeton High School, TX
January 12, 2013
10,002 points



◆ FIRST DIAMOND ◆

Noah James Recker
La Vernia High School, TX
November 5, 2012
3,597 points



◆ FIRST DIAMOND ◆

Julie Schniers
Central High School - San Angelo, TX
November 27, 2012
2,395 points



◆ FIRST DIAMOND ◆

Gerald Hebert
Scarborough High School, ME
December 1, 2012
1,516 points



◆ FIRST DIAMOND ◆

Kathryn Sawyer
Allen High School, TX
December 10, 2012
1,502 points



◆ FIRST DIAMOND ◆

Ishmael Kissinger
Moore High School, OK
December 12, 2012
1,676 points



◆ FIRST DIAMOND ◆

Mark L. Urban
Dwight D. Eisenhower High School, IL
December 16, 2012
1,500 points



◆ FIRST DIAMOND ◆

Kerry Konda
Aberdeen Central High School, SD
January 12, 2013
3,377 points



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www.nationalforensicleague.org/careers



Boston Debate League Seeks Full-Time Director of Programs

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

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

BDL is partnering with Commongood Careers on this search. Learn more about CGC at www.commongoodcareers.org.

Bellaire High School Seeks Full-Time Policy Debate Coach

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

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

Interested candidates should submit a resume and cover letter addressed to Jay Stubbs at BellaireDebate@sbcglobal.net.

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

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

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



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Drilling to the (Common) Core

by Adam J. Jacobi



Continuing our theme of exploring the Common Core State Standards (CCSS), we drill deeper in this issue with a focus on middle school standards met by speech and debate activities. Here, we align students

to grade 8 standards, since the complexity and rigor demanded by forensic competition subsumes standards from younger grade levels.

Adam J. Jacobi coordinates League middle school programming for the National Forensic League.

Key to Activities:

(D) =
Debate

(e.g., Policy,
LD, PF,
and
Congress)

(S) =
Speaking

(e.g., Oratory,
Extemp,
Impromptu,
Informative)

(P) =
Performance
of Literature

(e.g., Poetry,
DI, HI, Duo,
Declamation)

READING STANDARDS FOR LITERATURE

► Key Ideas and Details

Standard	Activity
RL.8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	(P) – For a selection of literature for performance, students must convey the central ideas in an introduction that establishes the tone and themes, as well as social and often psychological significance. They carry this analysis into their interpretation of the script, in how they perform characterizations based on their inner motivations.
RL.8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	
RL.8.3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	

► Craft and Structure

Standard	Activity
RL.8.4 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	(P) – As students cultivate and sustain their characterizations, they constantly assess the figurative and connotative subtext of dialogue and narrative, drawing inspiration from the performances of their peers in competition. This comparison and contrasting, in turn, allows students to improve their own performance by discovering new perspectives from other works of literature, by seeing that literature come alive in performance (which really helps students understand RL.8.6).
RL.8.5 – Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	
RL.8.6 – Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	

► Integration of Knowledge and Ideas

Standard	Activity
RL.8.7 – Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	(P) – Extending the previous example, students reflect on the performances of their peers, and in turn, determine other works that are worthy of future performance by themselves or their squad mates. New works of literature provide students with novelty in competition, and students should offer context to demonstrate literary merit.
RL.8.8 – Not applicable to literature.	
RL.8.9 – Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	

► Range of Reading and Level of Text Complexity

Standard	Activity
RL.8.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	(P) – Participating in performance of literature events motivates students to independently explore works of literature that have potential for future performance, or simply enjoy in leisure a work they have seen.

READING STANDARDS FOR INFORMATIONAL TEXT

► Key Ideas and Details

Standard	Activity
RI.8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	(D) (S) – In any speech students write, whether as standalone or as part of a debate, students must be able to support their positions through direct analysis of textual evidence. Because speech times are limited, students must summarize that text and show how it relates to the various concepts in their overall speech or debate case.
RI.8.2 – Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	
RI.8.3 – Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	

► Craft and Structure

Standard	Activity
RI.8.4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	(D) (S) – While elements of this cluster of standards applies to speeches, debate and extemporaneous speeches most thoroughly develop proficiency in considering the semantics of passages, and how the evidence fits within the greater scheme of a source and issue. Students must provide context for quotations used, demonstrating a firm understanding of the meaning and meaningful application of that excerpt.
RI.8.5 – Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	
RI.8.6 – Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	

► Integration of Knowledge and Ideas

Standard	Activity
RI.8.7 – Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	(D) (S) – Debaters and extemporaneous speakers, in particular, must consider a variety of media from which to draw sources, and decide to use paper or digital files. Determining which sources to keep, and which to discard, are related to RI.8.8. Within a debate, students directly apply RI.8.9 in refuting the claims of evidence introduced by the opposing side.
RI.8.8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	
RI.8.9 – Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	

► Range of Reading and Level of Text Complexity

Standard	Activity
RI.8.10 – By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	(D) (S) – The more sophisticated the source, the more sophisticated speakers and debaters can argue their positions, and the more successful they will be. Students will exceed grade level if their issue is complex enough.

WRITING STANDARDS

► Text Types and Purposes

Standard	Activity
W.8.1 – Write arguments to support claims with clear reasons and relevant evidence (see subsections <i>a-e</i> in the standards).	(D) (S) – Every speech or debate case written by students must argue cogently, considering the most relevant evidence. To understand the scope and scale of a contentious issue, students will sometimes create narrative examples and provide a chronological account of the development of that problem. (P) – Students often write narrative introductions to convey the concepts central to their performance.
W.8.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (see subsections <i>a-f</i> in the standards).	
W.8.3 – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (see subsections <i>a-e</i> in the standards).	

► Production and Distribution of Writing

Standard	Activity
W.8.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	(D) (S) (P) – Whether writing speeches, debate cases, or introductions to performance selections, students engage in an organic and evolving process of revision. Working with their coach, students process feedback from peers and judges, and use technological tools to share ideas (e.g., email) and to produce their manuscript (e.g., word processor). Even when students must memorize a speech, they start from a formally written manuscript.
W.8.5 – With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	
W.8.6 – Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	

► Research to Build and Present Knowledge

Standard	Activity
W.8.7 – Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	(D) (S) – Effective information gathering and further research forms the foundation of proof for all student communication in speech and debate activities. Students constantly hear questions—in cross-examination, in judge remarks on their presentations, and from their peers at contests. These questions prompt students to dig deeper for better information. Students then select excerpts from the most appropriate evidence to support their positions, properly citing their sources and enhancing their credibility as they do so.
W.8.8 – Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
W.8.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research (see subsections <i>a-b</i> in the standards).	

► Range of Writing

Standard	Activity
W.8.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	(D) (S) – The ongoing process of revision to improve is ubiquitous in speech and debate, and effective students even engage in a process of written reflection (journaling) on their growth and progress.

NOTE: The writing standards as applied to History/Social Studies and Science and Technical subjects use the same standards, but to those discipline-specific contexts. That can be taken into consideration for speech and debate topics that align with those areas.

SPEAKING AND LISTENING STANDARDS

► Comprehension and Collaboration	
Standard	Activity
SL.8.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <i>on grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly (see subsections <i>a-d</i> in the standards).	(D) (S) (P) – Squads work collaboratively to brainstorm ideas, whether for which literary selections to perform, arguments to run, or issues on which to speak. Students draw from a variety of media stimuli for their ideas, as well as from the presentations of their peers at contests. Debate, in particular, requires critical listening for arguments to fuel response in refutation and rebuttal statements.
SL.8.2 – Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	
SL.8.3 – Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	
► Presentation of Knowledge and Ideas	
Standard	Activity
SL.8.4 – Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	(D) (S) (P) – All speakers and debaters must be able to communicate effectively, and some speaking events allow for the use of visual aids to help strengthen audience understanding of a concept. Each competition event provides specific parameters (contexts and tasks) by which students must adapt their presentations.
SL.8.5 – Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	
SL.8.6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	

LANGUAGE STANDARDS

► Conventions of Standard English	
Standard	Activity
L.8.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (see subsections <i>a-d</i> in the standards).	(D) (S) (P) – Proper use of language in the written medium allows students to either speak correctly from a manuscript, notes, or when memorized. Students lose credibility when they lack these qualities.
L.8.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (see subsections <i>a-c</i> in the standards).	

