

A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

Rostrum

NATIONAL
FORENSIC
LEAGUE
SPEECH & DEBATE HONOR SOCIETY

VOLUME 88
ISSUE 1
SUMMER 2013



BIRMINGHAM 2013

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12.07.13 Junior Hilltopper
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WKU TEAM AUDITIONS

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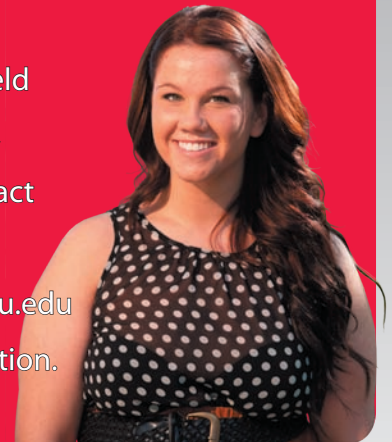
Fri. morning,

12/13. Contact

Jace Lux at

jace.lux@wku.edu

for a reservation.



*Interested in Hearing More About WKU Forensics? ~ Email jace.lux@wku.edu ~ or visit www.wkuforensics.com
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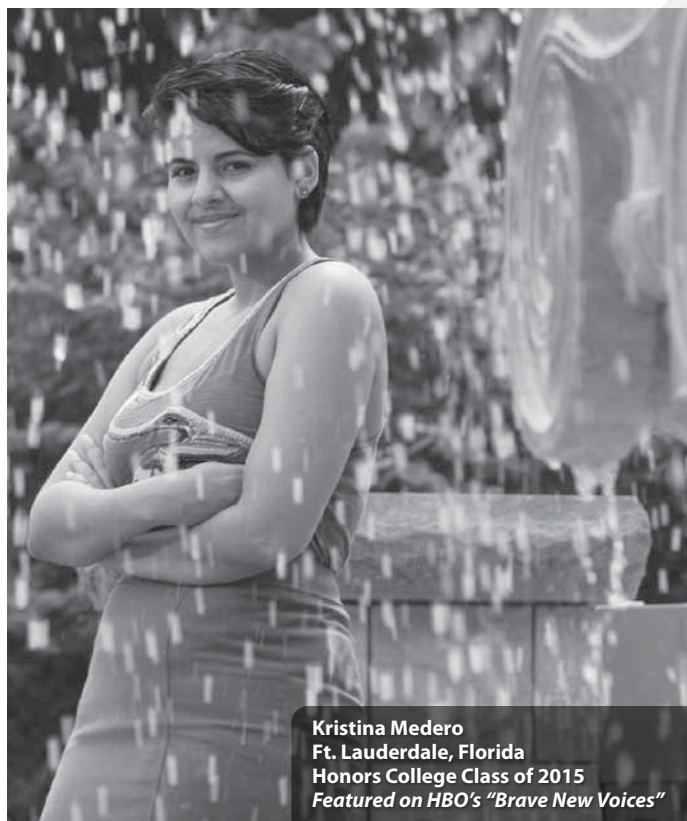


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Editor's Note



New in 2013-14, *Rostrum* is moving to a **quarterly publication cycle** (Summer, Fall, Winter, and Spring). Watch for issues packed with content in September, November, February, and April. In addition, we're adding a **student-driven digital publication**, with new issues released at least twice a year, to enhance our program offerings and communications for our student members. Encourage your students to log in to our website at www.nationalforensicleague.org and register for a free account to start receiving these updates and more!

From the Editor



This issue of *Rostrum* serves to commemorate the achievements and special events of this year's National Tournament in Birmingham, Alabama. Everyone who attended owes the excellence of their experience to our devoted host committee, including Jay Rye, Oliver Parker, Allison Parker, Kristy Kruse, Thea Ford, John McWilliams, Kenny Barfield, Chris Colvin, and Katy Olienyk, whose attention to every detail created a smooth and quality tournament.

I'd also like to thank the many volunteers, tournament officials, and national office staff who show their love of this activity and what it does for young people by dedicating their time and talent again and again.

Memories of June's events are still vivid, as the tournament always reinforces how gifted and accomplished our student members are. We have plans to tap into that talent and acumen this year with the advent of our Student Leadership Committee, which will give students input regarding several League strategies and the opportunity to serve in leadership roles across the organization. Student topic voting is another way we're hoping to involve students this year, and they've already had a chance to weigh in on the first topics of the year. You can read more about these opportunities on pages 17-19.

Thanks for a memorable time in Birmingham, and I look forward to seeing all of you June 15-20, 2014, in Overland Park, Kansas, for next year's tournament!

Sincerely,

J. Scott Wunn
Executive Director
National Forensic League

Rostrum

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2013-2014 Topics

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

*For additional updates
about topics and voting in
2013-2014, see pages 10-12.*

Topic Release Information

Public Forum Topic Release Dates

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

Lincoln-Douglas Topic Release Dates

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

2014-2015 Policy Debate Topic Voting

- Topic synopsis printed in the Summer *Rostrum* (pages 38-40)
- Preliminary voting occurs online in September-October
- Final voting occurs online in November-December
- Topic for 2014-2015 released by the NFHS in January 2014

SEPTEMBER/OCTOBER 2013

Public Forum Debate

Unilateral military force by the United States is justified to prevent nuclear proliferation.

SEPTEMBER/OCTOBER 2013

Lincoln-Douglas Debate

Resolved: In a democracy, voting ought to be compulsory.

2013-2014

Policy Debate

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

2013-2014 PARTNER CONTEST

International Public Policy Forum

Resolved: As a last resort, unilateral military force is justified to minimize nuclear weapons proliferation.

2013-2014 PARTNER CONTEST

American Legion Oratorical Contest

See page 8 for details.

It's time to **share** your achievements with all of your **friends!**

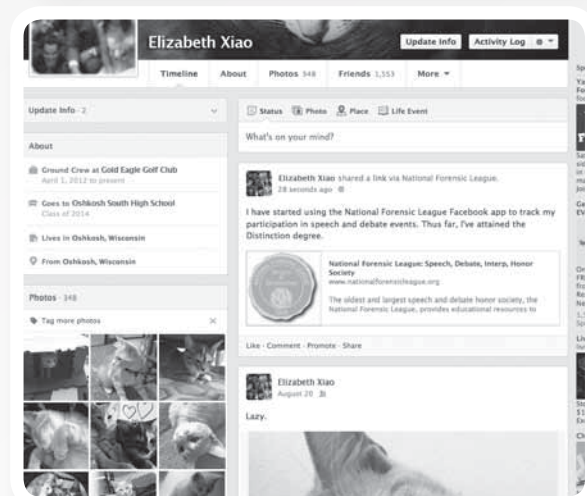
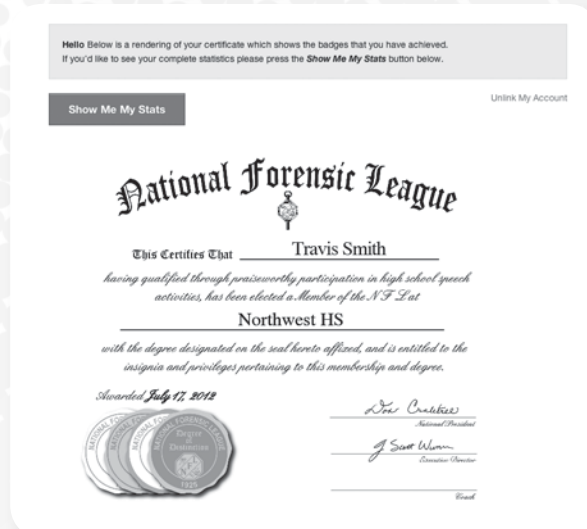
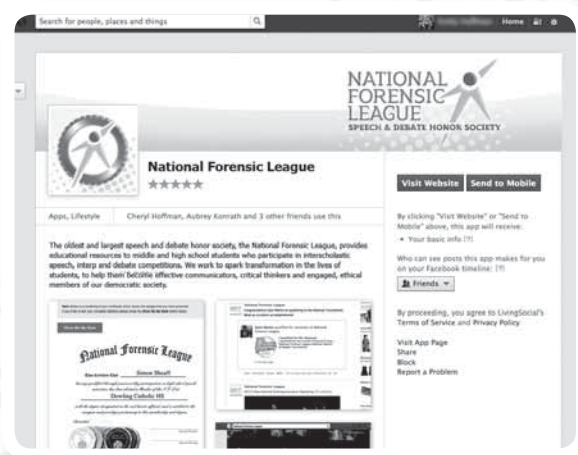
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- Get your friends talking about speech and debate!



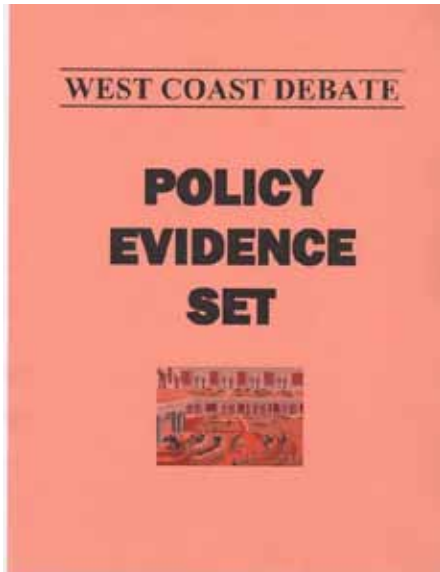
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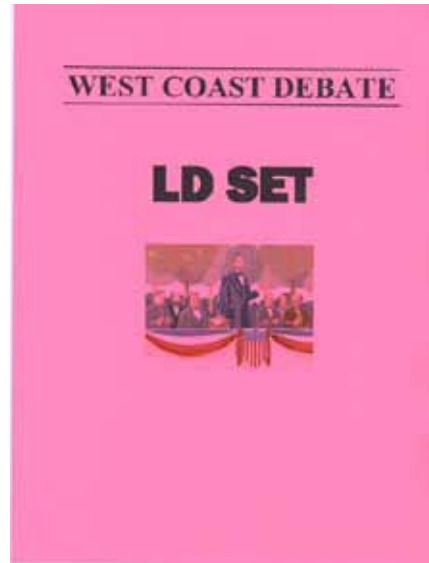
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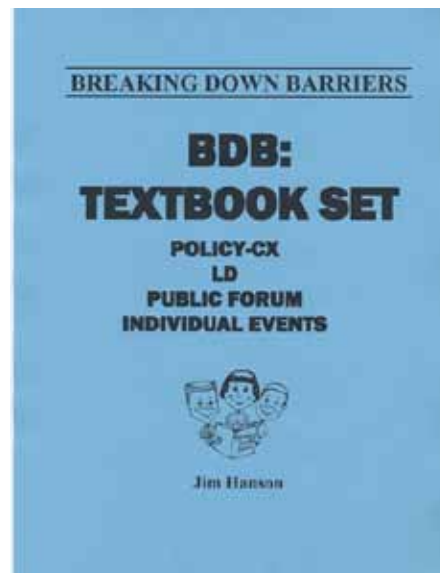
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American Legion Oratorical Contest

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



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

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



photo: Eldon Lindsay

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

Leadership

Board of Directors Spring Minutes

May 17-19, 2013
Birmingham, AL

The Board of Directors held its spring meeting May 17-19, 2013, in Birmingham, AL. Present were President Don Crabtree, Vice President Pam Cady Wycoff, Kandi King, Brother Kevin Dalmasse, Pam McComas, Tim Sheaff, Tommie Lindsey, Jr., Dave Huston, and Steven Schappaugh. Alternate Jay Rye was also present.

Staff members in attendance included Executive Director J. Scott Wunn, Cherian Koshy, Adam Nelson, Vicki Pape, and Adam Jacobi.

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

National Speech & Debate Association

Moved by Crabtree, seconded by Wycoff: “The organization, National Forensic League, should officially change the name by which it does business to National Speech & Debate Association. National Forensic League, National Junior Forensic League, and their protected marks will continue to represent the honorary societies within the organization.”

Passed: 9-0

The historic vote occurred following two years of careful study by the Board of Directors, which included professional branding and naming consultation, legal trademark consultation, discussions with district leadership, nationwide membership surveys, and a series of four virtual public meetings in which members could express their views. The transition to the new name will begin later this school year, with full implementation anticipated by Fall of 2014.

Student Leadership Committee

Moved by Wycoff, seconded by McComas: “Every chapter will have the opportunity to name a student to the newly formed Student Leadership Committee, which will serve as a youth connection for the Association, which will be directed by the national office for the organization.”

Passed: 9-0

The Student Leadership Committee was proposed as a means to increase student engagement and input opportunities during the secondary school experience and to initiate an ongoing connection with alumni. For more information, see page 17.

School Awards

Moved by Schappaugh, seconded by King: “Implement the School of Excellence Proposal A-F (School Awards) for the 2013 National Tournament.”

Passed: 8-0-1

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

Abstain: Lindsey

Since the award's creation, the Board evaluated the School of Excellence award criteria, taking into account the establishment of additional team events and changes in entry rules. The approved changes ensure continuity among events—individual, team, speech, or debate—while recognizing school achievement rather than individual success. To review the new system, see page 90.

Spring Minutes *(continued)*

School Participation Certificates

Moved by Wycoff, seconded by McComas: “Implement the School of Excellence Proposal H (School of Participation Certificates) for 2014.

Passed: 8-0-1

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

Abstain: Lindsey

To increase school recognition opportunities, the Board will award all schools (not just first-time schools and milestone schools) a formal certificate of participation for the National Tournament each year. First-time and milestone certificates will maintain special markings.

Extemporaneous Speaking

Moved by Wycoff, seconded by King: “For the 2013-14 school year, add the following language to the event rules in the League Rules and Procedures Manual and the Extemp ballot: ‘Students in Extemporaneous Speaking are encouraged, but not required, to stay and watch the remaining speakers after they deliver their speech. Students who are double entered may be able to observe as time permits.’”

Passed: 9-0

Some Extemp competitors have not been permitted to observe the round after completing their speech. Through this ballot language, the Board intends to clarify to judges that students can remain in the room and increase observations in the event to bolster its educational value.

Schools Per Tournament Rule

Moved by Schappaugh, seconded by Sheaff: “Require a minimum of four schools be present at a tournament for League merit points to be earned in all events.”

Passed: 9-0

The Board was presented with this requirement as a method of streamlining the minimum schools rules to create consistency between speech and debate.

Middle School Coaching Points

Moved by King, seconded by Huston: “Amend the rule to allow for two points per hour of coaching middle school students, as opposed to two points per day, and maintain the 50-point limit per year.”

Passed: 9-0

The Competition and Rules Committee recommended this change to the board to give greater impact to this particular method of student service.

Student Voting on Debate Topics

Moved by Schappaugh, seconded by McComas: “Allow student members to vote on the proposed debate topics where a vote is held to determine the topic debated. Create a weighted system of counting the votes where the coaches vote is worth 75%, and the student vote is worth 25%. Note: As this voting will occur via our website, students will be required to be registered users of the site in order to vote.”

Passed: 9-0

The Competition and Rules Committee recommended this change to enhance student engagement in the organization and activity.

National Invitational Tournament

Moved by Sheaff, seconded by McComas: “Pursue the logistics of creating a national level invitational tournament through committee action, with the goal of it beginning in Overland Park in 2014.”

Passed: 9-0

The official establishment of an invitational tournament HAS NOT occurred at this time, but will be reviewed at the fall Board meeting in late September. Each year, more than 50% of the schools that attempt to qualify students for Nationals are unable to do so. In addition, only 10% of the District Tournament entries qualify for Nationals. The Board continues to pursue ways to increase the number of schools and student members who can receive some type of quality national level competition. The Board has decided to explore the creation of a national level invitational tournament that would provide this opportunity to a certain number of students and schools that were unable to qualify for the National Speech & Debate Tournament.

Spoken-Word Poetry Competition

Moved by Wycoff, seconded by Sheaff: “Charge the Executive Director and Competition and Rules Committee to develop a national in school spoken-word poetry competition for review and adoption at the fall Board meeting.”

Passed: 9-0

In 2013, the League partnered with Daniel Beaty, former DI champ, to hold a spoken-word poetry competition for students via YouTube and exhibited at Nationals. The contest was a popular and powerful addition to the League’s competitive offerings and is poised to draw increased interest.

Student of the Year Award

Moved by Schappaugh, seconded by King: “Create the William Woods Tate, Jr., National Student of the Year award.”

Passed: 9-0

The Board determined that the National Student of the Year Award was an appropriate way to honor the dedication and commitment that Mr. Tate exhibited toward the students of the organization during his tenure as a leader himself.

Data Acquisition/Affirming the Honor Code

Moved by McComas, seconded by Huston: “Request additional student and member school data and require affirmation of the Code of Honor. In Year One, require *new* students to register; in Year Two, require *all* students to register.” (For the complete description and timeline, see pages 14-16.)

Passed: 9-0

The National Speech & Debate Association is committed to being a key advocate for our activity. In order to approach important decision makers such as principals, school boards, community members, and other stakeholders in society, we need to be able to discuss the role of speech and debate from a data-driven perspective. This means being able to confirm participation numbers in local, regional, and national activities by gender, ethnicity, as well as being able to ask students for information that will aid the organization in directing grant-making and resource support. As an honor society, we also believe student members should be required to be aware of and affirm the honor code of the organization. This effort will keep students informed of resources, designed specifically for them, that will aid them competitively. Finally, as they progress through college and career, students will be provided advanced networking features and resources to help them take advantage of a truly lifelong membership experience.

Rostrum Magazine

Moved by Wycoff, seconded by Lindsey: “Move to a quarterly *Rostrum* publication with an additional digital student publication published twice a year.”

Passed: 9-0

The Board felt strongly the addition of a student focused digital publication would enhance program offerings and communications to our member students. By moving the primarily coach focused *Rostrum* to a quarterly publication, the national office will have the appropriate time and staffing resources to provide both publications.

Spring Minutes *(continued)*

Public Forum Topics

Moved by Dalmasse, seconded by Schappaugh: “Change the initial Public Forum topic to a two-month topic in September/October and then revert to a month-to-month topic.”

Passed: 5-4

Aye: Crabtree, King, Dalmasse, Huston, Schappaugh

No: Wycoff, Lindsey, McComas, Sheaff

A two-month topic to start the year will benefit novices who have more time to learn and improve their skills without switching topics. It may also allow more schools to take advantage of the contest opportunity with a focus on one topic area. The topic will still coincide with the International Public Policy Forum (IPPF) topic area.

Lincoln-Douglas Topics

Moved by Wycoff, seconded by McComas: “The Association will designate a resolution for novice Lincoln-Douglas Debate to be used in the first two months of a novice season—‘Resolved: Civil disobedience in a democracy is morally justified.’”

Passed: 9-0

The Board considered this approach after studying the positive benefits from states that have already adopted

this practice. Establishing a resolution for the first two months of the novice season enables the League to create educational materials that can be updated and improved year-to-year, and allow educators to have a consistent topic geared toward novices that will enhance and streamline their novice LD curriculum, particularly after the first year of implementation. Coaches are encouraged to check with tournament hosts in their area before exclusively prepping for one topic over another.

Casebook Questions

While not an official motion, the Board directed the Executive Director and the Competition Rules Committee to create potential casebook questions and answers that can serve the purpose of rules clarification for District and National competition.