LANGUAGE STANDARDS *(continued)*

► Knowledge of Language	
Standard	Activity
L.8.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening (see subsection <i>a</i> in the standards).	(D) (S) (P) – Proper use of language in the written medium allows students to either speak correctly from a manuscript, notes, or when memorized. Students lose credibility when they lack these qualities.
► Vocabulary Acquisition and Use	
Standard	Activity
L.8.4 – Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies (see subsections <i>a-d</i> in the standards).	(D) (S) (P) – As students explore topics of a technical nature, or specific to a particular literary context, they will assimilate new vocabulary and jargon specific to that area. Understanding semantics and applying that to understanding and analysis or performance is critical to student success in competition.
L.8.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (see subsections <i>a-c</i> in the standards).	
L.8.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

Reading Standards for Literacy in History/Social Studies

► Key Ideas and Details	
Standard	Activity
RH.8.1 – Cite specific textual evidence to support analysis of primary and secondary sources.	(D) (S) – Debate and speaking events explore problems in society, and attempt to solve those problems. Both primary and secondary sources provide students with necessary perspectives on those issues, and students must be able to sift through these to convey the most salient ideas.
RH.8.2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions	
RH.8.3 – Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	
► Craft and Structure	
Standard	Activity
RH.8.4 – Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	(D) (S) – Students must be able to evaluate the utility of a source when deciding which evidence to cite in a speech or debate case.
RH.8.5 – Describe how a text presents information (e.g., sequentially, comparatively, causally).	
RH.8.6 – Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	

Reading Standards for Literacy in History/Social Studies *(continued)*

► Integration of Knowledge and Ideas	
Standard	Activity
RH.8.7 – Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	(D) (S) – When students research effectively, without allowing bias to influence their assessment of sources, they should find conflicting viewpoints, and even acknowledge these when appropriate, determining which sources prevail on their own merit. The challenge of primary sources is a lack of detachment and objectivity, and this, too, must be weighed against the strength of the first-hand account.
RH.8.8 – Distinguish among fact, opinion, and reasoned judgment in a text.	
RH.8.9 – Analyze the relationship between a primary and secondary source on the same topic.	
► Range of Reading and Level of Text Complexity	
Standard	Activity
RH.8.10 – By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	(D) (S) – The more students are motivated by contests to continue reading sources related to their issues, the more they will explore these sources independently, building their capacity for further intellectual curiosity and proficiency in these standards.

Reading Standards for Literacy in Science and Technical Subjects

► Key Ideas and Details	
Standard	Activity
RST.8.1 – Cite specific textual evidence to support analysis of science and technical texts.	(D) (S) – When exploring debate topics of a scientific or technical nature, students must be able to understand the nature of the Scientific Method and procedural means by which studies are conducted, in order to evaluate the validity of evidence.
RST.8.2 – Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	
RST.8.3 – Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	
► Craft and Structure	
Standard	Activity
RST.8.4 – Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	(D) (S) – The challenge students face when exploring a scientific or technical topic is to convey complex information in a simplified manner so that a general audience (or judge) can understand the significance and implications that issue provides.
RST.8.5 – Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	
RST.8.6 – Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	

READING STANDARDS FOR LITERATURE

► Integration of Knowledge and Ideas

Standard	Activity
RST.8.7 – Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	(D) (S) – Students must convey the key information in a study or source as it relates to proving arguments on a topic.
RST.8.8 – Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	
RST.8.9 – Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	

► Range of Reading and Level of Text Complexity

Standard	Activity
RST.8.10 – By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	(D) (S) – As with any debate or speech topic, students will continue to explore sources in that area to cultivate additional knowledge to constantly give themselves an edge.



View a video primer on the Common Core State Standards. Visit us online at www.nationalforensicleague.org/commoncore. There, you also will find additional resources, which we will be updating and adding to over time. ✈

GiveYouthAVoice.org Returns This Winter.

The League has partnered with **Causecast** to upgrade our custom online donations system to allow speech and debate teams to collect funds for upcoming events! The new and improved platform serves as an easy and convenient way to reach out to new and potential supporters to meet your team's financial needs. If you haven't received your email from info@causecast.com and want to participate, you must be an active League member. Email matt.delzer@nationalforensicleague.org with your email address and we'll provide you with access to the fundraising portal. Visit www.nationalforensicleague.org/GiveYouthAVoice for more details!

Raise Money For Your Team!

INDIVIDUAL EVENTS

JULY 28 - AUGUST 10, 2013

Interpretive Events

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

Limited Preparation Events

- Extemp
- Impromptu
- Commentary



Why practice Individual Events at Stanford?

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



Welcome New Schools!

Alliance Media Arts	CA
Village Christian School	CA
John Mall High School	CO
Minico High School	ID
Auburn Creative and Performing Arts High School	IL
Wheaton Warrenville South High School	IL
Temple Baptist Academy	KS
Northeast High School	MO
Cumberland International Early College High School	NC
Lutheran High School West	OH
Worington Kilbourne High School	OH
Grace Academy	OK
Heaps High	OK
Raised Under Grace Academy	OK

Coughlin High School	PA
Windbar Area High School	PA
Dallas Christian School	TX
Hockinson High School	WA
Benner Preparatory School of Milwaukee	WI
DeForest Area High School	WI
Janesville Parker High School	WI
Oshkosh West High School	WI
Pius XI High School	WI
Sun Prairie High School	WI
Valley NEW School	WI
Waukesha South High School	WI
West Allis Central High School	WI

Save time with **AUTOMATIC POINT ENTRY**

— AVAILABLE THROUGH TRPC, TRIEPC, OR JOY OF TOURNAMENTS —

The only way we could make this easier
is to send you your own **ROBOT BUTLER**.

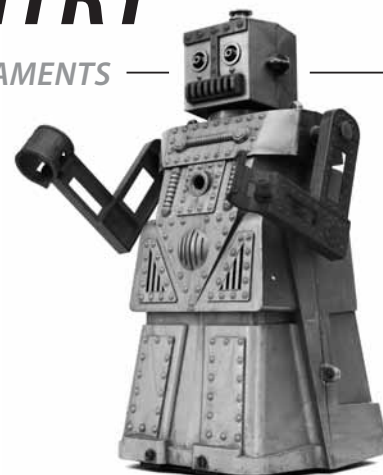


Tournaments submitting data from TRPC, TRIEPC, or Joy of Tournaments (JOT) are eligible for free and automatic point recording. No manual entry is required by chapter advisors!

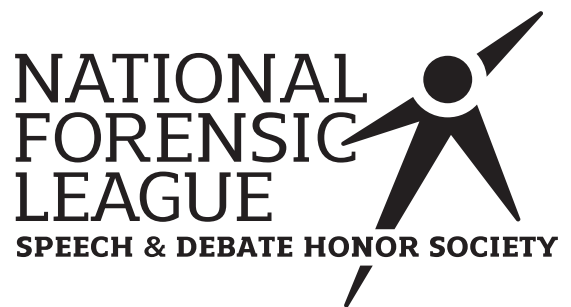
Note: You must use the JOT website to register entries for your tournament.



To learn more, scan the QR Code above, or visit us online:
www.nationalforensicleague.org.aspx/questions.aspx#autopoint



Trophy Shop



Our 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 and personalized requests. Visit the League's online store or email Chad Wagner at chad.wagner@nationalforensicleague.org to discover the possibilities for your next tournament.



Visit us online! store.nationalforensicleague.org » Trophy Shop



NO COST TO APPLY! Download the Academic All American application form today.