Future Board Meeting

Moved by McComas, seconded by King: “Hold the fall Board meeting in Des Moines, IA on September 27-29.”

Passed: 8-0-1

Abstain: Lindsey

The meeting adjourned Saturday at 5:00 p.m. 

LEARN MORE

At the spring Board meeting, the League adopted a variety of changes in order to enhance the current membership experience. The following articles supplement the minutes found on pages 9-12. For additional information, email info@nationalforensicleague.org.

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- 14 Data Acquisition/Affirming the Honor Code
- 17 Student Leadership Committee Nominations
- 18 Additional Opportunities for Your Students
- 90 National Tournament School Awards

What's In a Name?

Below is the text of a speech given by James M. Copeland, Director Emeritus, during the District Chair Luncheon and Seminar at the 2013 National Tournament in Birmingham.

S ometime in the early 1990s, the national office received a telephone call from a producer at CBS News inviting me to appear on a program about forensics. I assured him that as much as I wished to appear on CBS, I thought he probably misunderstood exactly what the National Forensic League did. (I did tell him that famous CBS News anchor Dan Rather had been a student member of the League in Texas.)

Forensics. No word has suffered such a severe change of meaning as “forensics.” Originally, forensics referred to testifying in court. Fictional characters like Quincy or Dexter are referred to as “forensic pathologists”; the forensic part is court testimony, while the pathology part is the autopsies, bullets, and blood. Early academic debate societies used the word “forensic” to represent the practice of public speaking and debating in contests. Now, popular TV shows convince Americans that “forensics” means the collection of physical evidence in crime cases by police officers.

NFL. No acronym has suffered such a severe change in meaning as NFL. In 1925, Bruno E. Jacob obtained a registration for the National Forensic League logo from the U.S. copyright office. In 1933, George Halas invented the National Football League. After Super Bowl I, “NFL” meant National Football League to everybody in

America except the high school speech and debate community.

Our name and the acronym we use to reference it means something else to almost everybody. Other than endless, irritating old jokes—“do you play line or backfield?” or “how can you stand all those bodies?”—what’s the harm?

The harm is that nobody, especially the media, knows who we are. The harm is that foundations, corporations, and funders who could help us don’t know what we do.

I would argue that our activity would receive more media recognition for the work of our students and teachers if the name of our organization offered a clear statement of who we are. I would argue that our activity would receive more foundation and corporate financial support, to be used for expansion of speech education opportunities for youth, if the name of our organization offered a clear statement of what we do.

Recently, after a year of debate and study, the Board of Directors agreed to adopt a new corporate name: the National Speech & Debate Association.¹ Whether you favor this name or not, I believe you and I would agree that it provides a crystal clear picture of who we are and what we do.


But wait. What about our fine old names, which have carried the weight of history and tradition for 88 years? Must these elegant and beloved names be cast

aside and consigned to the rubbish bin of history? Absolutely not! These names on our certificates, pins, plaques, and trophies—these names engraved in our minds and hearts—will continue to thrive and flourish...unchanged!

Our Executive Director, President, and Board have wisely created the National Speech & Debate Association as an umbrella organization. Under that corporate umbrella will continue a number of speech and debate organizations. The National Forensic League, National Junior Forensic League, and Pi Kappa Delta will certainly be there forever; and new speech and debate initiatives may be added.

I really like Scott Wunn’s analogy: Yum! Brands, Inc., is the name of the corporate umbrella for several varied and distinct restaurants: Taco Bell, KFC, Pizza Hut, WingStreet. Each division has its own design, history, culture, target market, and organizational structure. Most people who work or eat there do not notice Yum! As Col. Sanders might explain: “‘Yum!’ may be the corporation, but KFC is the chicken.”

The National Speech & Debate Association will attract media and community engagement. The NFL and NJFL will continue to educate and compete unchanged, but better supported.

This will be a win-win situation where everybody wins, especially you. 

¹ **Editor’s Note:** *The transition to the new name will begin later this school year, with full implementation anticipated by Fall of 2014.*

Data Acquisition and Affirming the Honor Code

By September 2014, all student members will be asked to register for an account on our website and agree to abide by the League's Code of Honor. Here's how it will work.

This fall brings some changes to the process by which high school students register for our website and how we determine what students count toward a school's strength.

During the 2013-2014 school year, new students will need to register for our website and agree to abide by our Code of Honor before they count toward your program's members and degrees. By September 1, 2014, every student on your team will need to have done the same.

Read on to learn about the rationale and benefits of the new online student registration process and how it will be phased in over the next two years.

Rationale and Benefits

Why are we doing this? For starters, we are committed to being a strong advocate for speech and debate. Inevitably, key stakeholders such as principals, school boards, parents, donors, and other community members want to know that their money is being invested wisely and that our programs are making a difference in students' lives.

By collecting additional information from our members, we'll be able to obtain the data we need to build a better case for support for our activity. This means being able to confirm participation

numbers in local, regional, and national activities by gender, ethnicity, as well as being able to ask students for information that will aid the organization in directing grant-making and resource support.

For students, the benefits are immediate and tangible. By logging in and creating an account on our website, students will be kept informed of the resources designed specifically for them that will aid them competitively. The League will be publishing a digital student magazine starting this fall, and we'll be distributing that publication via email. Moreover, with student GPA and standardized test scores, we'll be better equipped to match students with scholarship opportunities for which they might be qualified. Finally, as they progress through college and career, students will be provided advanced networking features and resources to help them take advantage of a truly lifelong membership experience.

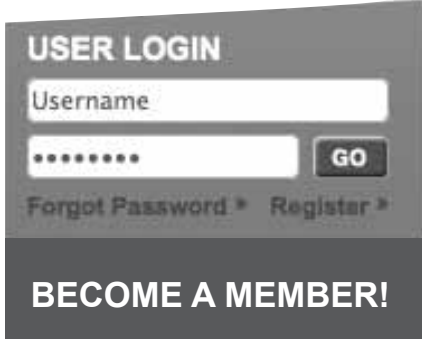
► Students may access the online registration page by clicking the orange "Become a Member" button in the top left corner of our home page, www.nationalforensicleague.org.

How To Register

The registration process is simple. Once you add a student to the Points Application, that student can get started by clicking the orange "Become a Member" button on our home page (see Figure 1). Once there, students should select "Student" from the "Role" dropdown menu (see Figure 2). They should find their state, school, and name from the new dropdown menus that appear, and then enter their city, state, email address, and gender below (see Figure 3).

They will also be given the option to provide their race/ethnicity and information about whether they receive a free or reduced price lunch, their GPA, their standardized test scores, and the

Figure 1

The image shows a dark-themed user interface. At the top, it says 'USER LOGIN' in white. Below this are two input fields: 'Username' and a password field represented by dots. To the right of the password field is a 'GO' button. Below the input fields are two links: 'Forgot Password >' and 'Register >'. At the bottom of this section is a large, bold, white button that says 'BECOME A MEMBER!'.

▼ Students must first select their role ("Student") and then find their state, school, and name in the dropdown menus that appear below.

Figure 2

college or university they plan to attend. Then, before they can finish registering, students will be required to affirm that they agree to abide by the League's Honor Code. Once the students finish registering for the site, they'll receive an email with a confirmation link. They just need to click that link, and they'll be all set!

Timeline

The new requirement is being phased in over two years to give everyone time to become familiarized with the process. *(For the complete timeline, please see Figure 4 on page 16).* While only new students are required to take part in the first year, it is our hope that even more students will log in and gain access to the benefits outlined earlier.

Conclusion

As an honor society, we believe student members should be required to be aware of and affirm the honor code of the organization. In addition, in order to approach important decision makers in society, we need to be able to discuss the role of speech and debate from a data-driven perspective.

Ultimately, our goal is to better serve you, our members—and we believe the new registration process will allow us to provide more robust services to individual students, our member schools, and to individual regions and districts.

If you have questions that are not answered here, please do not hesitate to contact us at info@nationalforensicleague.org.



Figure 3

▲ Required fields include role, first name, last name, city, state/province, country, student email, and gender. Students should create a username and password, then agree to abide by the Honor Code before clicking "Continue."

Below is the complete data acquisition proposal and timeline as adopted by the Board.

Year One (2013-2014):

1. Coach enters new students in the Points Application.
2. Once the student receives 25 points, a membership is issued. The coach receives a certificate and is billed for the membership.
3. The student has earned basic membership and will receive all degree recognition earned in the future. However, the **school's strength in total members and degrees** will *not* reflect that particular student's degrees, nor will that particular student be allowed to enter the District Tournament series, until the student has registered on the website and affirmed his or her adherence to the Code of Honor.
4. In year one, all new members are required to register on the website.
5. All members, new and old, who have registered on the website and have affirmed the honor code, will receive the following:
 - a. Digital Student Publication (see page 18).
 - b. Student can vote for topics (see page 18).
 - c. Student is eligible to be chosen as a delegate to the Student Leadership Committee (see page 17).
 - d. Student is included in the rankings system.
6. If a school has all new members and current members registered on the site by December 1, 2013, the school receives the following:
 - a. Two additional entries to Districts, not to exceed four in any one category.
 - b. Five free entries to any one of the new National Forensic League Online tournaments offered that year (see page 19).
7. Throughout the year, the League will continue to auto email coaches with the list of students who are not registered on the website with a warning about the next year's rules.

Year Two (2014-2015):

1. Continue required policies for new students.
2. Starting September 1, 2014, the degrees for all existing members only count if the student has registered on the website and has affirmed the Code of Honor.
3. In Year Two, schools can only compete at District Tournament if all active member students have registered on the website and have affirmed the Code of Honor.
4. All members, new and old, who have registered on the website and have affirmed the Code of Honor, will receive the following:
 - a. Digital Student Publication (see page 18).
 - b. Student can vote for topics (see page 18).
 - c. Student is eligible to be chosen as the Student Leadership Committee member (see page 17).
 - d. Student is included in the rankings system.

NATIONAL FORENSIC LEAGUE CODE OF HONOR

Integrity: An honor society member obeys the highest ethical standards and adheres to the rules of the organization. Members recognize that integrity is central to earning the trust, respect, and support of one's peers. Integrity encompasses the highest regard for honesty, civility, justice, and fairness.

Humility: A member does not regard him or herself more highly than others. Regardless of a person's level of success, he or she always looks beyond oneself to appreciate the inherent value of others.

Respect: A member respects individual differences and fosters diversity. He or she promotes tolerance, inclusion, and empowerment for people from a variety of backgrounds.

Leadership: A member influences others to take positive action toward productive change. League members commit to thoughtful and responsible leadership that promotes the other core values in the Code of Honor.

Service: A member exercises the talents he or she has been given to provide service to his or her peers, community, and the activity. At all times a member is prepared to work constructively to improve the lives of others.

Student Leadership Committee Nominations

Recognize an exemplary student, give him or her a meaningful leadership experience, and help your school be in closer communication with us so we can serve you better!

With the start of the 2013-2014 school year, the National Forensic League is pleased to inaugurate the Student Leadership Committee (SLC) program.

Each school year, every school will be able to nominate a student to serve on the SLC. That student's role will be to use the leadership skills he or she demonstrates as a student, competitor, and team member to help facilitate communication between us and his or her peers, and to provide valuable feedback from your school's students and faculty about how we can best work with and relate to you. Students will also have unique opportunities to participate in leadership development activities in a real-world setting as they gain exposure to the behind-the-scenes operations of a national nonprofit organization. You should nominate the student you want to be your team's voice in


the conversations we have with our youth members. That student will be expected to:

- ▶ Attend at least four web-based meetings with fellow SLC members and our Manager of Advancement and Community Relations during the school year;
- ▶ Provide feedback following each meeting;
- ▶ Help facilitate ongoing dialog between the League and student members.

In early 2014, he or she will have the opportunity to run for the SLC Executive Panel, a group of 10 students (distributed across the country based on geographic regions) who will work closely with us to design and complete service projects, help collect information to evaluate the impact of our programming on the student experience, and

participate in leadership training experiences that will help prepare them to apply for college, internships, and more. The full cohort of SLC members will continue to convene on a regular basis until the end of the school year.

Nominations are due Friday, September 20, 2013. The student you nominate will receive an electronic communication asking the student to confirm his or her willingness to be an active member of the SLC and carry out the responsibilities listed above. Should your student decline, we will let you know and you will have the opportunity to make a second nomination.

We hope you take advantage of this new initiative by nominating a student. We believe the SLC will benefit our students, coaches, and the organization overall as we are able to become more responsive to input from our membership. 

Coaches may access the online form at this link: www.nationalforensicleague.org/SLC

The nomination deadline is Friday, September 20, 2013.



Additional Opportunities for Your Students

We're eager for even more student input with the advent of our student-driven digital publication, debate topic voting, and the official launch of our virtual squadroom.

Student-Driven Publication

In tandem with the new Student Leadership Committee (SLC) program described on page 17, the National Forensic League is adding a **student-driven digital publication**, with new issues released at least twice a year, to enhance our program offerings and communications for our student members.

Working with national office staff, SLC members will contribute content and guide the overall direction of the newsletter—including what to call it.

Students who join the SLC will be able to suggest name ideas and then take a vote on the best ones.

If other students on your team are not part of the SLC, they can still be involved! Invite them to log in at www.nationalforensicleague.org and register for a free account on our website so they can receive the first newsletter when it is available later this fall. For a step-by-step guide on how students may register for our website, see pages 14-16.



Student Topic Voting

The Board of Directors voted unanimously at its Spring meeting to allow student members to vote on proposed debate topics where a vote is held to determine the topic debated.

The League has created a weighted system of counting the votes where

the **coach vote is worth 75%** and the **student vote is worth 25%**. Only current students are eligible to vote.

Students must be registered users of the League's website in order to vote. Students may sign up for a free account by visiting us online at www.nationalforensicleague.org

and clicking the orange "Become a Member" button in the upper left corner of the home page.

For more information on registering for our site, see pages 14-16. For a list of current topics and release dates, see page 5.

To access the student vote, log in using this link: <http://nationalforensicleague.org.aspx/survey.aspx>






Virtual Squadroom

Giving students an appropriate number of practice rounds can be difficult. Practice times are limited, students are stretched increasingly thin, and there is a shortage of people who can give students meaningful feedback. To help address these challenges, the League has developed National Forensic League Online, a platform that makes it possible for students to have live, real-time debates and speeches no matter where they or their opponents are. All students need is an Internet connection and a computer with a webcam and microphone, and they can practice with anyone—whether they want to work exclusively with someone from their team or with League members anywhere in the world. Debates and speeches are recorded, so coaches can offer detailed feedback, even if they're not able to watch the round as it happens. Only League members can use the platform, which also has extensive privacy controls, so there's no need to worry about safety or security.

Moreover, the League plans to offer a number of online tournaments each year, to help teams supplement their existing schedules. Look for these to start later this fall. Plus, if a school has all of its member students registered on the website by December 1, 2013, that school gets five free entries to any one of those online tournaments.

Log into www.virtualsquadroom.org with your website username and password, and have your students do the same, to get started! 

**Read about the two-month
Public Forum topic for
September/October and the
suggested novice Lincoln-
Douglas topic for the first two
months of the season on page 12.**

And for Coaches...

Quarterly *Rostrum* Publication Cycle

New in 2013-14, *Rostrum* is moving to a quarterly publication cycle (Summer, Fall, Winter, and Spring). Watch for issues packed with content in September, November, February, and April.

If you or someone you know is interested in writing for *Rostrum*, we'd love to hear from you! Articles should have current significance to the high school speech and debate community, including coaches, competitors, and judges.

For more details, including our editorial calendar, submission guidelines, and more, visit us online or email us at editor@nationalforensicleague.org.

ForensicsOnline.net

This online community forum remains a vibrant and vital part of connecting and supporting our network of coaches, students, and alumni.

If you are interested in sharing best practices, collaborating on lesson plans and curriculum ideas, and more, we encourage you to keep the conversation going at ForensicsOnline.net. You may also like and comment on our Facebook page (www.facebook.com/NationalForensicLeague) or follow us on Twitter (@NFLspeechdebate).



Special thanks to all of our exhibitors at the 2013 National Tournament Expo in Birmingham, Alabama!

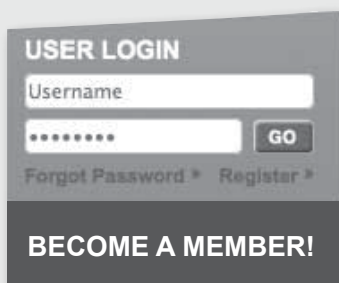
- 2014 Local Hosts: Heartland Pride
- 3P Speech, LLC
- American Legion
- Ayn Rand Institute
- The Black Book Depot
- Bickel & Brewer
- Bradley University
- Champion Briefs
- Colorado College
- ExtempRelief
- Florida Forensic Institute
- The Forensics Files
- George Mason University
- Gustavus Adolphus College
- The Interp Store
- The Joy of Tournaments
- Marian University
- Missouri State University
- National Debate Coaches Association
- Nebraska Debate Institute
- NFHS
- Ozark Delight Candy
- Paul Pinza
- The Perfect Performance
- Picket Fence Forensics
- Randall McCutcheon
- Ripon College
- Simpson College
- SpeechWire
- Southwest Speech & Debate Institute
- Stanford National Forensic Institute
- The University of Alabama
- Victory Briefs
- Western Kentucky University
- William Carey University



LOOKING FOR FINAL ROUND INTERP VIDEOS?

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

1 LOG IN



USER LOGIN

Username

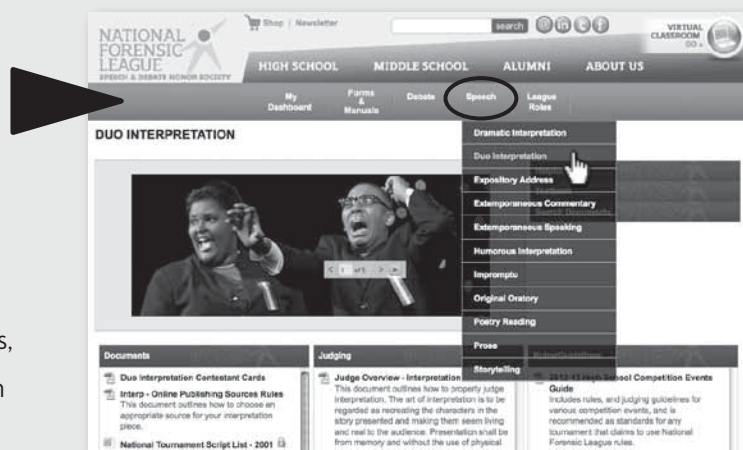
GO

Forgot Password * Register *

BECOME A MEMBER!

TIP: Use the orange toolbar in the dashboard to access all of our resources, located under Debate or Speech, which are categorized by event!

2 EXPLORE



Still want the discs sent to you?

Advisors may complete the updated licensing agreement (available on our website), return with a **\$20 processing fee per DVD**, and we'll get them out to you!

Visit us online at www.nationalforensicleague.org to learn more.



IPPF Celebrates Record Year, Announces Expansion for 2013-14

by Katherine Leal Unmuth, Media & Community Relations Coordinator, Bickel & Brewer



◀ Shanley High School was named the 2012-13 IPPF World Champion. Seen here, (l-r) Bickel & Brewer Partner John Bickel, NYU President John Sexton, and Bickel & Brewer Partner William Brewer present the team with the \$10,000 grand prize.

Association for Urban Debate Leagues, and the International Debate Education Association, among others.

In 2012-13, the IPPF topic was, “Resolved: Adaptation should be the most urgent response to climate change.” After the top 32 teams were selected, they were assigned a negative or affirmative response and volleyed written essays back and forth via email. Teams advanced to the “Sweet Sixteen” and finally to the “Elite Eight” round. The final eight teams received an all-expenses-paid trip to New York City to compete for the \$10,000 grand prize.

Robert Littlefield, professor of communication at North Dakota State University, coached the team from Shanley High School in Fargo, North Dakota. This year, his team took home the grand prize and was named the 2012-13 IPPF World Champion.

“This is the only competitive format that combines both the written and oral advocacy,” said Littlefield, who was inducted this year into the National Forensic League’s Hall of Fame. “It is a unique format in the world, which was very intriguing to me. If you’re reading something and it’s written well, you’re far more likely to be receptive to the

All the world truly is a stage for the student debaters who compete in the annual Bickel & Brewer/New York University International Public Policy Forum (IPPF), the first and only competition that gives high school students from around the world the opportunity to engage in written and oral debates on public policy issues.

The IPPF is celebrating a record-breaking year, and has announced exciting new changes for 2013-14. Last year, 213 high schools, representing 34 states and 30 countries including South Africa and Nepal, entered the competition. Thirty-two teams were then invited to participate in a single-elimination, written debate tournament.

This year, more students than ever before will have the opportunity to compete, as the competition expands to include a top 64 round, which also means more prize money will be awarded.

“This is a significant change to this competition,” said William A. Brewer III, a partner at the law firm of Bickel & Brewer and a founder of the IPPF. “Expanding the ‘elimination round’ to 64 teams will introduce more students to one of the most exciting components of the IPPF, the opportunity to engage in written debate with students from all over the world.”

Founded in 2001, the IPPF is endorsed by leading debate organizations including the National Forensic League, the National

argumentation. It required expertise on the part of the students.”

During the essay rounds, the students read books, academic journals, news articles, and other sources of information, in order to better inform their essays and advocacy.

Rajan Sheth, 18, said the written round helped his team strengthen their persuasive skills and develop high-quality arguments.

“Instead of talking about a single topic for two minutes in a highlight reel, you had to go in-depth to understand the nuances of the argument,” said Sheth, a member of the 2012-13 IPPF runner-up team from Hamilton High School of Chandler, Arizona. “That provided more depth of understanding.”

Sebastian Startz, 17, a member of the Shanley High team, called the written portion of the competition “fundamentally unique.”

“We certainly saw a huge difference from our first essay to our essay going to New York,” Startz said. “Our quality of writing had a huge shift. We took away actual tangible skills—writing, research skills, and communication skills.”

He added that he and his teammates enjoyed feeling that they were not “alone in the world,” as they were able to compete against a team from South Korea over the Internet in the first written round.

During the essay rounds, the competition is “blind” and judges do not know what school they are judging. Littlefield said that removes bias in favor or against a team based on their competitive history.

Sarah Burgess, coach of the Hamilton High team, said that comments from NYU President John Sexton, an IPPF judge, really resonated with her.

“Dr. Sexton said when he did debate in school it was like getting a master’s degree in the topic. I almost felt like the students were doing that,” Burgess said.

In April 2013, the “Elite Eight” high school teams from around the United States and the world gathered to compete at the 12th Annual IPPF Finals. As the students debated whether adaptation

Bigger and Better: IPPF Introduces a Round of 64

What is the IPPF?

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

New this year

The IPPF is expanding this year with the introduction of a “Round of 64”—doubling the number of teams that have previously been invited to participate in the exchange of written debates! The “Top 64” teams will be announced on November 5, 2013. These teams will all earn cash awards and advance on to the single-elimination tournament.

What’s the 2013-14 topic?

This year’s topic is, “Resolved: As a last resort, unilateral military force is justified to minimize nuclear weapons proliferation.” Like Public Forum or Lincoln-Douglas, the debate is whole-resolution. Teams are expected to defend or attack the merits of the topic statement without debating specific policy proposals.

Who can participate?

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

How do you register?

Register online at www.IPPFdebate.com. There is no registration fee.

What’s the deadline?

October 15, 2013, is the registration deadline. The 2,800 word qualifying round essay (negating or affirming the resolution) is due October 22, 2013.

More information?

Visit www.IPPFdebate.com to register your team and to access sample essays, video archives, and more! You can also “like” the IPPF on Facebook at www.facebook.com/IPPFdebate or follow the competition on Twitter (@IPPF1).



▲ Students from Hathaway Brown School in Shaker Heights, Ohio, present arguments during the quarterfinal debates in New York City.

or mitigation was the best response to climate change, viewers from 25 countries outside the United States—many of them debaters themselves—watched via a live stream on the Internet from countries as far-flung as Indonesia and Lithuania.

Inside the stately wood-paneled Harold Pratt House, a mansion constructed in 1919, the students engaged with judges who included Brewer, Sexton, and other attorneys, scientists, academics, and business leaders.

“It was extraordinarily intimidating. That’s what we liked about the competition,” recalled Sebastian Startz. “We were put in a high pressure situation that made us rise to the challenge. The competition in New York is unlike anything I’ve ever experienced before.”

Students recalled how one of the judges, Ocean Conservancy Senior Advisor Dr. Sandra Whitehouse, asked them about ocean acidification, the process by which carbon dioxide absorbed by the ocean is changing seawater’s chemistry.

“One of the biggest things we had to prepare for was the judge questioning period, especially in the last round,” said Nischay Upadhyayula, 17, of the Hamilton High team. “They’re all really qualified in their areas. Scientists and lawyers really experienced in argumentation. We knew we would really be pressed.”

Thomas Startz, 17, a member of the Shanley High team, echoed that sentiment.



▲ In the final debate, the Shanley High School team from Fargo, North Dakota, competed against Hamilton High School from Chandler, Arizona. Shanley took home the grand prize of \$10,000, while Hamilton was awarded \$3,500.

“With the expertise of judges, you don’t have to spend time talking about the basics of the resolutions,” Startz said. “You can delve into the deep, deep aspects of the topic.”

During the finals, parents watched live online, in addition to classmates. When the Shanley team won, they were immediately inundated by text messages and phone calls from friends and family.

The online streaming helps the competition raise its profile nationally and internationally. When the Startz brothers, who are twins, attended the Young Global Scholars program at Yale University this summer, a debater from Spain told them he had watched the final debate online along with other classmates.

“He said, ‘My school watched you online as an example of how to debate,’” recalled Thomas Startz. “People don’t understand just how globalized

something online is. Teams across the world are watching us.”

The twins have watched their debate on the Bickel & Brewer website, where it is still available, to pick out areas where they could improve. They say the archived videos offer teams a way to familiarize themselves with the format.

The Shanley students plan on using half of their \$10,000 prize to fund travel to upcoming debate competitions. The Shanley coach said just making it to New York and winning was a thrill, especially for a team from a small school in North Dakota.

“There was a real warmth coming forward from the people from Bickel & Brewer, NYU, and others,” Littlefield said. “I just really appreciated that.”

In the 2013-14 contest, the topic of the competition is, “Resolved: As a last resort, unilateral military force is justified to minimize nuclear weapons proliferation.” To participate, a 2,800 word essay affirming or negating that resolution must be submitted by October 22. There are no entrance fees or travel expenses, in order to ensure that no team is limited by geography or income.

Students can register online at www.IPPFdebate.com. The website also features a topic primer, sample essays, and an MLA formatting guide. Those interested can also visit the IPPF Facebook page at www.facebook.com/IPPFdebate and follow us on Twitter at @IPPF1. 

For more information or to register, visit www.IPPFdebate.com.

▼ Students from Notre Dame High School in Sherman Oaks, California, compete against East Mountain High School from Sandia Park, New Mexico, during the quarterfinal debates at the Harold Pratt House in New York City.



PRESENTED BY THE
BICKEL & BREWER
FOUNDATION
AND NEW YORK
UNIVERSITY



BIGGER AND BETTER: THE IPPF INTRODUCES A "ROUND OF 64"

MORE PRIZE MONEY. MORE CHANCES TO COMPETE IN THE WRITTEN ROUNDS, AS THE IPPF INTRODUCES A "ROUND OF 64."



The Bickel & Brewer Foundation and New York University proudly announce the 13th Annual International Public Policy Forum (IPPF) – the only competition that gives high school students around the globe the opportunity to engage in written and oral debates on issues of public policy!

This international contest is open to all schools – public and private – for free. It welcomes students across the spectrum of debate and forensic events. High school teams compete for more than \$60,000 in awards and scholarships. In addition, the top eight schools win all-expense-paid trips to the IPPF Finals in New York City!

HERE'S HOW TO PARTICIPATE:

1. Work with your debate coach, English or Social Studies teacher to form a team, then go to www.IPPFdebate.com and register by October 15, 2013. Teams are typically comprised of three to eight students. If your school has a large debate team or multiple student groups that are interested, you may want to register more than one team.

2. After you register, prepare a qualifying round essay on the 2013-2014 IPPF topic:

"Resolved: As a last resort, unilateral military force is justified to minimize nuclear weapons proliferation."

The 2013-2014 IPPF resolution explores the rationale for a military response to nuclear proliferation. The resolution presumes that military action would not be the first response, but rather a last resort after other measures have proven to be ineffective. The resolution calls for a debate about the justification for the use of force and does not call for the affirmative team to present a plan of action.



3. Essays are limited to 2,800 words and may be written from an affirmative or negative perspective. Visit www.IPPFdebate.com to view sample essays and learn how to format your essay. Essays must be submitted by noon CST on October 22, 2013, to ippf@bickelbrewer.com.

4. Qualifying round essays will be evaluated by judges, who will decide which teams advance.

New this year, the IPPF is expanding and introducing a "Round of 64!" The top 64 teams will be announced November 5, 2013. These teams all earn cash prizes and advance to the elimination rounds, where they continue their participation in a written debate tournament.

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

5. **PACK YOUR BAGS!** The final eight teams earn all-expense-paid trips to the April 11-13, 2014, IPPF Finals in New York City. In New York, students will have the opportunity to participate in an oral debate competition before some of the world's foremost experts in debate, business, law, and politics. Previous judges have included NYU President John Sexton, NASA Astronaut Mike Massimino, Ret. General Wesley Clark, National Forensic League Executive Director J. Scott Wunn, and Bickel & Brewer Partner William A. Brewer III.

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



Register today at: www.IPPFdebate.com

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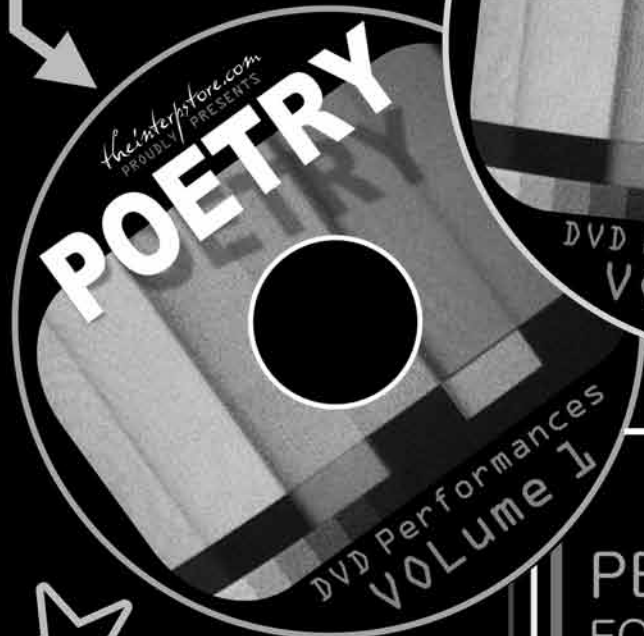
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FOR THE CLASSROOM

HI DI DUO POETRY PROSE DUET

Speech and Debate Experience Helps Thiel Fellows Go the Distance

Each spring as students say goodbye to another academic year and begin making plans for the next, an elite group of young people takes an alternative course, leaving school behind to try their hand at building something that could change the world. They are the recipients of the **20 Under 20 Thiel Fellowship**, a two-year “life accelerator” program created by Silicon Valley entrepreneur, investor, and philanthropist Peter Thiel.

The Thiel Fellows—around 20 are selected each year—each receive \$100,000 and access to an impressive mentor network of entrepreneurs, scientists, venture capitalists, and business leaders in order to pursue their projects. The only requirements are that they must commit themselves to their work, and they must not be enrolled in high school or college during the program.

Most Thiel Fellows work in diverse technology fields, including coding, hardware development, synthetic biology, or advanced energy, but one thread that unites many of them is high school participation on a speech or debate team.



▲ *Danielle Strachman, Program Director*

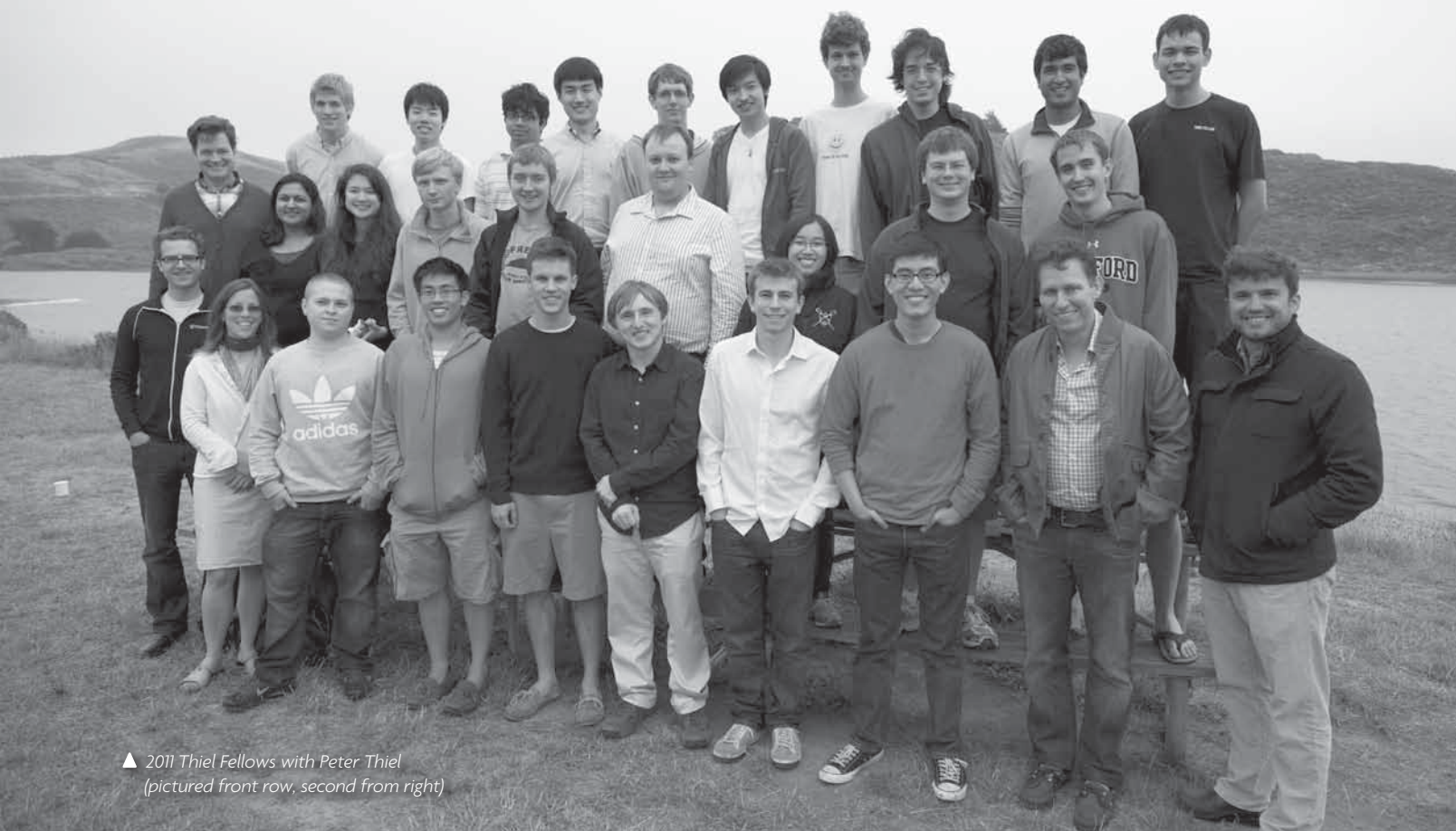
“Because we only award 20 slots each year, our selection process is quite rigorous, including multiple rounds of interviews and a two-minute lightning pitch to an auditorium full of our mentors,” said Danielle Strachman, Program Director of the Thiel Fellowship. “We’re looking for people who have really big, often wild ideas about how to use technology to make the world better,

but we also find that candidates who can clearly express their vision and answer difficult questions are much more likely to become Thiel Fellows.”

Applications for the Thiel Fellowship are accepted from October through December. Applicants for next year’s class must be under 20 years old as of December 31, 2013. According to Danielle, the application is unlike a traditional college application.

“It’s free to apply, and it’s designed to really get at how you think,” she said. “We aren’t looking for the typical resumé-padding things that a college might be. We want to know what you’re passionate about, what makes you tick. We’ve heard from previous applicants that while the process can be daunting, it has helped them figure out what they want to achieve with their lives, and helped set them on a new path, even if they didn’t get into the Fellowship.”

Perhaps not surprisingly, a large percentage of finalists, and many who become Thiel Fellows, have some significant experience with speech and debate events in high school.



▲ 2011 Thiel Fellows with Peter Thiel
(pictured front row, second from right)

**Paul Gu: 2011 Thiel Fellow,
Co-founder of Upstart**

Paul Gu is one of the first Thiel Fellows accepted into the program in 2011. He left Yale to take part in the Fellowship, and he credits much of his success to time spent as a Lincoln-Douglas debater at Corona Del Sol High School in Arizona.

“Debate was the single most valuable thing I did in high school,” said Paul. “From a skills development perspective, it might be the most useful thing I’ve ever done in my life. Debate taught me how to think. It taught me how to apply the same logical, proof-based thinking that you use in math to more qualitative things like policy and philosophical issues.”

Paul became president of his school’s team beginning his sophomore year and represented his school at several national tournaments, including the Tournament of Champions his senior year.

As a Thiel Fellow, he co-founded a company called Upstart that recently raised nearly \$6 million in venture capital funding. Upstart is an online platform that lets people raise money in exchange for a small percent of their future income. According to Paul, Upstart lets people “access capital early on to make the best choices for themselves—invest in their education, pay off student loans, begin a startup company, or just become more financially secure.”



▲ Paul Gu, '09 League alum

As an entrepreneur, Paul uses the skills he learned in debate every day: leading a team, organizing his ideas in a logical, analytical way, and publicly presenting those thoughts to potential partners, investors, and even critics.

**Ritik Malhotra: 2012 Thiel Fellow,
Founder of Stroom**

Ritik Malhotra is another Thiel Fellow with debate experience. He joined the Lynbrook High School team in California his freshman year and worked his way to team captain and eventually co-president his senior year.

"I tried out a wide variety of debate types, but my main event was Parliamentary Debate," said Ritik. "I really liked that you got to work with a friend and that it was spontaneous. It improves your ability to think on your feet and how to craft a winning argument without preparing ahead of time. It's a very practical skill to have and provides a good adrenaline rush, too."