Spark Leadership ► <http://goo.gl/6JHTy>

ACADEMIC ALL AMERICANS

(December 1, 2012 through January 31, 2013)



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



CALIFORNIA

Steven Shan Lin
Kunai Shah

Leland High School
Mira Loma High School

COLORADO

Annalisa Galgano

Valor Christian High School

FLORIDA

Jessica Abrams
Brian Callahan
Jacob Davis
Jack Henry Kapp
Brenna Nobil
Sunny Zhang

Western High School
Suncoast High School
Western High School
Western High School
Western High School
Western High School

GEORGIA

Natalie Ann Nuckolls

Alpharetta High School

KANSAS

Ray Winans

Emporia High School

MINNESOTA

Erika Marie Pritchett

East Grand Forks Senior High School

MISSOURI

Thomas Dunn
Joseph F. Lenart III
Adam Spangler

The Barstow School
The Barstow School
Rockhurst High School

MISSISSIPPI

Paris De'Amber McClendon

Hattiesburg High School

NEW MEXICO

Miriam Barnum
Samuel R. Baty
Caitlin Haynes
Victoria Wang

Los Alamos High School
Los Alamos High School
Los Alamos High School
Los Alamos High School

OHIO

Alex King
Ana Moran
Victoria Von Saucken
Anna Witkin

Chagrin Falls High School
Chagrin Falls High School
Chagrin Falls High School
Chagrin Falls High School

SOUTH CAROLINA

William Christmas
Leah G. Petterson

Bob Jones Academy
Bob Jones Academy

TENNESSEE

Olivia Pridemore

Collierville High School

TEXAS

Stephanie Emerson
Chetan Hebbur
Jonathan Huang
Srishti Kapur
Steven Kayo
Tushar Madan
Nick Moolenijzer
Robert Whitaker

Coppell High School
Plano West Senior High School
Plano West Senior High School
Plano West Senior High School
Montgomery High School
Plano West Senior High School
Coppell High School
Montgomery High School

VIRGINIA

Jessie Kraemer

Sherando High School

Student Service Citations

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

Student Service Citation, 8th Degree (800+ points)

Daniel Rodriguez	Central Catholic High School	OH	826
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Student Service Citation, 5th Degree (500+ points)

Ally Jiwon Jung	BC Academy	CN	590
Andrew J. Markes	Marshall High School	MO	581
Cindy M. Umana	Marshall High School	MO	519
Caitlin L. Crawford	Marshall High School	MO	504

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

Angela Perretta	Central Catholic High School	OH	473
Tiffany Brauckman	Atlantic High School	IA	460
Eric Villalobos	Arroyo High School	CA	415
Margaret Ann Stegall	Bob Jones Academy	SC	410
Jimmy Hua	Arroyo High School	CA	405
Austin Swinea	Mars Hill Bible School	AL	403
Bryan Lam	Arroyo High School	CA	400

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

Jesse S. Andersen	Bob Jones Academy	SC	385
Rocio Payan	Arroyo High School	CA	365
Michael Schwenke	Dobson High School	AZ	346
Caleb Douglas Woodring	Tea Area High School	SD	327
Lydia L. Kays	Marshall High School	MO	312

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

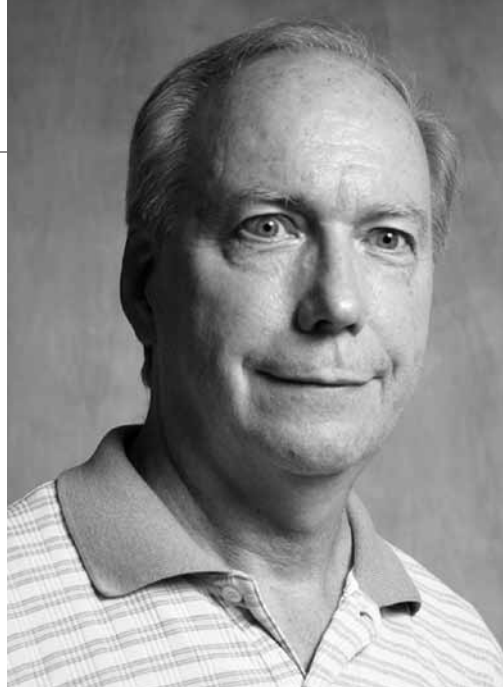
Ashley M. Otken	Marshall High School	MO	285
Sean Weller	Air Academy High School	CO	265
Mary M. Elfink	Marshall High School	MO	255
Hallie C. Harper	Marshall High School	MO	255
Sierra Orten	Juab High School	UT	252
Ann Nguyen	Arroyo High School	CA	240
Erin Shay	Gwynedd Mercy Academy	PA	240
Jackson J. Mattek	Salina High Central	KS	239
Matthew Benson	Dobson High School	AZ	227
Brandon K. Sams	Mountain Home High School	ID	225
Susanna R. Weller	Salina High Central	KS	225
Griffin Gonzales	Cleveland High School	OR	219
Raul Del Cid	Arroyo High School	CA	215
Alyssa Snyder	Holy Trinity Catholic High School	TX	213
Felicia Nicholson	Connersville Sr. High School	IN	210
Kevin Kussmann	Downers Grove North High School	IL	209
Raul McElroy	Taos High School	NM	206
Michael Maley	Buffalo Grove High School	IL	203
David Crofford	Bixby High School	OK	201
Junainah Ahmed	Hillcrest High School	UT	200
Hayley L. Campbell	Marshall High School	MO	200
Shelby Cooper	Atlantic High School	IA	200
Abigail N. Henke	Marshall High School	MO	200
Mimi Kang	The Bronx High School Of Science	NY	200

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

Roger M. Rodriguez	Marshall High School	MO	180
Jack H. Alsbach	Marshall High School	MO	160
Justin W. Miller	Marshall High School	MO	155
Jennifer Hall	Miami Southridge Senior High School	FL	153
Norman Megilligan	Pueblo West High School	CO	148
Samuel Yhanes	Miami Southridge Senior High School	FL	148
May Hyunji Lim	BC Academy	CN	144
Shekhinah L. Jones	Salina High Central	KS	140
Stephen Michael Leung	Bob Jones Academy	SC	140
Katie Portman	Downers Grove North High School	IL	136
Nick J. Danby	Bangor High School	ME	135
Duncan Voyles	Home Educator's Outsourcing Solutions	TX	135
Alyssa Zuback	Shikellamy High School	PA	135
Ryan Ware	Pineville High School	LA	133
Jessica Askeland	Atlantic High School	IA	130
Julianne Thorn	Downers Grove North High School	IL	127
Nicole Kay	Downers Grove North High School	IL	124
Alex Hua	Arroyo High School	CA	120
Olivia Kane	Glenbrook South High School	IL	120
Kristofer Simon Packer	Mountain Home High School	ID	120
Joseph Salazar	St Mary's High School	CA	120
Jesse D. Harth	Marshall High School	MO	119
Cyrina Guillemina Salas-Torres	Oak Ridge High School	TX	119
Tyler Stettler	Shikellamy High School	PA	118
Katie Karl	Downers Grove North High School	IL	117
Kielei Beard	Juab High School	UT	116
Jillian Lynch	Buffalo Grove High School	IL	116
Pablo Vasquez	The Bronx High School Of Science	NY	116
Mollie K. Swift	Marshall High School	MO	115
Pooja Jairam	Skyline High School	UT	114
David Joannides	Fordham Preparatory School	NY	114
Keith Oler	Bixby High School	OK	113
Elijah Burton Beery	Salina High Central	KS	112
Meagan Hancock	Bixby High School	OK	112
Jacob Davis	Harrisonville High School	MO	111
Gabriel De Armas	Miami Southridge Senior High School	FL	111
Adam Coffman	Lebanon High School	MO	110
Christian M. Farris	Marshall High School	MO	110
Taylor Neuburger	Dobson High School	AZ	110
Rachel Anderson	Laurel School	OH	109
Emma Jean Crosswhite	Central High School - Springfield	MO	109
Emma Peterson	Orono High School	ME	109
Jakub Mierzwa	Monticello Central High School	NY	106
Anika Amin	Oak Ridge High School	TX	105
Yan Gao	Gabrielino High School	CA	105
Alyssa Turk	American Heritage High School - Delray Beach	FL	105
Alex Gould	The Bronx High School Of Science	NY	104
Garrett Hammonds	Royse City High School	TX	104
Paige Honegger	Bixby High School	OK	104
Adam Leister	Shikellamy High School	PA	104
Emily Pasternack	Needham High School	MA	104
Peter Choi	Central High School - Springfield	MO	103
Susan Mertz	South Side High School	IN	103
Nate Shinnars	Oak Park & River Forest High School	IL	102
Bria Smith	Lawton Academy Of Arts & Sciences	OK	102
Charity Ann Dodge	Mountain Home High School	ID	100
Thomas Jiang	Kokomo High School	IN	100
Kellen Kane	Shikellamy High School	PA	100
Dustin L. Paille	Mountain Home High School	ID	100