Forensics was a popular club at Lynbrook, and he says that enhanced level of participation among the coaches and students pushed him to always improve his skills. In addition to developing serious critical thinking skills, taking on a leadership position also gave him a sense of what it's like to run a company.

"We managed a large budget and had to allocate and account for everything including how much to charge students, the coaches' salaries, subsidies for tournaments, and since we weren't old enough to hold the bank account, we had to present everything to the booster board for approval. I also helped rebuild our online payment and club management system from scratch when the old system broke down. I got a lot of great hands-on leadership experience," he said.

Ritik has turned that experience into success—first as a student at UC Berkeley and now as a Thiel Fellow. His startup, Stroom, stores users' full video collections in the cloud, including home movies, owned moves, and personal videos, and transcodes them to become fully compatible with any TV, mobile device, or computer.

"As long as you have an Internet connection, you can stream from anywhere



▲ Ritik Malhotra, '10 League alum

in the world, and share with friends and family on their computers or smart phones," Ritik said.

**Entrepreneurship Opportunities are
Blooming: Under 20 Summits**

"It's really amazing how these skills acquired early in life—self confidence, critical thinking, logical presentation of information—can really serve you well whether it's in college or Silicon Valley," said Danielle. "We see this every day, from our reviews with existing Thiel Fellows to the selection process for new Fellows, to our Under 20 Summit events with many sessions led by young attendees."

Danielle created the Under 20 Summit series in 2012 when she was looking for a way to expand the Thiel Fellowship's ideas about self-directed learning, entrepreneurship, and expert mentorship beyond the 20 Fellows accepted each year. The Thiel Foundation now hosts two weekend-long summit events each year, one in San Francisco in the spring and one in New York in the fall. The summits are free and open to anyone 23 and younger, but attendees must have

a passion for big ideas and for working on a project that they would like to take further.

"At the summits, we have great speakers including members of the Thiel Fellowship mentor network, Thiel Fellows, and other young entrepreneurs who have gotten involved in this growing community," Danielle said. "It's the community that really makes this a special program. For many summit attendees, this is the first time that they've met other young people who share their passion for technology and entrepreneurship. We've seen new companies and new ideas take shape in the hallways between sessions, and we've seen lifelong friendships form."

The Under 20 Summits have inspired regional Under 20 meet-up events that have spread to nine North American cities, including Boston, New York, Toronto, Boulder, and Chattanooga. The next Under 20 Summit is taking place in New York on November 9-10, 2013. 



For more information about
the **Thiel Fellowship**, visit
www.thielfellowship.org.

For more information about
the **Under 20 Summit**, visit
[www.thielfellowship.org/
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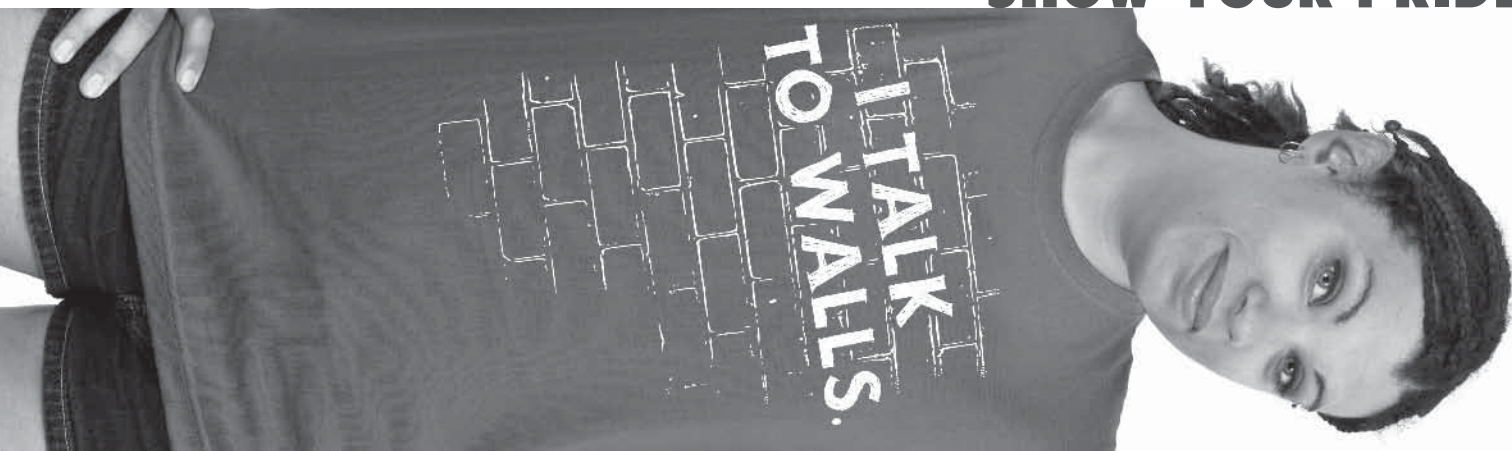
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New Horizons

Embracing Global Debating

by Alfred C. Snider

While debate has been alive and well in the educational culture of the United States since early in the 20th Century, in large part because of the influence of the National Forensic League, it often stood alone. There were other places, such as the United Kingdom, Ireland, and Australia, where debate grew following World War II, but the United States kept on going on its own path. America is a big country, and it was big enough for any high school looking for people to debate.

Since the end of the Cold War, debate has been growing explosively all around the world. Debate is no longer just a “some” countries activity, but is widely spread throughout the world and is growing bigger every day. This summer, I did debate instruction on four continents, and students in Europe, Africa, and Asia were every bit as excited as the students I worked with in the United States. In the 21st century, debating on this planet is growing as a worldwide phenomenon.

One issue keeping us apart from our fellow debate lovers around the world is the issue of format. Because the United States was so forensically developed and so large, it has its own numerous debating formats that are not shared by any of the other nations of the world. Schools around the world have

developed their own format, based on the format used at the World Schools Debating Championship (WSDC), an event where each country sends one team to compete for the world title. Outside of this tournament, schools around the world have embraced this format almost universally for many tournaments and competitions.

If the United States wants to debate the world, and I think we do and should, we are going to have to try their format. We could, of course, demand that they switch to our formats, but that would be more obstructionist than productive. The United States is a land of diversity and innovation, so my hope is that we can and will do that. We do not need to abandon our current proven debate formats, but for the purpose of debating the world, we need to try the WSDC format. We might even like it. Ultimately, debate is debate, and a good debate should be appreciated in any format.

The WSDC format is an exciting and dynamic debate format. Other formats have been tried around the world, and schools are constantly coming to agree that the WSDC format is best for them. I think it is also an excellent format for American students, whether they debate against Singapore and Germany or just against the team across town.

The format is not new, but tried and tested. Beginning in 1988, it has been developed in countless classrooms and tournaments around the world. It has powerful advantages and features that I believe American debaters and coaches will appreciate. These include:

- The contest largely takes place in English, the most popular second language in the world. When different countries debate each other, English is the obvious and default choice.
- WSDC debate takes place in natural language argument. Because it is international, it does not devolve into a context of jargon and insider knowledge. Because many of those involved are not English as first language speakers, it takes place at a moderate rate of speech. The rules are designed to train students to communicate with and persuade intelligent citizens, not debate experts.
- WSDC debate combines the concepts of “impromptu” topics with “prepared” topics. Most WSDC tournaments involve both topics that students have prepared to debate with topics that are new to them that they must prepare to debate on-the-spot and away from the influence of teachers

Experience this exciting global debate format!



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Extempers and debaters are encouraged to apply to be selected for the League's new International Debate Team!

Online applications will be vetted by a selection committee. A select number of students will be chosen based on sample videos of their speaking or debating.

Then, 24 students will be asked to participate in web-based interviews with League representatives and International Team coaches. From this group, 12 students will be selected to begin training for competition.

By April 1, 2014, six students will be named to the International Team representing the United States of America.

For complete details and application information, visit
www.nationalforensicleague.org/wsdc



Pictured (l-r) are the three students from Team Slovenia; author Alfred C. Snider; and the three students from Team Singapore. Both teams competed in the World Schools Debate Exhibition Round held in Birmingham, AL this June.

To view footage of the 2013 WSDC Exhibition Round, or for more information, please visit our website: nationalforensicleague.org/wsdc.



and coaches. Students need to stand on their own in some debates and use only arguments they have developed, while in other debates they work with teachers and coaches to develop their arguments. The impromptu topics tend to be a bit simpler than the prepared topics. On-the-spot thinking is featured along with the skills of research in this format.


- WSDC debate calls for debaters to focus on the issues. The affirmative (or proposition) team MUST address the heart of the topic, and judges are instructed to punish teams that try to avoid the issues. Likewise, the negative (or opposition) team does not need to spend time on procedural arguments that also tend to neglect the issues at the heart of a controversy.
- WSDC debate is dynamic in its presentation. Each of three speakers for a side must accept “points of information” from members of the other team, usually challenging questions and concepts for which they must come up with good answers while on their feet. Speakers should accept two points of information, but can accept or decline them at their will. The speeches also take place one right after the other without preparation time, meaning the event flows smoothly. While both of these features are challenging, they are very relevant to real-life experience, where

you are expected to answer difficult questions put to you while speaking and also are expected to speak when called on. At the National Tournament in Alabama this June, the audience watching Slovenia debate Singapore found these features very attractive.

- WSDC debate is a format that you can proudly show to your administration, parents, donors, and other sponsors. This format is available and attractive to them and makes them excited to support debating.

The National Forensic League is making a bold move to engage students from around the world in a broader debate. The League staged an international tournament at the Alabama Nationals, and those gathered in the Concer Hall watched an exciting and entertaining debate. The organization hopes to expand its reach and impact in future years.

The National Forensic League is creating its own international team to represent the United States of America in international competition. In doing this, they are building on past pioneering work by star coaches such as Richard Sodikow and Phyllis Hirth. Now is the time for more debate stars of America to step forward to represent their nation and the League.

When the best of American debate meet the best of world debate, then we will have a chance to experience something very special. 

Alfred C. Snider is the Edwin W. Lawrence Professor of Forensics and a World Debate Institute Fellow at the University of Vermont.

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Policy Debate: Synopsis of the Problem Areas for 2014-15

For online voting instructions, see page 40.

I

PROBLEM AREA I: OCEANS

Resolved: The United States federal government should substantially increase its non-military exploration and/or development of the Earth's oceans.

► Oceans hold 99 percent of the space for Earth's living organisms; yet many experts argue humans know less about the world's oceans than outer space. This fact solidifies the topic as one which offers an opportunity to examine both U.S. and international law on matters related to the Earth's ocean resources. In early 2012, the National Ocean Council drafted an Implementation Plan to translate President Obama's National Policy for the Stewardship of the Ocean. The document indicates a readiness by the U.S. government to address oceanic exploration and development policies in the areas of marine planning, coastal communities, commercial fishing, agriculture, and energy. Possible affirmative cases would include reducing overfishing, limiting ocean acidification, conducting disease research, restricting invasive species, and decreasing ocean dumping. Other affirmatives could deal with changes in Arctic shipping routes or opportunities for oil and natural gas exploration. Negative positions can focus on international issues, especially with China or Russia, in regard to control of the Exclusive Economic Zone of oceans. Some negatives might take the route of environmental challenges or threats that development might encounter. Additionally, there is a wealth of negative information focusing on the burden additional exploration or development would place on the U.S. economy.

II

PROBLEM AREA II: INTERNATIONAL HUMANITARIAN LAW

Resolved: The United States federal government should substantially increase restrictions on the use of its military force to comply with one or more provisions of international humanitarian law.

► International humanitarian law (IHL) is a set of rules which seek, for humanitarian reasons, to limit the effects of armed conflict, protecting persons who are not or are no longer participating in hostilities and restricting the means and methods of warfare. IHL is not concerned with the reasons a nation uses military force, but instead assumes the presence of armed conflict and is therefore only concerned with humanizing conflict, balancing military necessities with the preservation of human dignity. Since the American Civil War, the United States has played an instrumental role in the development of IHL, offering the first modern codification of rules regulating battlefield conduct in 1863. 150 years later, the United States continues to be a leader in the development of IHL, but is increasingly the subject of criticism for violations of the law. Debates over the lawful use of unmanned aerial vehicles and systems ("drones"), the rules governing cyber operations, the deployment of autonomous weapons systems, and the scope of the battlefield dominate public discourse in the United States. With civilians accounting for 90% of casualties in modern armed conflicts and impunity for war

crimes continuing to be a grave threat to peace, the need for greater adherence to IHL is clear. Examples of affirmatives include: prohibiting the use of particular military tactics or methods of warfare, regulating the use of emerging weapon systems, ratifying international treaties, and defining the geographic or temporal scope of the battlefield. The negative case ground is robust. Negative positions may focus on: the necessity of utilizing cutting edge military technology, address contemporary national security threats, the ability to project military power and the preservation of our military umbrella to protect allied nations, as well as the political and economic consequences of expanding limits on the use of force. This area is also uniquely suited for alternative agent counterplans, addressing the authority of the executive, legislative, and judicial branches to regulate the employment of military force abroad. Kritiks of militarism and the legal system would also be available the negative teams. As war and the tools to fight it continue to evolve, so too must our understanding of the limits on war. Where the appropriate balance is between military necessity and humanity is up for debate!

III

PROBLEM AREA III: MIDDLE EAST POLICY REFORM

Resolved: The United States federal government should substantially increase its constructive engagement with the government of one or more of the following: Egypt, Iran, Israel, Saudi Arabia, the Palestinian Authority.

► The Middle East and North Africa is one of the most intriguing, dynamic, and volatile regions in the world. Russia and China are expanding their spheres of influence in the region and the U.S. is on the verge of being crowded out. The United States finds itself at a crossroads. The U.S. can continue down the path of hostile negotiations or slow disengagement, or we can reorient our policy to try to win some allies back in the region. As some countries in the region are tending toward reform and democracy and the U.S. should engage while the opportunity is ripe. Countries, like Egypt, Iran, Saudi Arabia, and the Palestinian Authority, are calling for the United States to adopt the approach of constructive engagement, offering assistance in exchange for a change in policies, to foster more cooperation. Affirmatives could engage in debates on the peace process between Israel and

Palestine, strategies to ease tensions between Iran and Israel, to consult the military of Egypt to ensure the rule of law is restored, or to attempt to improve human rights conditions in Saudi Arabia. Negatives have several unique areas for disadvantage ground looking at how a growing “non-military” influence in the region could encroach on our relations with our allies or enemies. Also, counterplan ground would include disengagement, only offering incentives, or more punitive measures instead of a carrot and stick approach, or questioning if the U.S. is the best agent of action. Finally, there is a wealth of literature that questions the success of a “constructive engagement” oriented strategy in a post-Apartheid world.

IV

PROBLEM AREA IV: EXPORT CONTROL REFORM

Resolved: The United States federal government should substantially strengthen its export controls on military and/or dual-use technology toward one or more of the following: China, Israel, Russia, Taiwan.

► In an era where both domestic and international technology transfers are becoming necessary for a variety of reasons many continue to inquire if current export controls are adequate to protect U.S. technology from misuse by foreign powers. The U.S. faces many challenges in export control policy including threats from nations who illegally acquire technology. A fair division of ground exists in the literature base between those who want to prioritize security concerns and protect technology, and those who want to reduce export controls to stimulate growth in the technology sector. With this divide in mind, the topic offers debaters the opportunity to investigate a unique foreign policy tool, which has been only debated in small areas of past topics such as Russia, China, or arms sales. Affirmatives would have opportunities to investigate the role U.S. technology exports play in international terrorism, proliferation, security, and human rights issues. For example, they could strengthen controls on computers and microprocessors to China or Taiwan to prevent missile proliferation; stop all current or future arms sales to Israel; or eliminate transfers of microprocessors and database

(continued on next page)

technology to Russia. Negatives would have the ability to highlight the impacts of export controls on trade, international relations, and domestic technological competitiveness. For example, negative teams would have ample ground to argue relations disadvantages to each of the countries listed in the topic, or negatives could argue business confidence disadvantages. Negatives would have access to counterplans on alternate export control mechanisms like sanctions or quid-pro-quo. Solvency debates will also be diverse on both the type of technologies and the types of controls.

V

PROBLEM AREA V: DOMESTIC WATER

Resolved: The United States federal government should substantially increase restrictions on consumption and/or contamination of water in the United States.

► People in the United States take for granted the idea that as a nation, the U.S. will always have safe water for our usage and consumption. The reality is that we are using water faster than the water supply is being replenished. Also, massive amounts of pollution are being released into the U.S. waterways. At this time, we are withdrawing more than a 143 billion gallons of fresh water for use in nuclear and fossil-fueled power plants. Agriculture use in the U.S. alone is staggering, and we are facing agriculture run off that has already contaminated a third of the U.S. rivers. The Environmental Protection Agency states that 36 states are facing water shortages in 2013. Public water supplies in 42 states are contaminated with a 141 unregulated chemicals for which the EPA has never established safety standards. These pressing issues will give the debate community a focused area to address. Students and coaches will be able to research and debate something that will have an impact on their community and lives. Affirmative areas would include: water use by agriculture, commercial and industrial use, personal use, chemical standards, quality control, acid rain, wetlands, any type of pollution, and run off. Negative areas of focus could include: funding issues, economic impacts, reducing production GDP, and politics. The negative's counterplan ground could focus on: states vs. federal and private agents. Critical ground might focus on the environmental impacts and positions with deep ecology type arguments. Capitalism could be used to show a disparity concern. Justification could make an interesting area as many will point to the failures of the federal policies. ✎



Cast Your Vote Online!

Voting ends Tuesday, October 15, at 4 p.m. CDT.
The two areas receiving the lowest totals will be placed on a second online ballot in November.

COACH VOTE

One advisor from each active school may log in to www.NFLonline.org/points_application, select **Policy Topic Selection** from the left side menu. Follow the online ballot instructions to rank your preferences (1 = most preferred, 5 = least preferred).

NEW! STUDENT VOTE

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

To access the student vote, log in using this link:
<http://nationalforensicleague.org/asp/survey.aspx>.
Follow the online ballot instructions to rank your top three choices (1 = most preferred, 3 = least preferred).

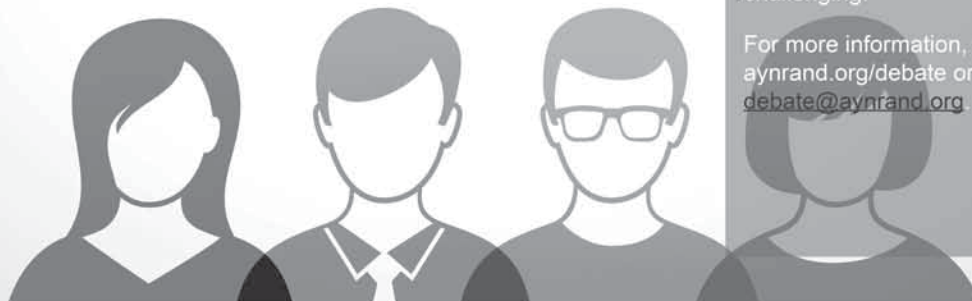
NOTE: The NFHS Speech, Debate & Theatre Association handles selection of the annual Policy Debate topic, where each state organization, the National Forensic League, National Catholic Forensic League, and National Debate Coaches Association all have voting privileges. Therefore, students and chapter advisors may cast their ballot online to the national office during September-October, ranking five preliminary topics. Then in November-December, students and chapter advisors select one of two final topics. The National Forensic League tallies and submits one vote to the NFHS, who announces the new topic in early January.

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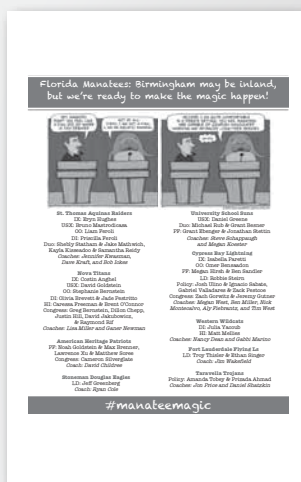
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The Ayn Rand Institute provides analyses of debate resolutions in the National Forensic League national tournament, including Lincoln Douglas, Policy, and Public Forum. All of our resources are free for students and coaches, and our perspective will always be unique and challenging.

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SUNDAY

► Registration – Sheraton Birmingham

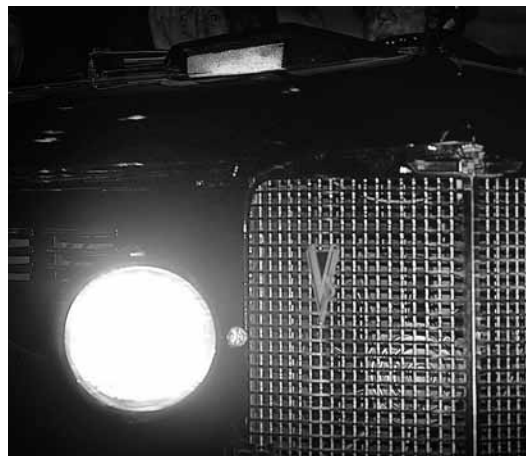
Registration day is full of reunions and preparation for the week's forthcoming excitement. At the registration site, national office staff, tournament hosts, and volunteers were eager to answer questions and ensure everything was in order for the week. In addition to picking up materials, coaches and competitors had the chance shop for League merchandise, visit the National Tournament Expo, and re-connect with friends and colleagues from across the nation. Many visited the National Tournament Expo to check out forensic and fundraising related vendors, as well as booths of prospective colleges and universities. First-time coaches and new schools were celebrated with a special reception, and district leaders gathered for the annual District Chair Luncheon and Seminar. *(For a complete list of exhibitors, see page 20.)*



MONDAY

► Hall of Fame Banquet – Old Car Heaven

Five coaches were recognized at the 2013 Hall of Fame banquet Monday evening. Hall of Fame members and their guests arrived to celebrate amongst the classic cars at Old Car Heaven. Each of the inductees received a commemorative pin and was invited to speak following dinner. **Michael W. Burton** of Washington, **Dr. Robert Littlefield** of North Dakota, **Vickie Fellers** of Kansas, **Robert (Bob) Marks** of California, and **David McKenzie** of Indiana were later presented with a plaque for their outstanding leadership in the National Forensic League. The official induction ceremony took place Thursday during the Donus D. Roberts Diamond Coach Assembly in the Birmingham-Jefferson Convention Complex Concert Hall.







MONDAY

► Competition Begins – Hoover High School, Spain Park High School, Berry Middle School, Bumpus Middle School

The weeklong competition officially commenced at five different venues: Hoover High School, Spain Park High School, Berry Middle School, Bumpus Middle School, and the Sheraton Birmingham Hotel. Hundreds of competitors set up camp in cafeterias and spent excited moments between rounds swapping stories and laughs with teammates. The League extends a special thank you to the Deep South District for their terrific hospitality during our stay in Alabama!



TUESDAY

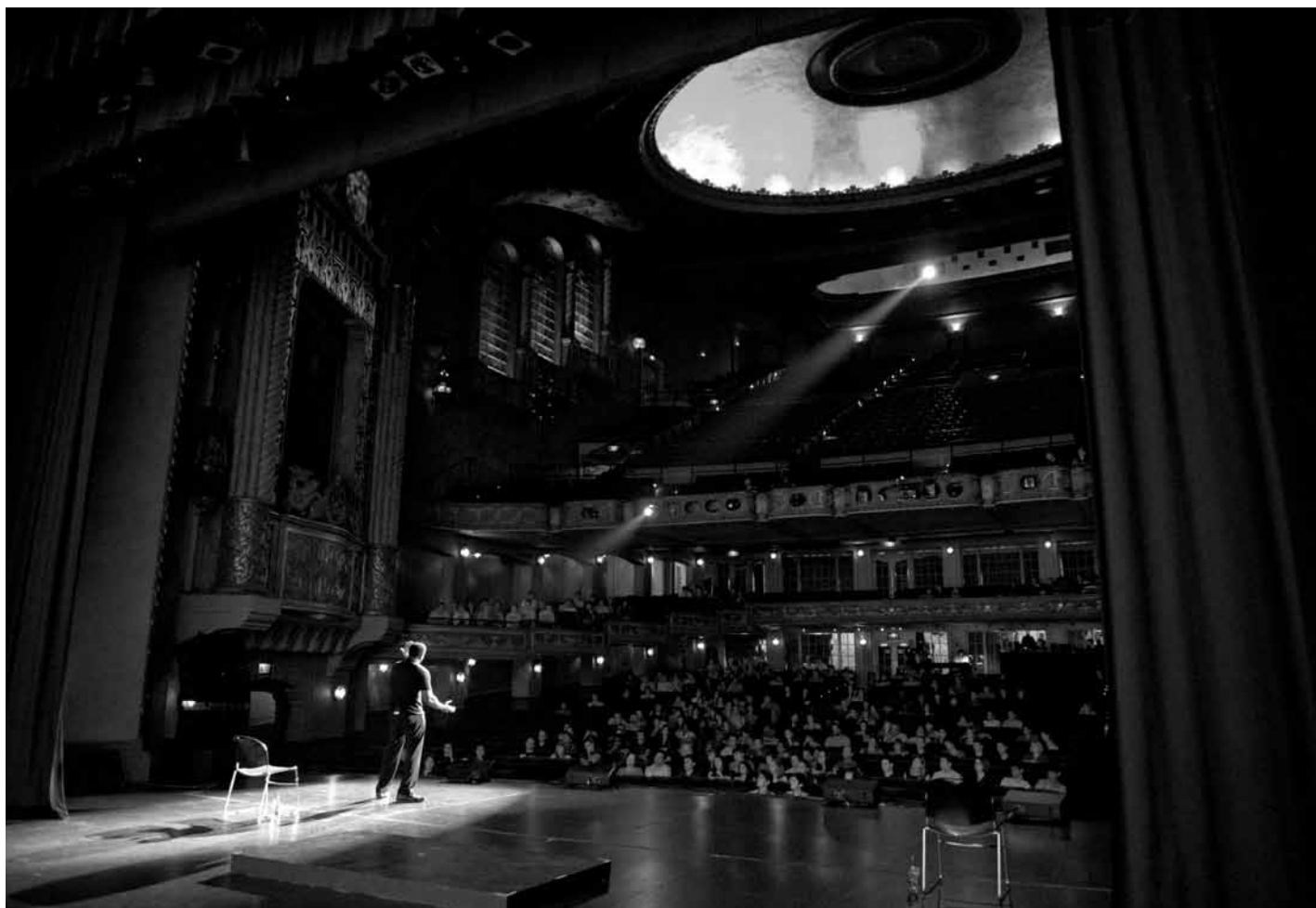
► *Top 60 Results – Hoover High School*

The crowd at the Hoover High School Competition Gym murmured in anticipation as tournament staff prepared to lower the paper postings Tuesday afternoon. Cheers and applause spilled into the hallway and upper balcony as each three-digit code revealed another competitor who had advanced to the next round. Students hugged and exclaimed, coaches radiated pride, and cameras and cell phones were pulled out to document and share the results.



► *Re-registration and Local Host Posting Party – McWane Science Center and the Alabama Theatre*

Downtown Birmingham took center stage on Tuesday evening as teams arrived at the Science Center for re-registration and the local host posting party. After results were posted and advancers congratulated, students explored the Science Center's four floors of interactive exhibits or visited the spectacular Alabama Theatre to watch performances from the 2013 Spoken-Word Poetry Competition finalists and a live performance by League alum, Daniel Beaty.



WEDNESDAY

► *Competition – Area Schools*

A day of new beginnings, Wednesday marked the start of the National Middle School Speech & Debate Tournament. Some high school juniors and seniors eliminated from competition became judges for the middle school events, while other high school students continued in supplemental and consolation event competition. Main event speech and debate competition took on new purpose with final rounds in sight, culminating in speech semifinal rounds at the end of the day.





THURSDAY

► Final Rounds – Birmingham-Jefferson Convention Complex

Thursday evening took on special significance as thousands of spectators swooped into the BJCC Concert Hall to secure good seats for the final performances of Humorous, Dramatic, and Duo Interpretation on the big stage. Even more watched online via the League's livestream coverage. The Stennis Congressional Banquet, held Thursday evening in the Sheraton Hotel, provided a fitting finish to the year for the young Senators and Representatives whose outstanding accomplishments were recognized.





THURSDAY

► *Diamond Coach Assembly – Birmingham-Jefferson Convention Complex*

The annual Donus D. Roberts Diamond Coach Assembly gave attendees an opportunity to show appreciation for coaches in attendance as new and longtime coaches were recognized for excellence in speech and debate. Competition was put on hold as the League took time to memorialize those individuals who passed away during the past school year and had dedicated their time, energy, and hearts to students, the activity, and the League. A special remembrance of former League President William Woods Tate, Jr., who passed away earlier this year, was also offered. *(For additional photos of this year's award recipients, see pages 84-87.)*





FRIDAY

► *Final Rounds – Birmingham-Jefferson Convention Complex*

Friday's main event finals began with Original Oratory and concluded with Public Forum Debate. Once again, the finals were a display of exceptional talent and hard work. Blue ribbon panelists from across the nation were tasked with judging these phenomenal groups of individuals.



FRIDAY

► *Final Rounds – Birmingham-Jefferson Convention Complex*

Supplemental and consolation events wrapped up with a flourish on Friday, as did the middle school competition. A World Schools Debate Exhibition, a fun and educational experience for everyone watching, preceded the National Awards Assembly. Later, middle school champions joined their high school peers on stage for their own special recognition. *(For middle school results, see pages 100-103.)*





▲ **Congressman Martha Roby**
*U.S. Representative for the 2nd
 Congressional District of Alabama*

Communicator of the Year, Alumni Lifetime Achievement Awards Presented to Alabama Congresswomen

Two Alabama Congresswomen, Martha Roby and Terri A. Sewell, were honored Friday evening during the National Awards Assembly in Birmingham.

Rep. Roby, currently in her second term serving the people of Alabama's 2nd Congressional District in the U.S. House of Representatives, was awarded Communicator of the Year.

Rep. Sewell, the first African American woman elected to represent Alabama's 7th Congressional District in 2010 and re-elected in 2012, received the League's Alumni Lifetime Achievement Award.

Upon accepting their awards, both women offered words of praise and encouragement to this year's Nationals attendees, highlighting the importance of working hard and giving back.

"I am blown away by the talent and energy in the room," Rep. Roby exclaimed. "With so much going on in the world...sometimes it's hard to get through all the noise and be heard."

While Rep. Roby did not do speech and debate in high school, she nevertheless was influenced by one of our great debate coaches. She recalled her brother's graduation ceremony at The Montgomery Academy in Alabama, where Mr. Jay Rye gave a "spirited talk" about "giving back to the state that has given you so much." The speech was literally life-changing in her decision to remain in Alabama, she explained. She would later decide to run for city council, and eventually, the U.S. Congress.

"Give back to those who provided you with the opportunities that allow for you to sit in this room tonight," she concluded, adding, "Set your goals, and set them really high, but keep your eyes wide open. You never know when opportunity may knock. Be willing to answer the call."

Earlier in the evening, Rep. Sewell, an accomplished alumna from Selma High School in Selma, Alabama, and a former competitor coached by the late, great William Woods Tate, Jr., spoke fondly of her mentor and his expert tutelage.

"Mr. Tate told us that, even though we were from a public school in Selma, we could compete with the best and the brightest; that if we applied our talents, if we worked hard, that there was nothing we couldn't do," she said.

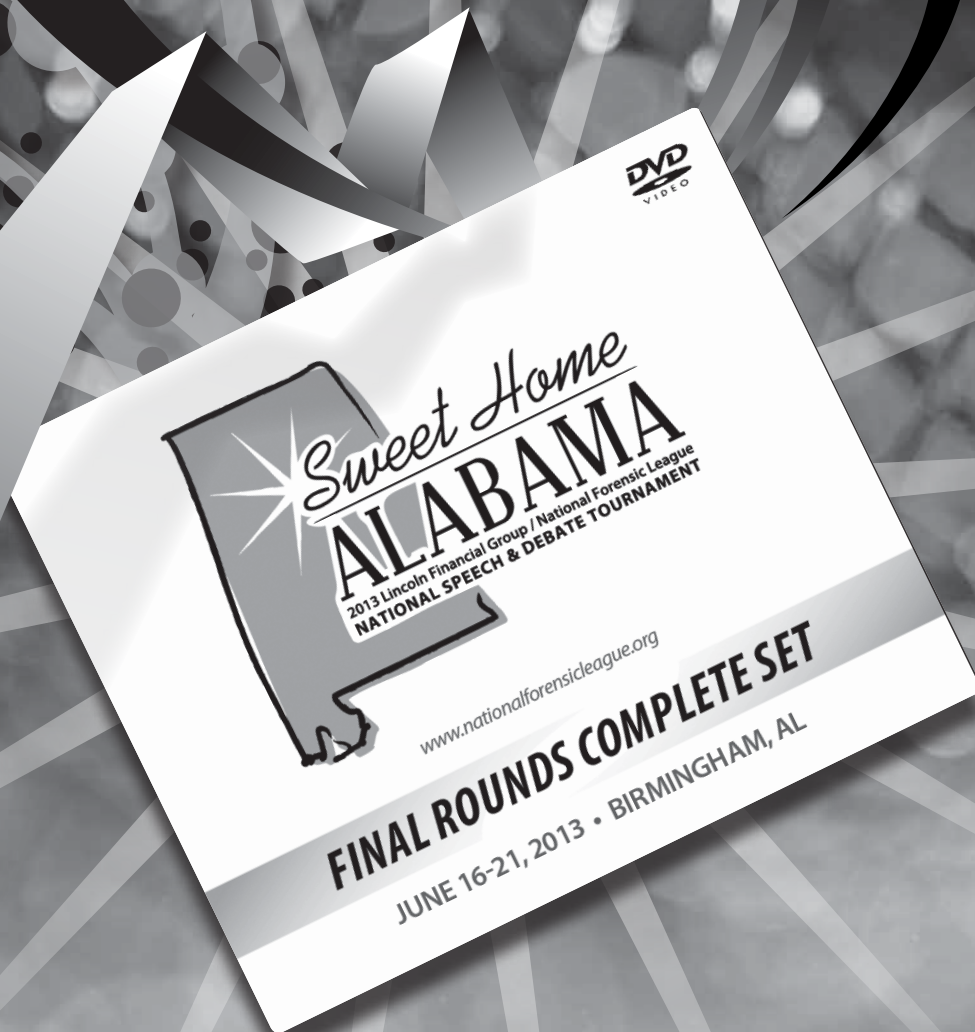
In fact, Rep. Sewell credits her experiences as a debater and a dramatic interper for her "biggest leap in life"—graduating from rural Selma High School to "the hallowed halls of Princeton University." Every step after that, from attending Harvard Law to becoming an attorney in a huge New York law firm to being elected to the United States Congress, was made that much easier because of the confidence, critical thinking, and ability to think on her feet instilled by speech and debate.

"Cherish the opportunities that you have to meet such wonderful people from around this world," Rep. Sewell concluded. "Who knows? In this audience may not only be another member of Congress, but maybe the next President of the United States."



▲ **Congresswoman Terri A. Sewell**
*U.S. Representative for the 7th
 Congressional District of Alabama*

For additional photos, visit www.facebook.com/NationalForensicLeague. 



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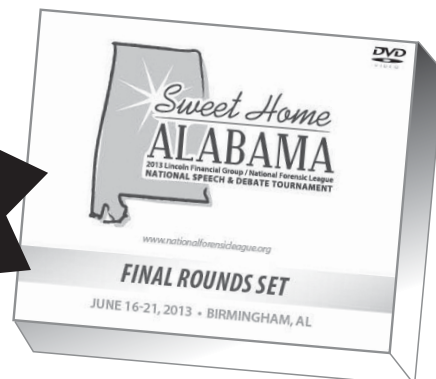
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Colorado College	Donus D. Roberts Diamond Assembly
Colorado College	Supplemental Debate
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Western Kentucky University	Storytelling
Western Kentucky University	Brother René Sterner Memorial Commentary
Western Kentucky University	Expository
Western Kentucky University	Prose
Western Kentucky University	Poetry
Pi Kappa Delta	Bruno E. Jacob / Pi Kappa Delta Trophy
Gustavus Adolphus College	National Student of the Year Award
Mr. and Mrs. Donus D. Roberts	President's Bowls (OO, USX)
Jason Mehta and Family	Mehta Bowl (IX)
The University of Alabama	Bama Bowls (DI, HI, DUO)
Harland B. Mitchell Memorial	Harland B. Mitchell Trophy (CX Champions)
Phyllis Flory Barton Memorial	Phyllis Flory Barton Trophy (CX Top Speaker)

Spotlight:

National Student of the Year

presented by

GUSTAVUS 
GUSTAVUS ADOLPHUS COLLEGE

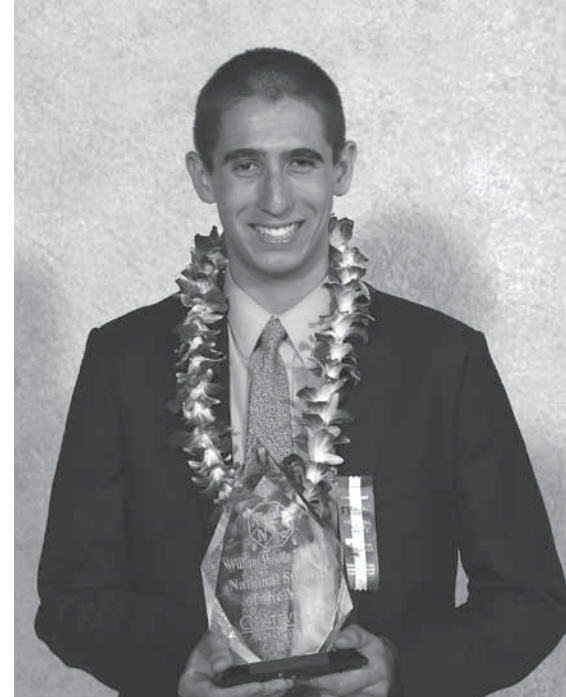
by Robert H. Shaw



“What I have come to realize is that the noncompetitive benefits of debate have far exceeded the competitive ones.”