COACH PROFILE

Harold Easton



A number of years ago (1996 to be exact), I came to this small island chain in the Western Pacific, located Northeast of Guam, just to the left of the Marianas Trench, and due East of the Philippine Islands—The Commonwealth of the Northern Mariana Islands (C.N.M.I.). My high school was rightly named Marianas High School. I began my career here as a math teacher because of my background in business (MBA-Michigan); and then by a great stroke of luck, the speech and drama position opened,

League program there. He came to see me and asked (insisted) that we participate in competition. I agreed and later that year found us at Nationals in Portland, Oregon. This began a partnership which led to starting NJFL competitions and K-2, 3-5 competitions which he named The Primary Grades Forensic Conference, or PGFC.

We compete throughout the year to appropriately select students to compete at the national level. Our competitions move about the island, trying to involve as many schools and

that form our C.N.M.I. team from many of the different high schools. Finding judges is sometimes a challenge, but our parents and coaches always come through. Our biggest problem is, of course, money to travel. Thankfully, there are grants for areas outside of the continental United States that carry most of the load, since the economy here would be hard pressed to support us year in and year out. The public school system and our high school principals have been most supportive of the entire speech competition program

“Although our students come from a small dot in the Pacific, they know they have a place not only here, but wherever they choose to go.”

and I was given the job because of my theatre background and training in the Educational Theatre program at New York University, and my teaching experience there as a Ph.D. Fellow under Dr. Lowell Swartzell.

At the same time, Mr. Steve Smith was teaching at Marianas Baptist Academy, and trying to start up an

students as possible. Despite the islands' small size, there are three public high schools and five private high schools that compete here. Our staff, though small, is quite diversified and represents the island as a whole.

The competition is quite keen, and no one school seems to dominate year after year. Generally we have students

and aid us in searching out these funds. I have been quite blessed at my high school to have had complete support from each of my principals.


Seeing our students compete, and compete with success, is quite fulfilling. Being isolated has its drawbacks. Our students only have themselves and what they learn at Nationals to use as role

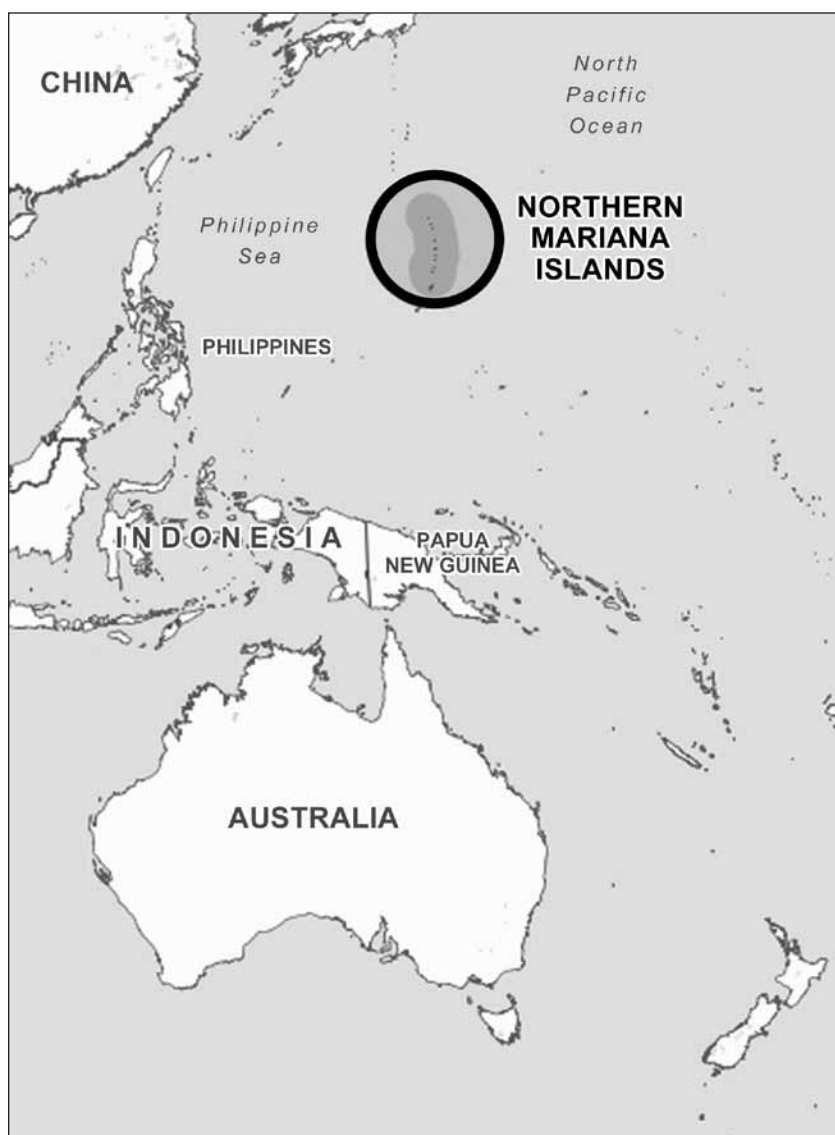
models; but they do learn, and we were all thrilled when one of my high school students finished seventh in Storytelling (Rachel Reyes) and a Mount Carmel student finished first in Storytelling (John Edward Elanzano)—especially since Storytelling has strong roots in the indigenous culture of the island, and in the various cultures of our student population.

Throughout our experience, the National Forensic League national office

has always “had our back.” Although we are far away, the staff was, and is, never more than a keystroke away, always ready to answer our questions, and to help us as we moved along. It is always a bit of fun to hear the comment: “Oh—you’re the folks from way out there in the Pacific, welcome back!” and the two inevitable questions: “How long did it take you to get here this year?” and “Exactly where are you??” from the newer staff.

Competing in the League has certainly been a rewarding experience to my students and the students on the island. It has made them feel more a part of the United States, and has done a great deal toward increasing their confidence in themselves. It is certainly one of the major factors in the increase of the comfort level of students looking to the mainland for their higher education. For most of our students, their national competition experience is their first “off-island” experience. The fact that they can handle it is valuable beyond words.

As I think back on the years to date, no one experience stands out more brightly than seeing our two students reach the highest levels of competition, and watch one of those team members on the stage receiving that first place trophy. It was a validation of the whole National Forensic League experience for ALL our schools and underscored the importance of the forensic experience—an experience which builds confidence and self-esteem among those who participate, and pride in those who support the forensic experience at all grade levels here. Although our students come from a small dot in the Pacific, they know they have a place not only here, but wherever they choose to go. 



Harold Easton has been a public school and college teacher and administrator since 1967. He's been involved in theatre since the age of nine, both as an amateur and a professional. He has an AB in History and Political Science, an MBA from the University of Michigan, and 52 hours toward a Ph.D. in Educational Theatre from New York University.



Beehive Forensics Institute

July 7-21, 2013

bfi.utah.edu

EVENTS

Public Forum
Policy Debate
Lincoln Douglas Debate
Extemporaneous Speaking
Forensics Pedagogy (Coaches Only)
Congress (One Week Only)
Interp-HI, DI, DUO (One Week Only)

TUITION

One or Two week options
Resident or Commuter
July 7-14 or 7-21
Tuition as low as \$200
Discounts for early registration/Utah students

BENEFITS

College Credit
Social Events
Salt Lake Bees Baseball Game
Gateway Mall
Frisbee Golf Tournament
Personalized Instruction
A focus on critiqued practice
Customizable Curriculum

Nearly a century of combined coaching experience in college and high school forensics.

Students benefit from a student-faculty ratio of 7:1

All staff members have coached state, regional and national championships.

STAFF

Mario Herrera
Grady HS, Atlanta, GA

Geof Brodak
California State, Los Angeles

Nicholas Russell
California State, Long Beach

Michael Middleton
University of Utah

PHILOSOPHY

Instruction aims to emphasize the research skills, speaking techniques, and extensive practice critical to competitors at all levels of competition.

Our regionally diverse and nationally recognized staff offer students insights that have helped them win over a dozen national championships in high school and collegiate forensics.



JOHN R. PARK DEBATE SOCIETY

THE UNIVERSITY OF UTAH

Winners of the camp tournament receive partial scholarships to the University of Utah



NORTHWESTERN
UNIVERSITY



Tournament of Champions in Extemporaneous Speaking XI May 3-5, 2013

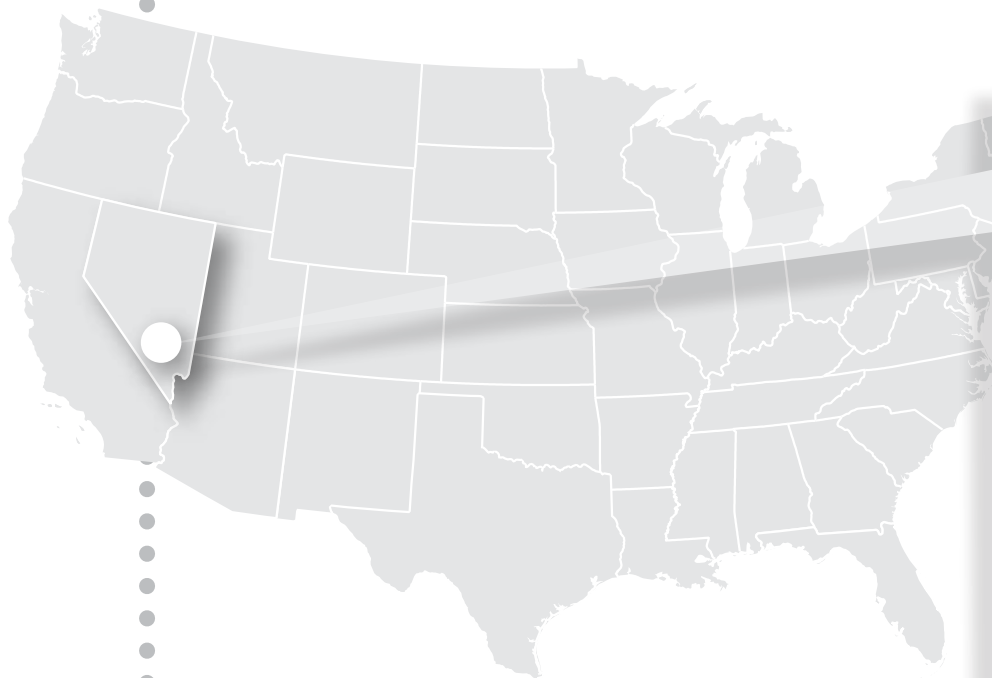
Showcasing the best in high school Extemporaneous Speaking

Now inviting applications and registration

For additional information and Extemporaneous
Speaking resources please visit:

TOC-Extemp.com

District in Detail



District Committee

Karen Vaughan, *Chair*

Foothill High School – Henderson, NV

Shiela Berselli

Palo Verde High School – Las Vegas, NV

Scott Ginger

Green Valley High School – Henderson, NV

Christine Ramos

Bishop Gorman High School – Las Vegas, NV

Nick Sevano

Spring Valley High School – Las Vegas, NV

Golden Desert



compiled by Karen Vaughan

► **Tell us a little about the Golden Desert district and what makes it unique.** When the greater Las Vegas area is referred to as the “entertainment capital of the world,” it is easy to overlook the burgeoning culture in our communities for the 24-hour glitter and glitz. But the population boom of the last 25 years has yielded such a rich and varied diversity as to be undeniable in all aspects of our lives. The Golden Desert district has benefited from this diversity.

In our classrooms, we have students from all over the globe who bring with them the perspectives and sensibilities that make debate rounds probing, interpretation performances daring, and extemporaneous speeches penetrating. This environment has helped coaches create and nurture a healthy competitive environment that promotes not only critical thinking and

eloquence of speech, but also—and most importantly for all of us—tolerance, empathy, and compassion.

Las Vegas has been hit extremely hard economically. While much of the country has almost recovered, we are far from there. The reduced housing costs cause a lot of movement of our clientele. For instance, houses that sold for \$450,000 five years ago are now selling for \$165,000.

We use League rules as the starting point for our district rules, so all our schools belong to the League. The majority of our member schools are in our public school system. Clark County is the fifth-largest school district in the nation, so that does give us a core group of coaches who work for the same district. I am not sure if that is the reason, but we are a very close-knit group. We travel to big tournaments together and share buses anytime we travel. We instill a feeling

of community with all our schools. Kids from one school will cheer just as hard for a student who has worked to accomplish something from another school as they cheer for their own schoolmates. It is very rewarding to see.

We also believe in giving a lot of sweepstakes trophies. We normally have 24-26 schools attending our local tournaments. We give five large school sweepstakes trophies and three small school sweepstakes trophies.

► **What challenges do you face as a district?** While our area faces many of the same challenges as districts all over the country, we are dealing with the growing pains that come from more and more schools wanting to benefit from speech and debate—a fantastic problem, to be sure! As coaches, we all want to provide students with as many opportunities for growth and

success as tournaments can afford. But with so many new schools beginning to see the short- and long-term possibilities of a vibrant speech and debate program, we are faced with the constraints of space and time.

Money is a huge issue for our schools. Most schools don't receive budgets, so the kids have to pay or fundraise for everything they do. Even our local tournaments require the kids to pay an entry fee. Judges are mostly parents and new alumni. After a year or two, even alumni get too busy to come on a regular basis. This is always a struggle.

Coach retention is another big issue. Many schools in our district offer speech and debate as a class, which really helps retain coaches. However, we also get a lot of new teachers who take on a team to get their jobs, but after a year, they move to another school or realize the work load is too much, and we start the procedure all over again.

► **Tell us about the Clark County initiative and how that pilot program is fostering speech and debate in your area.**

Our program has three parts. Part one is in partnership with the League, and the goal is to help create and/or cultivate new programs. We have four new schools taking advantage of the League scholarship program for membership. Each of these schools has been assigned an experienced coach from a nearby school as a mentor. To date, these programs have students enrolled in debate classes or involved in an after-school debate club; three of the schools are participating in League tournaments. Coaches from these programs are scheduled to attend one of the coach's clinics this summer. In late January, one of our new schools garnered a sweepstakes trophy (First Place Small School Division) at our League tournament. We are planning on three new schools for next year to continue this portion of the plan.

Part two is a middle school initiative to help raise awareness of middle school speech and debate opportunities. We are working with the Las Vegas mayor's office to host a middle school/junior high tournament on April 27, 2013. The event is being funded by local donations and will be held at Las Vegas Academy, a local high school with a rich history of performing arts. Many of our high

school forensic programs are mentoring participating middle and junior schools. This year's speech contest will have a topic related to *charity*, featuring preliminary rounds leading to a final round on stage. We are planning to add a debate portion next year. We hope to continue this middle school program the next few years to help build our membership in the NJFL.