Over the last four years, debate has been my home. It has been my place of work, my weekend hangout, my greatest challenge, and my largest reward. Four years ago, the thought that debate could rival my love for baseball was unfathomable. I had worked hard to become a well-rounded catcher and was on track to join the varsity team my sophomore year. That changed, however, when I found myself winning the Illinois novice debate state title. For the first time I began to question what I wanted my high school career to be defined by. Although baseball was my life, something I knew and had done since I could walk, debate was largely uncharted territory and represented an adventure at which I could succeed. Given the commitment requirements of both activities, I knew pursuing them together would be impossible. Thus, instead of playing summer ball with the varsity team, I opted for debate camp.

It was easy to stay motivated in the months following my debate championship, but as I entered the varsity pool I quickly descended the ladder of success. I regularly stayed after practice and researched into the early hours of



▲ **Robert H. Shaw**

Glenbrook South High School, Illinois
Coach: Tara Tate

the morning, yet it seemed futile given the talent by which I was surrounded. I felt like a Little League baseball player put in to pitch game seven of the major league World Series. But somehow I made myself believe that if the next two years were defined by perseverance, my senior year would be defined by success.

My progress as a debater and the knowledge I accumulated filled me with a new sense of confidence and optimism. I learned how to explain monetary policy and inflation while simultaneously delving into the ethics behind Nietzsche's philosophy of pain and suffering. As my knowledge grew, my success slowly increased and my love for debate and the community increased as well. Debate became more rewarding to me than throwing a man out at second had ever been.

What I have come to realize is that the noncompetitive benefits of debate have far exceeded the competitive ones. Don't get me wrong; I love the competition. However, spending months at debate camp and countless weekends in hotel rooms across the country made me appreciate those around me. The relationships I have formed are the true perks of this crazy 'sport.'

Though I had always been close with my baseball teammates, I very rarely formed tight friendships with players from opposing teams. Having lunch with rivals didn't happen often, and it was unlikely to spend seven weeks of our summers helping our opponents get better. Yet this is exactly what we do each summer in the debate community. We come together from all over the country and spend our days and nights collaborating, encouraging, and pushing each other to be the best we can be, even though we will undoubtedly face each other as opponents at some point during the year.

That's what makes this community so unique—the fact that the betterment of the community takes precedent over the betterment of the individual. As a direct result of my involvement, I have formed friendships that would not have been possible otherwise. The debate community has taught me to cherish each relationship and always strive to make new ones. I would like to stress the importance of building bridges with those around you. Whether it is talking to a coach or mentor between rounds at a tournament or texting a camp friend throughout the year, you should never take for granted the amazing people this community introduces to you. Even though it is very easy to get caught up


in the competition, the longevity of a friendship will bring you more joy than an extra win at your season opener.

Debate has also helped me become an advocate in other areas of my life. This past year I spent a large portion of my time researching and arguing the pervasiveness of ableism. I have learned that in transportation planning, persons with disabilities are often viewed as the invisible body. They are rarely accommodated for, and though there have been unfunded mandates that Congress has passed, like the Americans with Disabilities Act, these measures are largely unenforceable and have done little to close the transportation gap. The government is not only at fault though; the general public, though supportive in the abstract, do not accommodate persons with disabilities with open arms. Given that the general public acts as if their lives are constantly on 'fast forward,' the idea of having to wait to accommodate a person in a wheel chair is not always appealing.

This issue is one that is close to my heart as I have formed close relationships with several students who experience motor and cognitive disabilities. From teaching them to swim to playing baseball with them, I believe they deserve the same rights that a person without a disability has. Although I do

not have the silver bullet to solve this problem, participating in debate has pulled back my veil of ignorance on this issue and created a desire to remedy the injustices that no person deserves to experience.

Whether it is in law, business, or government, I want my work to help people who have largely been overlooked by society. I also want the next four years of my life to be defined not by the rounds I win nor the work I do, but the people I help and the relationships I form. Debate has equipped me with the faculties necessary to feel confident in my ability to make a difference in people's lives.

Whichever forensic event you participate in, strive not only to win, but also to encourage others to pursue that with which you have fallen in love. Remember the people who made the activity a home for you. Try to do that for others younger than you so that when they begin to form their own paths in high school, they are inspired to give speech and debate a chance and continue to nurture this already flourishing community. 

Robert H. Shaw is a graduate of Glenbrook South High School in Illinois and will be attending and debating for Wake Forest University this fall.



William Woods Tate, Jr., National Student of the Year

presented by Gustavus Adolphus College

A total of six finalists participated in an interview process with the national panel of judges who selected the 2013 William Woods Tate, Jr., National Student of the Year, one of the most prestigious individual student honors presented by the National Forensic League. **Robert H. Shaw** was awarded a \$1,000 scholarship and will represent the League in various public capacities throughout the 2013-14 school year.

The other finalists, in alphabetical order, include **Allison Hartman**, Muscatine High School, IA; **Nader Helmy**, Apple Valley High School, MN; **Sean Lambert**, Shrewsbury High School, MA; **Young Wu**, Leland High School, CA; and **Angela Zhang**, Mountain View High School, AZ.

Policy Debate

presented by the Bickel & Brewer Foundation



▲ **1st – Nathaniel Sawyer and Natalie Knez**
Glenbrook North High School, Illinois
Coach: Michael Greenstein

2nd – Ben H. Wolch and Robert H. Shaw
Glenbrook South High School, Illinois
Coach: Tara Tate

3rd – Kristen Lowe and Mac Cronin
Sage Ridge School, Nevada
Coach: Nick Fiori

4th – Elsa Givan and Mollie Fiero
College Prep, California
Coaches: Jonathan Hines and Lexy Green

5th – Sunny Advani and Rohan Varma
Leland High School, California
Coach: Thomas Meagher

6th – Gary Lin and Shreyas Kamat
Leland High School, California
Coach: Thomas Meagher

Policy Debate Top Speakers

presented in memory of Phyllis Flory Barton

▲ **1st – Elsa Givan**

College Prep, California
Coaches: Jonathan Hines and Lexy Green

2nd – Jon Langel

Dowling Catholic High School, Iowa
Coach: Timothy E. Sheaff

3rd – Lucia Scott

Kapaun Mount Carmel High School, Kansas
Coach: Lynn A. Miller

4th – Debnil Sur

Bellarmino College Prep, California
Coach: Dr. Dee Dee Sullivan

5th – Jonass Placitis

Niles West High School, Illinois
Coach: Eric M. Oddo

6th – Katie Super

Blue Valley Southwest High School, Kansas
Coach: Jared Zuckerman

Harland B. Mitchell Trophy



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

Lincoln-Douglas Debate

presented by Lincoln Financial Group



▲ **1st – Laith Shakir**
Leland High School, California
Coach: Chris Wardner

Public Forum Debate

presented by the Arthur N. Rupe Foundation



▲ **1st – Aishu Bharathidasan and Grant Sinnott**
Lake Highland Preparatory, Florida
Coach: John Michael Wascher

2nd – Richard Shmikler
St. Louis Park High School, Minnesota
Coach: Charles McClung

3rd – Celisia Antonia Stanton
Robbinsdale Cooper High School, Minnesota
Coach: Richard Brynteson

4th – Miranda Rosen
Coronado High School, Nevada
Coach: Carmen Johnson

5th – Miriam Pritschet
Brainerd High School, Minnesota
Coach: Dave Pritschet

6th – Lawrence Zhou
Bartlesville High School, Oklahoma
Coach: Linda Shipley

2nd – Aneesh Chona and Anuj Sharma
The Harker School, California
Coach: Carol Green

3rd – Megan Mers and Jacob Stern
Ransom Everglades Upper School, Florida
Coach: Douglas Miller

4th – Ron Lubarsky and Tim Perevozchikov
Hawken School, Ohio
Coaches: Robert H. Shurtz and Steve Ingrassia

5th – Tanner Terry and Kirk Wolff
Morristown West High School, Tennessee
Coach: Suzanne W. Terry

6th – Will R. Walker and Sam Weitzman
University School, Ohio
Coach: Peter Paik

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



Top Presiding Officer (House)

Rep. Michael Cervino
Ridge High School, New Jersey
*Coaches: David A. Yastremski, Martin Page,
and Andrew Monagle*

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



Top Presiding Officer (Senate)

Sen. Oliver Sherren
The Parish Episcopal School, Texas
Coach: Jason Warren



Leadership Bowl (House)

Rep. David Jakubowicz
Nova High School, Florida
Coach: Lisa Miller



Leadership Bowl (Senate)

Sen. Zachary Gorwitz
Cypress Bay High School, Florida
Coaches: Megan Loden West and Ben Miller

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



▲ 1st – Rep. Cameron Silverglate

American Heritage School - Plantation, Florida
Coaches: David Childree and Yvonne Palmer

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



▲ 1st – Sen. Gregory Bernstein

Nova High School, Florida
Coach: Lisa Miller

2nd – Rep. David Jakubowicz

Nova High School, Florida
Coach: Lisa Miller

3rd – Rep. Tushar Madan

Plano West Sr. High School, Texas
Coach: Rhonda Smith

4th – Rep. Michelle Kelrikh

Adlai Stevenson High School, Illinois
Coaches: Eric Joerns, Dan Demarco, and Bill Fritz

5th – Rep. Connor Meckfessel

Miramonte High School, California
Coaches: Kristen Plant and Sandra Maguire

6th – Rep. Langston Williams

George Washington High School, Colorado
Coaches: Maryrose Kohan and Larry Williams

2nd – Sen. Christina Gilbert

Los Gatos High School, California
Coaches: Iain Lampert and Sharon Smith

3rd – Sen. Zachary Gorwitz

Cypress Bay High School, Florida
Coaches: Megan Loden West and Ben Miller

4th – Sen. Nicole Castillo

Ridge High School, New Jersey
Coaches: David A. Yastremski and Martin Page

5th – Sen. Wars Mohammad

Spring Woods High School, Texas
Coaches: Victoria Beard and Andrew Barrett

6th – Sen. James Clarke

East Mountain High School, New Mexico
Coaches: Trey Smith and Hannah Flake

Karl Mundt Trophy

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

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

The 2013 Karl Mundt Trophy was presented to **Miramonte High School in California**. The team included students Charles Christian Correll, Connor Meckfessel, Bennett Stehr, and Mathison Edward Young. The team was coached by Kristen Plant and Sandra Maguire.



▲ **Miramonte High School**
California

Original Oratory

*presented by the Patrick Henry
Memorial Foundation Auxiliary*



▲ **1st – Jenny Vuong**
Gabrielino High School, California
Coaches: Derek Yuill and Eric Wong

2nd – Laurel Scott
Eagan High School, Minnesota
Coach: Joni Anker

3rd – Shelby Bloomer
O'Gorman High School, South Dakota
Coach: Teresa Fester

4th – Logan Daniels
Roseville Area High School, Minnesota
Coach: Bret Hemmerlin

5th – Gurkaran Chotalla
Brophy College Prep, Arizona
Coach: Elizabeth Clarke

6th – Garrett Hammonds
Royse City High School, Texas
Coaches: Rory McKenzie and Kari McKenzie

A.C. Eley Memorial International Extemp

presented by Ripon College



▲ **1st – Nathan Leys**
Des Moines Roosevelt High School, Iowa
Coach: Harry W. Strong

United States Extemp

*presented by
Carmendale Fernandes*



▲ **1st – Arel Rende**
Tulsa Washington High School, Oklahoma
Coaches: Meredith Deaton and Kelly R. McCracken

2nd – Asheshananda Rambachan

Eastview High School, Minnesota
Coach: Todd Hering

3rd – Lyubov Kapko

Tempe Preparatory Academy, Arizona
Coach: John P. Wolnisty

4th – Allison McKibban

El Dorado High School, Kansas
Coach: Megan L. Hagaman

5th – Lily Nellans

Des Moines Roosevelt High School, Iowa
Coach: Harry W. Strong

6th – Kohinoor Gill

Desert Vista High School, Arizona
Coach: Victor Silva

2nd – Christopher Jordan

Brophy College Prep, Arizona
Coach: Elizabeth Clarke

3rd – Chase Harrison

Millburn High School, New Jersey
*Coaches: Michael Paul, Edison
Sanon, and Colston Reid*

4th – Adam M. Stromme

Eagan High School, Minnesota
Coach: Christopher McDonald

5th – Joshua Wartel

Lake Braddock Secondary High School, Virginia
Coach: Duane Hyland

6th – Carunya Achar

Cypress Creek High School, Texas
Coach: Scott Baker

Humorous Interpretation

presented by Western Kentucky University



▲ **1st – Noah Jermain**
Savannah R3 High School, Missouri
Coach: Daniel Strang

2nd – Nina Grollman
Moorhead High School, Minnesota
*Coaches: Rebecca Meyer-Larson
and Andrea Bakken*

3rd – Brent O'Connor
Nova High School, Florida
*Coaches: Ganer Newman, Lindsey
White, and Lisa Miller*

4th – Carissa Guell
Desert Vista High School, Arizona
Coaches: Erik John Dominguez and Joe Guffey

5th – Mattison Merritt
Lincoln Southwest High School, Nebraska
Coach: Matt Heimes

6th – Hayley Rader
Marshfield High School, Missouri
Coach: Greg Holtschneider

Dramatic Interpretation

presented by the Lanny D. Naegelin Memorial



▲ **1st – Anthony Nadeau**
Royal Palm Beach High School, Florida
Coaches: Eric Jeraci and David Kraft

2nd – Kenneth Zhang
The Harker School, California
Coach: Jonathan Peele

3rd – Emerald Egwim
Eagan High School, Minnesota
Coaches: Joni Anker and Seth Hammond

4th – Elijah Burton Beery
Salina High Central, Kansas
Coach: Nicholas Owen

5th – Tyara Hooks
Alpharetta High School, Georgia
Coach: David Gay

6th – Christina Parker
Pascagoula High School, Mississippi
Coach: Jessica P. Wilkinson

Sandra Silvers Memorial Duo Interpretation

presented by Colorado College



▲ 1st – Sean Jordan and Michael Dobuski

Holy Ghost Prep, Pennsylvania

*Coaches: Tony F. Figliola, John J. Buettler, Ryan Abramson,
Ryan Joyce, Tyler Dailey, and Darius Wilson*

2nd – Lily Zhang and Katherine Zhou

North Allegheny Senior High School, Pennsylvania

Coach: Sharon Volpe

3rd – Emma Erler and Jordan Riebe

Roseville Area High School, Minnesota

Coaches: Bret Hemmerlin and Jessica Fedje

4th – Imani Hassien and Michael Board II

Denver School of the Arts, Colorado

Coach: Lyn J. Davies

5th – Cameron Sabeti and Kevin Herring

Trinity Preparatory School, Florida

Coaches: David Kraft and Michael Vigars

6th – Gregory Archer and Allison Scott

Summit High School, New Jersey

Coach: Anne Poyner

Unger Cup

*presented by the James J. Unger
Memorial*



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

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

This year, the 2013 Unger Cup was awarded to **Glenbrook North High School** in Illinois.



▲ Nathaniel Sawyer and Natalie Knez

Glenbrook North High School, Illinois

Coach: Michael Greenstein

2013 PRESIDENT'S BOWLS

sponsored by
Mr. and Mrs. Donus D. Roberts



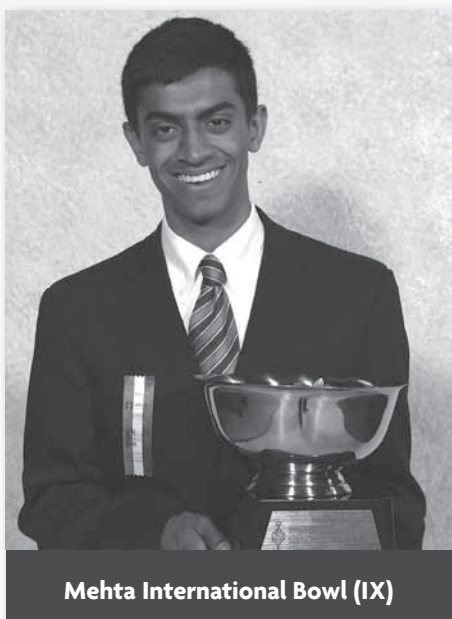
▲ **Arel Rende**

Tulsa Washington High School, Oklahoma
*Coaches: Meredith Deaton
and Kelly R. McCracken*



▲ **Jenny Vuong**

Gabrielino High School, California
Coaches: Derek Yuill and Eric Wong



▲ **Asheshananda Rambachan**

Eastview High School, Minnesota
Coach: Todd Hering

2013 MEHTA INTERNATIONAL BOWL

sponsored by
Jason Mehta and Family

2013 BAMA BOWLS

sponsored by
The University of Alabama



Bama Bowl (Humorous)

▲ **Nina Grollman**

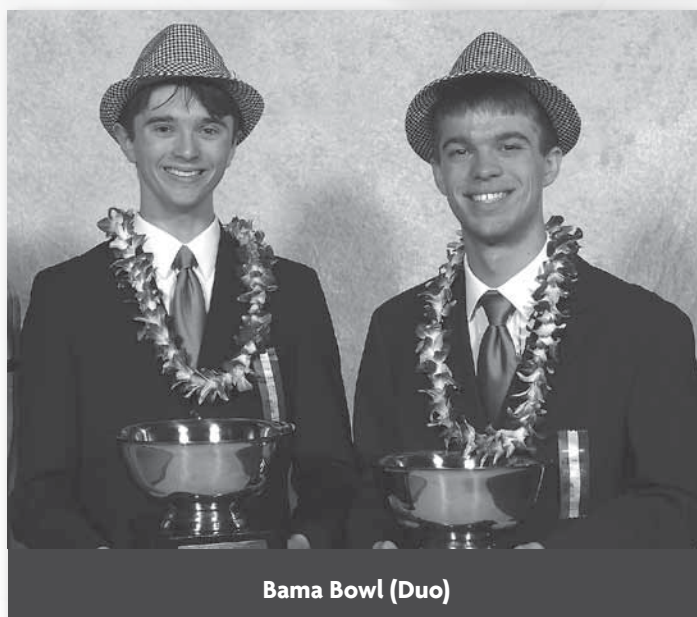
Moorhead High School, Minnesota
*Coaches: Rebecca Meyer-Larson
and Andrea Bakken*



Bama Bowl (Dramatic)

▲ **Anthony Nadeau**

Royal Palm Beach High School, Florida
Coaches: Eric Jeraci and David Kraft



Bama Bowl (Duo)

▲ **Sean Jordan and Michael Dobuski**

Holy Ghost Prep, Pennsylvania
*Coaches: Tony F. Figliola, John J. Buettler, Ryan Abramson,
Ryan Joyce, Tyler Dailey, and Darius Wilson*