The third part of the program is to begin speech classes aimed at the non-traditional forensic student. We have four schools teaching an argumentation class to students in the academic middle who would not typically be in a speech and debate class. With a focus on argumentation and presentation skills, we are looking to build the same communication skills in the students from the academic middle as those skills that are being developed in our Honors, AP, and IB students. We are planning on continuing these classes next year.

► **What are some best practices you'd like to share?**

Our best practices really are our people. For instance, we have a wiki run by our district leadership that gives every coach in our district helpful tools to be successful. Everyone contributes to it, so anytime coaches have a good idea or lesson, they post it. We publish results from our local tournaments and anything else a coach might need.

We assign a mentor to every new coach in the district. This continues for at least three years. To be honest, sometimes the pairings need to be changed for one reason or another. We do that if needed to make sure everyone has a person with whom they feel comfortable asking a question.

We have at least three meetings outside of our tournaments for the coaches to meet and discuss issues or problems each year. We also hold a coaches' party at a coach's home.

Our district is fortunate to have a strong partnership with UNLV. We have a supportive professor in Dr. Jake Thompson, the director of UNLV's debate program, the Sanford I. Berman Debate Forum. Dr. Thompson takes the initiative to help train both our students and coaches in Policy Debate, and he seeks funding to help support our programs. Dr. Thompson hosts bi-monthly Policy Debate seminars and

practice rounds. His team mentors our debaters and judges our practice rounds.

We hold a couple of tournaments a year that we ask our new coaches to host while all the work of running a tournament is done by the district leadership. The new coaches only have to provide rooms and a snack bar. They learn slowly and safely what it takes to host. This gives a new coach an opportunity to host and make some money without taking all the risk. We have found this encourages schools to host a full tournament the next year.

We offer novice categories in all debate and individual events for the first semester of the year. This lets a new student compete against other kids at the same level. We found this really helped our new schools stay in the League. It is really hard to take new competitors to a tournament and have everyone get blown away and still want to come back. We feel this has really helped our growth.

► **What new advice would you give to a new coach?**

Get involved as soon as possible. Attend tournaments and have your students participate right away. When students get experience, their learning curve accelerates.

Start with a manageable scope of events. Don't try to take on more than you can do. Consider teaching to your strengths. Opportunity for success can come through a focus on quality over quantity.

Invite teachers to judge at upcoming tournaments. Give them plenty of notice, and follow up with a nice thank you note signed by the kids. You will be building the culture in your school—good PR from other teachers can go a long way in your building.

Promote your program in and outside your school. Make sure successes, big and small, are part of the announcements, the school paper, and/or the yearbook. Start a Facebook page, get permission to post pictures, and post albums of your tournaments, socials, fundraisers, service projects, etc.

Join the National Forensic League. Be part of this amazing organization! Focus on the honor society aspect of the League, as that has a valid appeal to your administrators, faculty, and parents.



Cheaters Shouldn't Prosper: Ethical Evidence Presentation in Academic Debate

by Jon Voss



Debate is an activity built upon a foundation of academic and ethical integrity. When two debaters or two teams debate one another, they use a combination of ethos, pathos, and logos in an effort to persuade their judge(s). Debaters' attempts to violate the integrity of the game are rare, and in most cases the opponent and judge are able to serve as sufficient deterrents and safeguards against debaters looking to capitalize on dubious shortcuts. Attentive judges and careful opponents can take action against mischaracterizing arguments, suspicious evidentiary claims, offensive cross-examination strategies, and the like. Unfortunately, one of the most egregious examples of ethical misbehavior in Policy Debate is so difficult to detect and prosecute that the practice continues to occur with alarming frequency.

"Clipping" and/or "cross-reading" pieces of evidence—the practice of reading substantially less of the evidence text than what was claimed to have been read—is not a new problem in Policy Debate. Instead, it is an issue with which the debate community has grappled for years. Many factors contribute to a debater's bending of the rules—lack of knowledge, inadequate coach oversight, and the competitive nature of the activity are all possible explanations of the problem's continued existence. But above all, perhaps the most significant factor behind the practice's persistence is the glaring absence of an institutional stance that defines the problem, condemns the

practice, and recommends to students, judges, and tournament directors best practices for resolving incidents when they arise. The community should encourage sponsoring organizations to adopt norms documents that recommend precise standards for evidence presentation, reasonable steps for judges who must adjudicate debates in which ethical accusations are levied, and a clear set of procedures for tournament directors who oversee a tournament in which a debater or team is found guilty of the aforementioned offense.

Other types of ethical misbehavior in debate—argument misrepresentation, evidence fabrication, inappropriate language, etc.—are easier to identify and prevent, so it's imperative to precisely define the act of "clipping" or "cross-reading" evidence. To "clip a card" or "cross-read evidence" is for a debater to omit a significant portion of his/her evidence while purporting to have verbally presented all of it. In high school Policy Debate, the problem usually manifests itself as a debater failing to read all of the underlined and/or highlighted portions of evidence without explicitly and verbally declaring the omission of evidence text to the opponent and judge. These are similar, but not interchangeable terms: "cross-reading" refers to the practice of omitting lines of evidence text in between the beginning and end of a particular card while "clipping" simply refers to a debater's stopping reading the text of a card before its intended end. This is

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 Dennis at carolg@harker.org.

a small and semantic distinction—if a debater chooses to aggressively engage in either of these behaviors, they are breaking the rules and deserve to be punished. If debaters find themselves in a predicament in which they need to stop reading a piece of evidence before the end of the evidence text, they should verbally announce that they have stopped reading the card and precisely identify where they stopped. Usually, “card marked at (final word verbalized by the debater)” is sufficient.

Debaters who opt to clip or cross-read evidence are making a conscious decision to attack the core of Policy Debate as an institution. Debate is an activity that relies on trust and integrity. Debaters, coaches and judges rely on one another to abide by the rules, present arguments in an ethical fashion, and play the game in ways that ensure it remains fair and balanced. Any amount of tolerance for ethical misbehavior in Policy Debate could destroy the activity in a short amount of time—debaters, coaches, administrators, and stakeholders may all become quickly wary and permanently cautious of supporting an activity that appears to tolerate academic dishonesty. Our community cannot function if any of these support structures crumbles.

Those who clip their evidence and get away with it are at a tremendous strategic advantage. Regardless of the rate of speed which a debater chooses to speak, debate is a time-pressured activity that necessitates strategic argumentation during the round; skilled debaters are never able to say everything they'd like to say in the constraints of an eight-minute constructive or five-minute rebuttal. To take credit for reading more of the evidence text than was actually verbalized creates a structural bias in favor of the perpetrators. This particular method of slanting the playing field is one from which the other team is especially unlikely to recover. The very nature of debate makes deadly unethical tactics that manipulate the opposing team's ability to intelligently focus their time and strategy.

The practice of clipping and cross-reading is also pedagogically indefensible and educationally destructive. When debaters claim to have read more of their evidence than was actually introduced,

they are becoming comfortable with unethical debating while learning the same social and psychological processes used to justify plagiarism and other forms of blatant academic dishonesty.¹ High school students are an especially malleable population in this regard—the practices that debate students employ now are likely to influence the trajectory of their integrity for the rest of their lives.² Taking action against clipping and cross-reading in high school debate is thus important not only for maintaining fairness in the isolated space of the contest round, but also because it can positively influence the offending party in a lasting way.

To be clear, the purpose of this article is not to punish debaters who accidentally skip over a word or two in the course of a five or eight minute speech—accidents happen, especially because teenagers' visual memory capacity is typically underdeveloped.³ Instead, my intention is to expand the discussion and provide context so that all relevant parties are better able to differentiate between egregious cheating and honest mistakes.

Adjudicators should establish a precise and well-defined standard to identify what constitutes clipping and/or cross-reading, and make that standard available to students who ask. Moreover, judges must be prepared to act on that standard if and when they adjudicate a debate in which unethical evidence presentation occurs. It's easy but destructive for coaches, judges, and tournament directors to “slap the wrist” and take the easy way out of a difficult situation. It doesn't matter if the offending party “didn't mean to do it” or if “the clipped portion of the evidence wasn't important” or if “this was the first time I cheated, really”—these are the loopholes that have allowed the problem to persist. Judges must take consistent and decisive action against card clipping and cross-reading when it happens, every time it happens—any other standard allows the process to continue unabated.

One of the most significant reasons that the problem of unethical evidence presentation continues to plague high school Policy Debate is the lack of institutional and individual norms against the practice. There currently exists no standardized definition of what constitutes clipping or cross-reading.

Moreover, the punishments for academic dishonesty in debate lack uniformity and (in many cases) teeth.⁴ Resolving both of these flaws is imperative to curbing the trend.

Organizations that sponsor competitive debate should adopt a norms document that defines what constitutes unethical presentation of evidence in the contest round. Today, many coaches, judges, and tournament directors struggle to identify the line between careless debating and problematic behavior. When confronted with the unpleasant task of handling an accusation, they might wonder, “How bad must the misbehavior be to justify punishment? One word? One sentence? Ten sentences? Must the accusing party possess a recording?” A document that answers these questions would be immensely helpful in remedying the confusion, even if the document's only guidance was to advise the adjudicator to use his/her best judgment as an educator.

Such a document would also advise students of the appropriate steps for levying an accusation. For example, a norms document could suggest that if a debater believes that his/her opponent is clipping or cross-reading, s/he should immediately begin making note of which parts of the opposition's evidence were omitted and at what time in the speech those omissions occurred. Debaters preparing to accuse the opposition of misconduct should also consider audio-recording their opponent's speech, assuming they have the technology and recording is permitted under tournament rules and all relevant laws. Debaters would also be wise to take note of any mention of a procedure for evaluating ethical misconduct if their critic has posted an online judging philosophy. In the interest of being *certain* before accusing a fellow competitor of misconduct, debaters should also give the soon-to-be-accused an opportunity to take preparation time after his/her speech to accurately denote omissions. If—after all of those steps—the perpetrator has denied any wrongdoing and the other team is certain that they can prove their accusation beyond a reasonable doubt, the accusing team should announce that they are stopping the debate because they are


of the belief that the previous speaker clipped and/or cross-read evidence. The accusing team should then present their evidence of unethical behavior to the critic or panel of judges. In the event that the judge doesn't believe the issue is serious enough to warrant stopping the debate, accusing debaters might consider introducing their accusation as a theoretical objection in their next speech.

An effective norms document would also outline an appropriate punishment if the accused party is found in violation. Potential punishments range from a drop in speaker points to ineligibility for season-long awards. Individual organizations can make these determinations for themselves, but it is important to note that the punishment must be severe in order to act as an effective deterrent. Past remedies have tried to deter debaters from clipping and cross-reading by punishment via the ballot and/or speaker points—but the problem continues. Any debater or debate team found guilty of clipping or cross-reading should receive a loss, the minimum amount of speaker points allowed by the tournament, and expulsion by the tournament director from the tournament at which the violation occurred. This suggestion may seem severe, but anything less makes it far too easy for debaters to rationalize their unethical behavior: “we’re likely to lose this round anyway, so it’s worth trying to secure any advantage we can.” Admittedly, the aforementioned thought process represents a cynical view of high school debaters—but it only takes a few debaters playing fast and loose with the rules of the game to spoil the institution’s reputation.

Individual debate teams should also establish a set of rules and guidelines for their debaters to work alongside or in lieu of institutional norms against cheating. These expectations should be communicated and reinforced to all members of a debate squad beginning in the first semester of a debater’s first year in an effort to signify the importance of ethical debating. Many teams at the high school and collegiate level have already taken action. The University of Michigan, for example, established a policy 15 years

ago that “any team member found guilty of [unethical uses of debate evidence] shall be suspended from team travel for two months. Repeat offenders shall be suspended indefinitely.”⁵ It is unclear whether the University of Michigan debate team has updated its policy, but it’s an excellent blueprint for high school and collegiate programs to model. Policies like the one crafted in Ann Arbor allow directors to protect their team’s reputation while acting as a communal beacon of intolerance for unethical behavior.

Debate is an institution built by debaters, coaches, judges, and stakeholders upon a foundation of academic honesty and ethical integrity. The act of clipping and/or cross-reading evidence poses a very credible threat to the activity because it undermines the trust that members of the community place in one another to ensure students enjoy the benefits that debate provides. The problem of ethical misconduct in

debate has taken many forms and existed for far too long. In light of the scope and longevity of the unethical evidence presentation problem, institutional action is long-overdue. Sponsoring organizations and individual debate squads should—if they haven’t already—craft a document that defines the problem and outlines appropriate steps for corrective action. Only by increasing awareness of the problem while simultaneously improving the deterrent value of the response can the debate community expect to kick the habit. 

Jon Voss is the Assistant Director of Debate at Glenbrook South High School in Glenview, IL. The coach of the 2009-10 National Policy Debate Champions from Whitney M. Young Magnet High School, he is the recipient of the 2011 Acolyte Award and the 2012 NDCA Rising Star Award. Any questions or comments may be directed to jvoss@glenbrook225.org.

End Notes

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DISTRICT STANDINGS (as of February 1, 2013)

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	233	Blue Valley North High School	798
2	--	Florida Manatee	215	Nova High School	725
3	--	Northwest Indiana	214	Munster High School	517
4	--	Calif. Coast (CA)	201	Leland High School	903
4	2	East Los Angeles (CA)	201	Gabrielino High School	755
6	-1	East Kansas	192	Shawnee Mission East High School	413
7	1	Rushmore (SD)	190	Sioux Falls Lincoln High School	467
8	-1	Kansas Flint-Hills	187	Emporia High School	384
9	2	Northern South Dakota	179	Aberdeen Central High School	360
10	--	San Fran Bay (CA)	170	James Logan High School	616
11	-2	New York City	169	The Bronx High School of Science	888
12	--	Eastern Ohio	162	Perry High School	358
13	--	Show Me (MO)	156	Blue Springs South High School	375
14	6	Illini (IL)	151	Downers Grove South High School	376
15	13	Montana	150	Glacier High School	340
15	3	Nebraska	150	Millard North High School	448
17	-2	Northern Ohio	147	Canfield High School	333
18	-4	New Jersey	146	Ridge High School	429
19	-3	Sunflower (KS)	145	Valley Center High School	416
20	1	Ozark (MO)	142	Central High School - Springfield	597
21	-2	Rocky Mountain-South (CO)	141	George Washington High School	436
22	--	Heart Of America (MO)	139	Liberty Sr. High School	637
23	-7	Sierra (CA)	138	Sanger High School	483
24	-2	Southern California	137	Claremont High School	337
25	-1	South Texas	134	Bellaire High School	534
26	--	West Kansas	127	Salina High Central	325
27	--	Utah-Wasatch	126	Sky View High School	331
28	17	Western Ohio	124	Centerville High School	238
29	1	Carver-Truman (MO)	122	Neosho High School	374
30	1	Northern Illinois	121	Glenbrook North High School	385
30	7	Sundance (UT)	121	Bingham High School	378
32	1	Deep South (AL)	120	The Montgomery Academy	275
32	-7	Central Minnesota	120	Eastview High School	415
32	-1	Southern Minnesota	120	Eagan High School	374
32	1	New England (MA & NH)	120	Newton South High School	289
32	36	South Carolina	120	Southside High School	370
37	-8	West Iowa	118	Dowling Catholic High School	386
38	-5	East Texas	116	William P. Clements High School	356
39	-2	Golden Desert (NV)	115	Green Valley High School	326
40	13	Idaho Mountain River	114	Highland High School	332
41	4	Central Texas	112	Winston Churchill High School	302
41	6	Idaho Gem of the Mountain	112	Mountain Home High School	277
43	15	North Coast (OH)	111	Solon High School	237
44	-7	Colorado	110	Cherry Creek High School	470
44	-1	Florida Panther	110	Lake Highland Preparatory	342
44	-3	South Kansas	110	Fort Scott High School	247
44	-1	New Mexico	110	East Mountain High School	208
48	-6	Eastern Missouri	109	Pattonville High School	243
49	-12	Lone Star (TX)	106	Plano Sr. High School	278
49	9	North Texas Longhorns	106	Plano East Senior High School	191
51	--	Colorado Grande	103	Pueblo West High School	204
51	-1	Tarheel East (NC)	103	Cary Academy	349
53	-6	Arizona	102	Desert Vista High School	323
53	3	Northeast Indiana	102	Chesterton High School	386
55	2	Heart Of Texas	100	Hendrickson High School	393