National Forensic League
CODE OF HONOR

—●—
INTEGRITY
HUMILITY
RESPECT
LEADERSHIP
SERVICE

Extemporaneous Debate

presented by Colorado College



▲ **1st – Rishi Suresh**

Clear Brook High School, Texas
Coach: Michael Rutledge

2nd – Shania Hunt

Northland Christian School, Texas
Coach: Kevin Roberts

3rd – Joel Kwartler

Lake Oswego High School, Oregon
Coach: Joe Provencher

4th – James Callison

Kent Denver School, Colorado
Coach: Kurt D. Macdonald

5th – Abhi Kuhlgod

North Mecklenburg High School, North Carolina
Coach: Christopher M. Rocca

6th (TIE) – Matthew Proffitt

Seven Lakes High School, Texas
Coaches: Charli Lennon and Lori Zabor

6th (TIE) – Joseph McAdams,

St. Mary's High School, Colorado
Coach: Rosie Camous

Brother René Sterner Memorial Commentary

presented by Western Kentucky University



▲ **1st – Kelsey Ritchie**

Bishop Kelley High School, Oklahoma
Coach: Megan Schaunaman

2nd – Sam Whipple

Mason High School, Ohio
Coach: Lorri Allen

3rd – Cosmo Albrecht

Robert E. Lee High School - San Antonio, Texas
Coach: Nichole Connor

4th – Naomi Duru

Ball High School, Texas
Coaches: Michael Ray Merritte and Chad Flisowski

5th – Matt Greydanus

Grand Rapids Christian, Michigan
Coach: Nancy Fitzgerald

6th – Parth Patel

Huntley High School, Illinois
Coach: Tom George

Expository

presented by Western Kentucky University



▲ **1st – Audrey Keen**

University High School, Illinois
Coaches: Mark Adams and Laurie Adams

2nd – Alison Ogunmokun

University High School, Illinois
Coaches: Mark Adams and Laurie Adams

3rd – Lexie Harvey

Brentwood Academy, Tennessee
Coach: Ryan Hubbard

4th – Naomi Z. Eisenberg

Newton South High School, Massachusetts
*Coaches: James E. Honeyman and
Felisa (Lisa) Honeyman*

5th – Mary Carol Butterfield

Riverside High School, South Carolina
Coaches: David Dejesa and McGregor Cook

6th – Nathan Selove

Sherando High School, Virginia
Coach: Archie Painter

Poetry

presented by Western Kentucky University



▲ **1st – Ashley Anna Meyer**

Niceville High School, Florida

Coach: Charles Williams

2nd – Mahalia Tutuwaa Agyepong

LV Hightower High School, Texas

Coach: Valentin Jimenez

3rd – Jesse Aaronson

Cherry Creek High School, Colorado

Coach: Martha Benham

4th – Marcel Moore

Decatur Central High School, Indiana

Coach: Heather Beach

5th – Tyrell Greenwood

Norwin High School, Pennsylvania

Coach: Kathleen O'Halloran

6th – Connor Schwartz

Chanhassen High School, Minnesota

Coach: James Fedje

Prose

presented by Western Kentucky University



▲ **1st – Tyler Tippings**

Schurr High School, California

Coaches: Joseph A. Ugalde and Kimberly Mancina

2nd – Hailey Woolverton

Lakeville North High School, Minnesota

Coach: Chloe Radcliffe

3rd – Susanna Weller

Salina High Central, Kansas

Coach: Nicholas Owen

4th – Grant Hammerschlag

Holy Ghost Prep, Pennsylvania

Coach: Tony F. Figliola

5th – Rohan Chatterjee

Munster High School, Indiana

Coach: Jordan Mayer

6th – Paige La Nasa

Centennial High School, Texas

Coach: Wendi N. Brandenburg

Impromptu

presented by Western Kentucky University

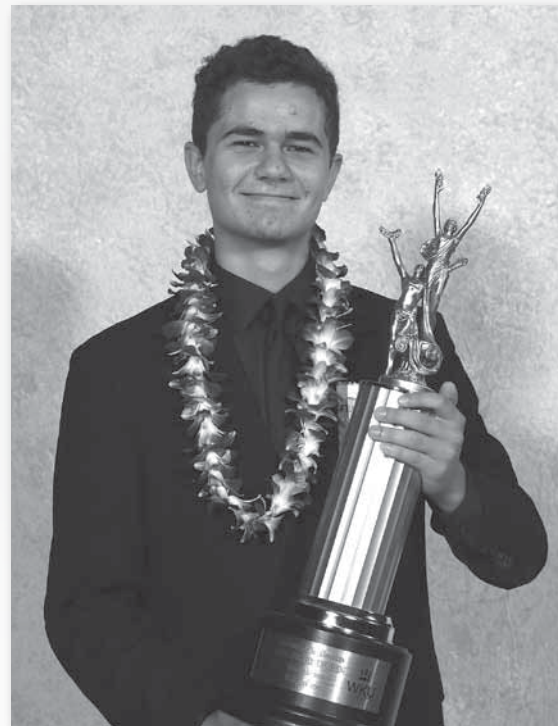


▲ **1st – Alexander Buckley**

Downers Grove North High School, Illinois
Coach: Missy Carlson

Storytelling

presented by Western Kentucky University



▲ **1st – Sam Scarlato**

Chanhassen High School, Minnesota
Coaches: James Fedje and Jessica Fedje

2nd – Xena Itzkowitz

Freehold Township High School, New Jersey
*Coaches: Philip John Drummond
and Jamie Rubenstein*

3rd – Jerome Gregory

Ladue Horton Watkins High School, Missouri
Coaches: Molly Kathleen Beck and Courtney Lewis

4th – Will Walker

Fullerton Joint Union High School, California
Coach: Sal Tinajero

5th – Carolyn Evans

Des Moines Roosevelt High School, Iowa
Coach: Harry W. Strong

6th – Luke Benjamin Berdahl

Forest Grove High School, Oregon
Coach: Jennifer Conner

2nd – Michael Cohen

Independence Truman High School, Missouri
Coaches: Kim Lenger and Christine M. Adams

3rd – Caleb Roberts

Princeton High School, Texas
Coach: Jimmy L. Smith

4th – Syrah Sherwood

Roseville Area High School, Minnesota
Coaches: Jessica Fedje and Bret Hemmerlin

5th – Christian Heisler

O'Gorman High School, South Dakota
Coach: Teresa Fester

6th – Ryan McCrary

Blue Springs South High School, Missouri
Coaches: Kelli Morrill and Katie Rucinski

Spark Excellence

2013 Circle of Champion Coaches



(left to right)

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



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

Four-Time Qualifiers

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



Blake Sowers
 Brian Lok
 Sarah Dahdouh
 Josephine Kao
 Brennan Mancil
 Hugh Slaton
 Alan Un
 Cameron Bronson
 Tyler Ross
 Adrienne Pyle
 Tyler Blake
 Asheshananda Rambachan
 Oskar Tauring-Traxler
 Damon Brown
 Vineet Aggarwal
 Tanner Maroney
 Delaney Herndon
 Catherine Cho
 Ty Bloom
 Maggie Zentner
 Nicholas Allen Due
 Anastasia Schweiger
 Connor Daliposon
 Steven Zhang
 Austin Willis
 Bryant Yang
 Cody Bean
 Meili Christiansen
 Jamis Barcott
 Alice Huang
 Tyler J. Bieber

Prattville High School
 Gabrielino High School
 James Logan High School
 Mira Loma High School
 Carrollton High School
 Lee County High School
 Lee County High School
 Hillcrest High School
 Normal Community West High School
 Dowling Catholic High School
 Hutchinson High School
 Eastview High School
 South High School - Minneapolis
 Independence Truman High School
 St. Andrew's Episcopal School
 Glacier High School
 Durham Academy
 Fargo Davies High School
 Richardton-Taylor High School
 Richardton-Taylor High School
 Washburn High School
 Mount Carmel School
 Century High School
 Danville High School
 Sayre Area High School
 Sioux Falls Lincoln High School
 Central High School - San Angelo
 Beaver High School
 Kamiak High School
 Kamiak High School
 Ridgefield High School

Alabama
 California
 California
 California
 Georgia
 Georgia
 Georgia
 Idaho
 Illinois
 Iowa
 Kansas
 Minnesota
 Minnesota
 Missouri
 Mississippi
 Montana
 North Carolina
 North Dakota
 North Dakota
 North Dakota
 North Dakota
 Northern Mariana Islands
 Oregon
 Pennsylvania
 Pennsylvania
 South Dakota
 Texas
 Utah
 Washington
 Washington
 Washington

Honors and Awards



Policy Debate

presented by the Bickel & Brewer Foundation

▲ Nathaniel Sawyer and Natalie Knez

Glenbrook North High School, Illinois

Coach: Michael Greenstein



Lincoln-Douglas Debate

presented by Lincoln Financial Group

▲ Laith Shakir

Leland High School, California

Coach: Chris Wardner



Public Forum Debate

presented by the Arthur N. Rupe Foundation

▲ Aishu Bharathidasan and Grant Sinnott

Lake Highland Preparatory, Florida

Coach: John Michael Wascher

Harold Keller Public Service Leadership Award

At the 2013 National Tournament hosted in Birmingham, Alabama, **Indiana State Senator Randy Head** earned recognition as the recipient of the Harold Keller Public Service Leadership Award.

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

Sen. Head has represented North Central Indiana since his election to the Assembly in 2008. He is chair of the Local Government Committee and also serves on the Elections, Civil Law, and Judiciary

Committees. During the 2013 legislative session, he authored legislation to increase the penalty for child solicitation crimes, to create school safety standards for students, and to establish a system to investigate child fatalities.

Sen. Head was nominated by Dan Tyree and David McKenzie of Plymouth High School; Don Fortner of Munster High School; and Robert Kelly of Chesterton High School. Said Superintendent Tyree, "Randy is a friend to educators, and has shunned his own party to support educators on nearly every issue. We should celebrate Randy not only as a public servant, but one who supports public schools." 



▲ Keller Award Honoree, Indiana State Sen. Randy Head, and Rex G. Buffington of the Stennis Center for Public Service Leadership.



Senator John C. Stennis Congressional Debate
Outstanding Representative

▲ **Rep. Cameron Silvergate**

American Heritage School - Plantation, Florida
Coaches: David Childree and Yvonne Palmer (not pictured)



Senator John C. Stennis Congressional Debate
Outstanding Senator

▲ **Sen. Gregory Bernstein**

Nova High School, Florida
Coach: Lisa Miller

Honors and Awards



Original Oratory

presented by the Patrick Henry Memorial Foundation Auxiliary

▲ **Jenny Vuong**

Gabrielino High School, California
Coaches: Derek Yuill and Eric Wong (not pictured)



United States Extemp

presented by Carmendale Fernandes

▲ **Arel Rende**

Tulsa Washington High School, Oklahoma
Coaches: Meredith Deaton and Kelly R. McCracken



A. C. Eley Memorial International Extemp

presented by Ripon College

▲ **Nathan Leys**

Des Moines Roosevelt High School, Iowa
Coach: Harry W. Strong



Humorous Interpretation

presented by Western Kentucky University

▲ **Noah Jermain**

Savannah R3 High School, Missouri

Coach: Daniel Strang



**Lanny D. Naegelin Memorial
Dramatic Interpretation**

▲ **Anthony Nadeau**

Royal Palm Beach High School, Florida

Coaches: Eric Jeraci and David Kraft



Sandra Silvers Memorial Duo Interpretation

presented by Colorado College

▲ **Sean Jordan and Michael Dobuski**

Holy Ghost Prep, Pennsylvania

Coaches: Ryan Joyce, Tony F. Figliola,

Darius Wilson, and John J. Buettler

(not pictured: Tyler Dailey and Ryan Abramson)

Honors and Awards



Extemporaneous Debate
presented by Colorado College

▲ **Rishi Suresh**
Clear Brook High School, Texas
Coach: Michael Rutledge



Brother René Sterner Memorial Commentary
presented by Western Kentucky University

▲ **Kelsey Ritchie**
Bishop Kelley High School, Oklahoma
Coach: Megan Schaunaman



Expository
presented by Western Kentucky University

▲ **Audrey Keen**
University High School, Illinois
Coaches: Shannon Maney,
Laurie Adams, and Mark Adams



Poetry

presented by Western Kentucky University

▲ Ashley Anna Meyer

Niceville High School, Florida

Coach: Charles Williams



Prose

presented by Western Kentucky University

▲ Tyler Tippings

Schurr High School, California

Coaches: Joseph A. Ugalde and Kimberly Mancina



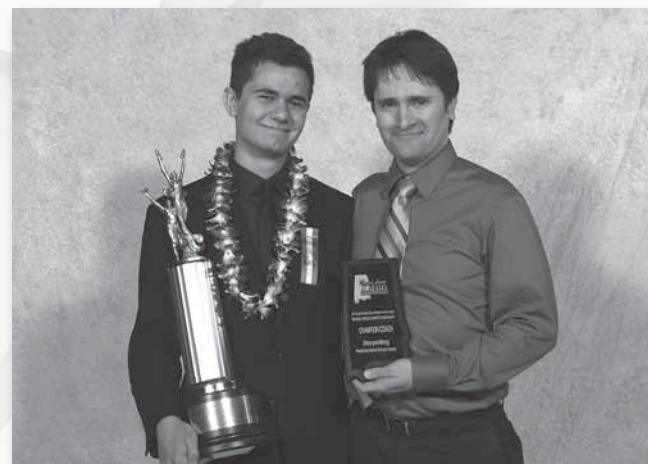
Impromptu

presented by Western Kentucky University

▲ Alexander Buckley

Downers Grove North High School, Illinois

Coach: Missy Carlson



Storytelling

presented by Western Kentucky University

▲ Sam Scarlato

Chanhasen High School, Minnesota

Coaches: James Fedje and Jessica Fedje (not pictured)

Honors and Awards



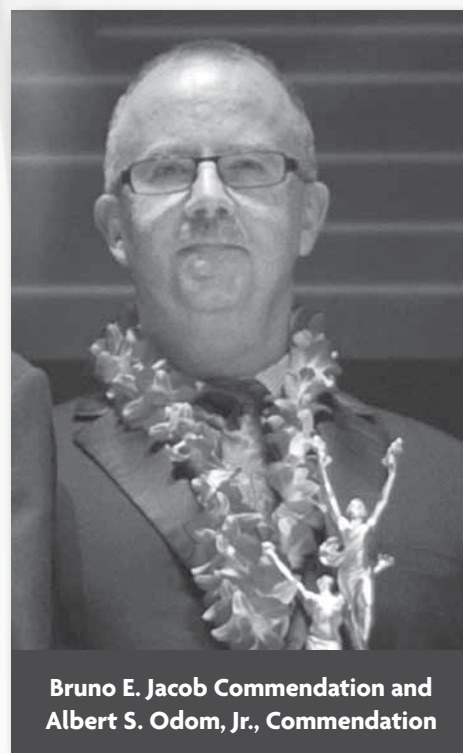
Bruno E. Jacob / Pi Kappa Delta Trophy

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

Endowed by Bruno E. Jacob's collegiate speech society, the Bruno E. Jacob / Pi Kappa Delta Trophy is presented to the school that has accumulated the greatest number of main event rounds at the National Tournament. **Holy Ghost Prep (PA)** earned this year's award with a championship total of 1,526 rounds.

Students: Michael Dobuski, Antonio Gil, Grant Hammerschlag, Sean Jordan, Robert McDonough, Pablo Platero, and Gregory Price

Coaches: Tony F. Figliola, John J. Buettler, Ryan Abramson, Ryan Joyce, Tyler Dailey, and Darius Wilson



▲ **Tony F. Figliola**
Pennsylvania

Top 5

Total
Rounds

Holy Ghost Prep, PA	1,526
Plano Sr. High School, TX	1,512
Parkview High School, MO	1,488
West High School - Iowa City, IA	1,483
Leland High School, CA	1,468



James M. Copeland
Coach of the Year

▲ **Jon Cruz**
New York



Principal
of the Year

▲ **Douglas Wine**
New Mexico



Seventh
Diamond Coach

▲ **Douglas Tschetter**
South Dakota



Eighth
Diamond Coach

▲ **Don Crabtree**
Missouri

Honors and Awards



**Communicator
of the Year**

▲ **Congressman Martha Roby**
*U.S. Representative for the 2nd
Congressional District of Alabama*



**Alumni Lifetime
Achievement Award**

▲ **Congresswoman Terri A. Sewell**
*U.S. Representative for the 7th
Congressional District of Alabama*



**Brother Gregory "René" Sterner
Lifetime Service Award**

▲ **William Woods Tate, Jr.**

This year's honor was awarded posthumously to Billy's brother, Larry Tate (second from left), representing the family, and Headmaster Bradford Gioia (second from right), representing Montgomery Bell Academy. Also pictured are founding donors to the William Woods Tate, Jr., Memorial Fund, Dr. Mike Edmonds (far left) and MBA alum Warren Sprouse (far right). Congresswoman Terri A. Sewell (middle) spoke fondly of her former debate coach from Selma High School in Alabama.



**50 Years of Participation
(Brookings High School)**

▲ **Sally Pies**
South Dakota



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

▲ **Meg Howell-Haymaker**
Arizona



**Pelham
Commendation**

▲ **Tara Tate**
Illinois



**Ted W. Belch
Coach Award**

▲ **Michael Greenstein**
Illinois



History in the Making

The Birmingham Nationals marked the first time two schools from the same district competed against each other in the final round of Policy Debate. Glenbrook North and Glenbrook South of Illinois faced off in the Birmingham-Jefferson Convention Complex on Friday, June 21. Congratulations to the Glenbrook Township High School District for this amazing accomplishment.



The countdown begins.



June 15-20, 2014

Overland Park, Kansas

**National Forensic League
National Speech & Debate Tournament**

Points and Results

School Awards

Schools of Outstanding Distinction

Top 10 schools after combining both debate and speech points (must score points in both divisions).

Speech Schools of Excellence

Top 20 schools in total speech points that did not win a School of Outstanding Distinction Award.

Debate Schools of Excellence

Top 20 schools in total debate points that did not win a School of Outstanding Distinction award.

Speech Schools of Honor

Top 21-40 schools in total speech points that did not win a School of Outstanding Distinction award.

Debate Schools of Honor

Top 21-40 schools in total debate points that did not win a School of Outstanding Distinction award.

Outstanding School Achievement

School administrators of the top six individuals or teams in each main event were sent an Outstanding School Achievement plaque within two weeks of the end of the National Tournament. The plaques were personalized with students' names, school, event, place, and year.

PRELIM ROUNDS

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

Speech: Two judge total of...