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

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
55	--	Space City (TX)	100	Cypress Woods High School	297
57	5	Pittsburgh (PA)	99	North Alleghany Sr. High School	489
57	1	Wind River (WY)	99	Green River High School	300
59	-8	Great Salt Lake (UT)	98	Skyline High School	309
60	-11	Big Valley (CA)	95	Turlock High School	187
61	-8	West Los Angeles (CA)	94	Fullerton Joint Union High School	225
61	15	Greater Illinois	94	Belleville West High School	146
61	1	Valley Forge (PA)	94	Truman High School	165
64	1	Georgia Northern Mountain	93	Alpharetta High School	305
65	4	South Florida	91	Ransom Everglades Upper School	207
65	2	Northern Wisconsin	91	Appleton East High School	347
65	6	Hole In The Wall (WY)	91	Cheyenne Central High School	212
68	-7	Northern Lights (MN)	89	Moorhead High School	202
68	--	Inland Empire (WA)	89	Coeur D'Alene High School	193
68	-6	Southern Wisconsin	89	Brookfield East High School	216
71	2	Hoosier Heartland (IN)	87	Fishers High School	236
72	5	Puget Sound (WA)	85	Newport High School	181
73	-3	Mississippi	84	Oak Grove High School	169
74	5	Nebraska South	82	Lincoln East High School	216
75	-2	Carolina West (NC)	81	Ardrey Kell High School	218
75	-2	UIL (TX)	81	Brownsboro High School	168
77	-5	Tennessee	80	Morristown West High School	235
78	-11	New York State	78	Scarsdale High School	246
79	12	East Oklahoma	77	Tulsa Washington High School	211
79	-1	North Oregon	77	Westview High School	284
81	-1	Western Washington	76	Gig Harbor High School	283
82	--	Kentucky	75	Rowan County Sr. High School	217
83	1	Rocky Mountain-North (CO)	74	Rocky Mountain High School	187
83	-3	Florida Sunshine	74	Pine View School	327
83	1	Tall Cotton (TX)	74	Central High School - San Angelo	153
86	--	Georgia Southern Peach	73	Carrollton High School	172
86	1	Western Slope (CO)	73	Central of Grand Junction High School	127
88	-1	West Oklahoma	71	Norman North High School	181
89	-2	North Dakota Roughrider	69	Fargo Shanley High School	148
89	6	LBJ (TX)	69	Richardson High School	193
91	-9	East Iowa	68	West High School - Iowa City	177
92	2	Capitol Valley (CA)	67	Granity Bay High School	205
92	9	Arkansas	67	Bentonville High School	106
94	-3	Chesapeake (MD)	65	Baltimore City College High School	152
95	2	Maine	64	Cape Elizabeth High School	147
96	-5	Hoosier Crossroads (IN)	62	Warren Central High School	131
96	2	Gulf Coast (TX)	62	Gregory Portland High School	200
98	--	West Virginia	61	Wheeling Park High School	119
99	-3	Yellow Rose (TX)	59	Princeton High School	196
100	--	Louisiana	57	Lafayette High School	142
101	-14	Michigan	56	Portage Northern High School	127
101	2	South Oregon	56	Ashland High School	87
103	-1	Virginia	55	Broad Run High School	178
104	1	West Texas	54	El Paso Coronado High School	132
105	-2	Pacific Islands	52	CheongShim Int'l Academy	135
106	-1	Hawaii	47	Kamehameha Schools	110
106	1	Sagebrush (NV)	47	Reno High School	145
108	--	Iroquois (NY)	37	Towanda Jr. - Sr. High School	96
109	--	Pennsylvania	33	Greensburg Salem High School	53



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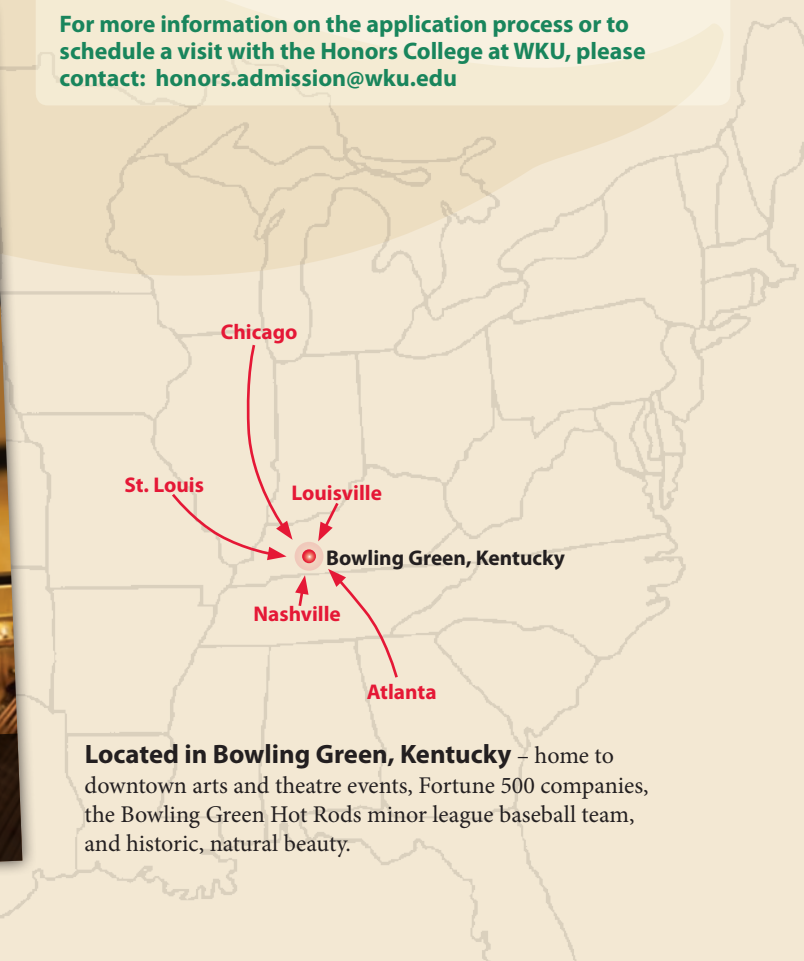
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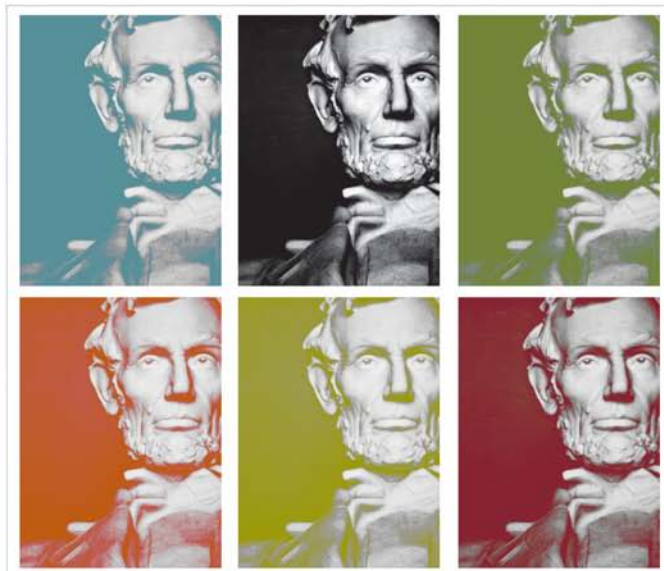
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