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

ELIM ROUNDS

Debate: Win = 10 points Loss = 7 points

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

Supplemental:	6 points	5 points	4 points	3 points	2 points
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CONGRESS

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

BONUS POINTS

Champion:	15 points
Runner-up:	10 points
Third place:	5 points

Formula for Determining School Awards

Speech

Round 7/8	6 points	
Round 9/10	+ 4 points	(Total 10)
Round 11/12	+ 4 points	(Total 14)
Round 13	+ 6 points	(Total 20)

Debate

Round 7/8	6 points	
Rounds 9 through 12	+ 2 points per round	(Total up to 14)
Top 6 Place Winner	+ 6 points	(Total 20)

Congress

Semifinalist	6 points	
Finalist	+ 4 points	(Total 10)
Top 7-14	+ 4 points	(Total 14)
Top 6 Place Winner	+ 6 points	(Total 20)

2013 School Awards

Schools of Outstanding Distinction

Bellarmino College Prep (CA)
 Brophy College Prep (AZ)
 Cypress Bay High School (FL)
 Des Moines Roosevelt High School (IA)
 Desert Vista High School (AZ)

James Logan High School (CA)
 Leland High School (CA)
 Miramonte High School (CA)
 Nova High School (FL)
 Ridge High School (NJ)

Speech Schools of Excellence

Alpharetta High School (GA)
 Apple Valley High School (MN)
 Chanhassen High School (MN)
 Downers Grove South High School (IL)
 Eagan High School (MN)
 Eastview High School (MN)
 Fullerton Joint Union High School (CA)
 Gabrielino High School (CA)
 Lincoln Southwest High School (NE)
 Moorhead High School (MN)
 Munster High School (IN)
 Newton South High School (MA)
 O'Gorman High School (SD)
 Roseville Area High School (MN)
 Salina High Central (KS)
 Solon High School (OH)
 St. Cloud Tech High School (MN)
 St. Thomas Aquinas High School (FL)
 Summit High School (NJ)
 Trinity Preparatory School (FL)

Debate Schools of Excellence

Adlai Stevenson High School (IL)
 American Heritage School - Plantation (FL)
 Bingham High School (UT)
 College Prep (CA)
 Durham Academy (NC)
 Hawken School (OH)
 Hendrickson High School (TX)
 Hutchinson High School (KS)
 Lake Highland Preparatory (FL)
 Morristown West High School (TN)
 Pine View School (FL)
 Plano West Sr. High School (TX)
 Regis High School (NY)
 San Marino High School (CA)
 Shrewsbury High School (MA)
 Spring Woods High School (TX)
 Stow-Munroe Falls High School (OH)
 The Bronx High School Of Science (NY)
 The Harker School (CA)
 University School (OH)

Speech Schools of Honor

Blue Springs High School (MO)
 Cypress Creek High School (TX)
 Denver East High School (CO)
 Denver School Of The Arts (CO)
 El Dorado High School (KS)
 George Washington High School (CO)
 Holy Ghost Prep (PA)
 Lake Braddock Secondary High School (FL)
 Marshfield High School (MO)
 Millburn High School (NJ)
 Monte Vista High School – Danville (CA)
 North Allegheny Sr. High School (PA)
 Pascagoula High School (MS)
 Raymore-Peculiar High School (MO)
 Riverside High School (SC)
 Royal Palm Beach High School (FL)
 Royse City High School (TX)
 Savannah R3 High School (MO)
 Schurr High School (CA)
 Tempe Preparatory (CA)
 Tulsa Washington High School (OK)

Debate Schools of Honor

Academic Magnet High School (SC)
 Bartlesville High School (OK)
 Bellaire High School (TX)
 Brainerd High School (MN)
 Catalina Foothills High School (AZ)
 Cypress Woods High School (TX)
 Delbarton School (NJ)
 Dowling Catholic High School (IA)
 East Mountain High School (NM)
 George Washington High School (CO)
 Glenbrook North High School (IL)
 Glenbrook South High School (IL)
 Green Valley High School (NV)
 Kamiak High School (WA)
 Norman High School (OK)
 Ransom Everglades Upper School (FL)
 Robbinsdale Cooper High School (MN)
 Sage Ridge School (NV)
 St. Louis Park High School (MN)
 Washington High School (SD)
 Wooster High School (OH)



WHO BROKE AND WHY – MAIN DEBATE EVENTS

Below is a summary from the high school 2013 National Tournament.



Policy Debate

At the end of round 6, a total of 69 teams advanced to round 7-8 with 8 or more winning ballots.

A total of 50 teams advanced to round 9.

A total of 35 teams advanced to round 10.

A total of 23 teams advanced to round 11.

A total of 15 teams advanced to round 12.

A total of 9 teams advanced to round 13.

A total of 6 teams advanced to round 14.

A total of 3 teams advanced to round 15.

A total of 2 teams advanced to round 16.

Public Forum Debate

At the end of round 6, a total of 97 teams advanced to round 7-8 with 8 or more winning ballots.

A total of 68 teams advanced to round 9.

A total of 49 teams advanced to round 10.

A total of 33 teams advanced to round 11.

A total of 21 teams advanced to round 12.

A total of 12 teams advanced to round 13.

A total of 7 teams advanced to round 14.

A total of 4 teams advanced to round 15.

A total of 2 teams advanced to round 16.

Lincoln-Douglas Debate

At the end of round 6, a total of 75 debaters advanced to round 7-8 with 8 or more winning ballots.

A total of 59 debaters advanced to round 9.

A total of 39 debaters advanced to round 10.

A total of 24 debaters advanced to round 11.

A total of 14 debaters advanced to round 12.

A total of 8 debaters advanced to round 13.

A total of 4 debaters advanced to round 14.

A total of 2 debaters advanced to round 15.

Congressional Debate

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



WHO BROKE AND WHY – MAIN SPEECH EVENTS

Below is a summary from the high school 2013 National Tournament.

Humorous Interpretation

At the end of round 6, a total of 60 contestants advanced to rounds 7-8 with a cume of 36. Six contestants were tied for 60th place. One of those students advanced having at least 5 ones, 2 twos, and 1 three.

At the end of round 8, a total of 30 contestants advanced to rounds 9-10 with a cume of 21. Four contestants were tied for 28th place. Three of those students advanced having at least 1 two and 3 threes.

At the end of round 10, a total of 14 contestants advanced to rounds 11-12 with a cume of 35 (clean break).

At the end of round 12, a total of 6 contestants advanced to round 13 with a cume of 70 (clean break).

Dramatic Interpretation

At the end of round 6, a total of 60 contestants advanced to rounds 7-8 with a cume of 34. Nine contestants were tied for 57th place. Four of those students advanced having at least 3 ones.

At the end of round 8, a total of 30 contestants advanced to rounds 9-10 with a cume of 22. Four contestants were tied for 29th place. Two of those students advanced having at least 1 one.

At the end of round 10, a total of 14 contestants advanced to rounds 11-12 with a cume of 36 (clean break).

At the end of round 12, a total of 6 contestants advanced to round 13 with a cume of 66 (clean break).

Duo Interpretation

At the end of round 6, a total of 60 teams advanced to rounds 7-8 with a cume of 35. Seven teams were tied for 56th place. Five of those teams advanced having at least 2 ones and 5 twos.

At the end of round 8, a total of 30 teams advanced to rounds 9-10 with a cume of 21 (clean break).

At the end of round 10, a total of 14 teams advanced to rounds 11-12 with a cume of 39. Four teams were tied for 14th place. One of those teams advanced having at least 3 ones.

At the end of round 12, a total of 6 teams advanced to round 13 with a cume of 65 (clean break).

Original Oratory

At the end of round 6, a total of 60 contestants advanced to rounds 7-8 with a cume of 37. Five contestants were tied for 60th place. One of those students advanced having at least 4 ones.

At the end of round 8, a total of 30 contestants advanced to rounds 9-10 with a cume of 21. Five contestants were tied for 30th place. One of those students advanced having at least 3 ones.

At the end of round 10, a total of 14 contestants advanced to rounds 11-12 with a cume of 37 (clean break).

At the end of round 12, a total of 6 contestants advanced to round 13 with a cume of 67 (clean break).

United States Extemporaneous Speaking

At the end of round 6, a total of 60 contestants advanced to rounds 7-8 with a cume of 34. Five contestants were tied for 58th place. Three of those students advanced having at least 2 ones, 3 twos, and 3 threes.

At the end of round 8, a total of 30 contestants advanced to rounds 9-10 with a cume of 20 (clean break).

At the end of round 10, a total of 14 contestants advanced to rounds 11-12 with a cume of 37 (clean break).

At the end of round 12, a total of 6 contestants advanced to round 13 with a cume of 69 (clean break).

International Extemporaneous Speaking

At the end of round 6, a total of 60 contestants advanced to rounds 7-8 with a cume of 34. Five contestants were tied for 57th place. Four of those students advanced having at least 2 ones and 5 twos.

At the end of round 8, a total of 30 contestants advanced to rounds 9-10 with a cume of 20 (clean break).

At the end of round 10, a total of 14 contestants advanced to rounds 11-12 with a cume of 36. Two contestants were tied for 14th place. One student advanced having at least 2 ones, 4 twos, and 2 threes.

At the end of round 12, a total of 6 contestants advanced to round 13 with a cume of 67 (clean break).

MAIN DEBATE EVENTS - FINAL RESULTS

PLACE	NAME / SCHOOL / STATE	RD 14	RD 15	FINAL
POLICY DEBATE <i>presented by the Bickel & Brewer Foundation</i>				
1.	Nathaniel Sawyer and Natalie Knez Glenbrook North High School, IL	W W W	B B B B B	AFF (10-5)
2.	Ben H. Wolch and Robert H. Shaw Glenbrook South High School, IL	L W W	W W W W W	NEG (5-10)
LINCOLN-DOUGLAS DEBATE <i>presented by Lincoln Financial Group</i>				
1.	Laith Shakir Leland High School, CA	L W W W L	--	NEG (5-4)
2.	Richard Shmikler St. Louis Park High School, MN	W W L L W	--	AFF (4-5)
PUBLIC FORUM DEBATE <i>presented by the Arthur N. Rupe Foundation</i>				
1.	Grant Sinnott and Aishu Bharathidasan Lake Highland Preparatory, FL	B B B	W L W W W	PRO (7-4)
2.	Aneesh Chona and Anuj Sharma The Harker School, CA	W W W	L W W L W	CON (4-7)

WORLD SCHOOLS DEBATE

Team Singapore defeated Team Slovenia in the final round of the WSDC-NFL five nation Round Robin tournament held at the National Speech & Debate Tournament in Birmingham, Alabama.

Team Singapore (pictured at right) consisted of Tan Kuon Hian, Lee Chin Wee, and Etsuko Lim. **Team Slovenia** consisted of Denis Horvat, Jure Hederih, and Ziva Antolin. The decision was 3-0.

Jure Hederih of Slovenia was the top speaker.

Teams from Canada, Mexico, and the United States also participated in the Round Robin.



MAIN SPEECH EVENTS - FINAL RESULTS

PLACE	NAME / SCHOOL / STATE	RD 7-10 CUME	SEMI RD 11	SEMI RD 12	FINAL	TOTAL
HUMOROUS INTERPRETATION <i>presented by Western Kentucky University</i>						
1.	Noah Jermain, Savannah R3 High School, MO	21	11113	22223	513111531522112	61
2.	Nina Grollman, Moorhead High School, MN	24	13142	73226	131222116111223	73
3.	Brent O'Connor, Nova High School, FL	33	43341	22132	424333322444334	94
4.	Carissa Guell, Desert Vista High School, AZ	30	22425	11141	342444444633445	95
5.	Mattison Merritt, Lincoln Southwest High School, NE	30	76236	43432	266666265255651	124
6.	Hayley Rader, Marshfield High School, MO	34	32423	41565	655555653366566	128
DRAMATIC INTERPRETATION <i>presented by the Lanny D. Naegelin Memorial</i>						
1.	Anthony Nadeau, Royal Palm Beach High School, FL	22	25335	64514	113124411221226	81
2.	Kenneth Zhang, The Harker School, CA	27	21675	31414	532633232113432	91
3.	Emerald Egwim, Eagan High School, MN	29	12211	42476	321265123662151	91
4.	Elijah Burton Beery, Salina High Central, KS	29	11773	11625	465352346434613	107
5.	Tyara Hooks, Alpharetta High School, GA	34	32511	56162	246411565555345	113
6.	Christina Parker, Pascagoula High School, MS	33	44247	42221	654546654346564	119
SANDRA SILVERS MEMORIAL DUO INTERPRETATION <i>presented by Colorado College</i>						
1.	Michael Dobuski and Sean Jordan, Holy Ghost Prep, PA	32	12711	11621	551133211331113	77
2.	Lily Zhang and Katherine Zhou, North Allegheny Senior High School, PA	23	43465	61111	323211454152331	83
3.	Emma Erler and Jordan Riebe, Roseville Area High School, MN	26	11112	76247	116454332246522	94
4.	Imani Hassien and Michael Board II, Denver School of the Arts, CO	33	37221	25422	245322165515245	102
5.	Cameron Sabeti and Kevin Herring, Trinity Preparatory School, FL	30	33532	42733	662665526423454	115
6.	Gregory Archer and Allison Scott, Summit High School, NJ	20	44623	66462	434546643664666	118
ORIGINAL ORATORY <i>presented by the Patrick Henry Memorial Foundation Auxiliary</i>						
1.	Jenny Vuong, Gabrielino High School, CA	13	11414	42113	331111211111113	49
2.	Laurel Scott, Eagan High School, MN	34	46161	41514	21325232332551	97
3.	Shelby Bloomer, O'Gorman High School, SD	33	11221	74423	444624142425345	100
4.	Logan Daniels, Roseville Area High School, MN	30	37233	33634	665446534243432	112
5.	Gurkaran Chotalla, Brophy College Prep, AZ	26	22164	74375	122333455556666	114
6.	Garrett Hammonds, Royse City High School, TX	20	73513	17275	556565666664224	119
UNITED STATES EXTEMPORANEOUS SPEAKING <i>presented by Carmendale Fernandes</i>						
1.	Arel Rende, Tulsa Washington High School, OK	25	41536	21114	1334243614221	82
2.	Christopher Jordan, Brophy College Prep, AZ	24	16173	35251	2421526521144	90
3.	Chase Harrison, Millburn High School, NJ	35	31551	26123	3245152232566	103
4.	Adam M. Stromme, Eagan High School, MN	29	54624	75223	5112334445432	104
5.	Joshua Wartel, Lake Braddock Secondary High School, VA	33	54112	52612	6553615363615	110
6.	Carunya Achar, Cypress Creek High School, TX	28	23623	61734	4666461156353	114
A. C. ELEY MEMORIAL INTERNATIONAL EXTEMPORANEOUS SPEAKING <i>presented by Ripon College</i>						
1.	Nathan Leys, Des Moines Roosevelt High School, IA	21	11314	11212	135111512611545	67
2.	Asheshananda Rambachan, Eastview High School, MN	20	23114	14241	351234241122252	70
3.	Lyubov Kapko, Tempe Preparatory Academy, AZ	30	11552	43137	222323334444123	93
4.	Allison McKibban, El Dorado High School, KS	26	35323	43354	544445623336334	103
5.	Lily Nellans, Des Moines Roosevelt High School, IA	32	44265	35132	413662455263411	106
6.	Kohinoor Gill, Desert Vista High School, AZ	31	44153	21423	666556166555666	122

MAIN SPEECH EVENTS - SEMIFINAL RESULTS

PLACE	NAME / SCHOOL / STATE	RD 7-10 CUME	SEMI RD 11	SEMI RD 12	TOTAL
HUMOROUS INTERPRETATION <i>presented by Western Kentucky University</i>					
7.	Madison Kolbo, Petal High School, MS	33	41511	54657	72
8.	Andrew Friedman, Eagan High School, MN	31	57577	17311	75
9.	Jordan Feliciano, Norton High School, OH	29	65675	35443	77
10.	Anne Totten, Moorhead High School, MN	33	66752	37315	78
11.	Tim Nesnidol, Canfield High School, OH	33	35264	66774	83
12.	Allison Marble, Duluth East High School, MN	35	27354	56776	87
13.	Natasha Prosek, Downers Grove South High School, IL	31	54767	75664	88
14.	Jessica Gill, Beachwood High School, OH	35	74636	64557	88
LANNY D. NAEGELIN DRAMATIC INTERPRETATION					
7.	Jessica Mannino, Notre Dame Academy, NY	34	33162	14356	68
8.	Philip Hoelscher, St. Cloud Tech High School, MN	33	53156	23731	69
9.	Tanner Maroney, Glacier High School, MT	23	55444	27573	69
10.	Aldean Pearson, Mansfield High School, TX	29	74333	56352	70
11.	Justin Wirsbinski, Eagan High School, MN	27	66662	73635	77
12.	April E. Bowen, Plymouth High School, IN	35	77424	35163	77
13.	Georgette Voss, Buffalo Grove High School, IL	35	46556	65747	90
14.	Theresa Liebhart, Stow-Munroe Falls High School, OH	35	67727	77247	91
SANDRA SILVERS MEMORIAL DUO INTERPRETATION <i>presented by Colorado College</i>					
7.	Sarah Dahdouh and Deborah Witherspoon, James Logan High School, CA	23	54574	44343	66
8.	Hoi Don Jung and Summer Wagner, Fullerton Joint Union High School, CA	32	26333	25235	66
9.	Christin Villalobos and Victoria Villalobos, Gabrielino High School, CA	24	21467	34556	67
10.	Symone Holmes and Michael Jones, Denver East High School, CO	32	65244	72116	70
11.	Natalie Nuckolls and Dallas Mahan, Alpharetta High School, GA	36	72747	13665	84
12.	Branden Lindsay and Jalen Gray, Southside High School, SC	35	57376	33574	85
13.	Francisco Sierra and Josue Flores, James Logan High School, CA	39	76155	57374	89
14.	Sarabeth Marlowe and Kolton Winfield, Danville High School, KY	37	65656	57757	96
ORIGINAL ORATORY <i>presented by the Patrick Henry Memorial Foundation Auxiliary</i>					
7.	Georgia Schmitt, Apple Valley High School, MN	25	65655	35161	68
8.	Patricia Alexis Reeves, Apple Valley High School, MN	28	22545	26647	71
9.	Vinay Basti, Hinsdale Central High School, IL	36	55372	26442	76
10.	Jeremiah Osborn, Helix Charter High School, CA	37	36372	62732	78
11.	Nader Helmy, Apple Valley High School, MN	34	57737	55521	81
12.	Andrea Ambam, Raymore-Peculiar High School, MO	36	64726	61257	82
13.	Liam Feroli, St. Thomas Aquinas High School, FL	35	44446	17766	84
14.	Stephanie Bernstein, Nova High School, FL	34	73657	53356	84
UNITED STATES EXTEMPORANEOUS SPEAKING <i>presented by Carmendale Fernandes</i>					
7.	Gabriel Ferrante, Iona Preparatory, NY	37	35255	14441	71
8.	Alexander Buckley, Downers Grove North High School, IL	35	42712	32537	71
9.	Carolyn Evans, Des Moines Roosevelt High School, IA	28	73335	44547	73
10.	Vinesh Kannan, IL Math and Science Academy, IL	36	12741	73465	76
11.	Drew Heugel, Lamar Consolidated High School, TX	33	67246	66352	80
12.	Elizabeth Kleinhenz, Wooster High School, OH	35	25467	17376	83
13.	Jasper Shea Primack, Newton South High School, MA	25	76377	47776	86
14.	Nida Ansari, Riverside High School, SC	35	67464	53665	87
A. C. ELEY MEMORIAL INTERNATIONAL EXTEMPORANEOUS SPEAKING <i>presented by Ripon College</i>					
7.	Dylan Adelman, Lakeville South High School, MN	26	56562	22771	69
8.	Sarah Elisabeth Ullom-Minnich, Moundridge High School, KS	31	63235	65323	69
9.	Eric Wang, Solon High School, OH	32	35441	52576	74
10.	John Cherian, Bellarmine College Prep, CA	34	22726	56464	78
11.	Eryn Hughes, St. Thomas Aquinas High School, FL	36	66431	37646	82
12.	Rohan Dhoopar, Bellarmine College Prep, CA	34	72647	76615	85
13.	Jack Glaser, George Washington High School, CO	31	57776	74555	89
14.	Sidarth Singh, Munster High School, IN	32	77677	67767	99

SUPPLEMENTAL AND CONSOLATION EVENTS - FINAL RESULTS

PLACE	NAME / SCHOOL / STATE	RD 12	RD 13	FINAL	
EXTEMPORANEOUS DEBATE <i>presented by Colorado College</i>					
1.	Rishi Suresh, Clear Brook High School, TX	W W W	B B B	AFF (4-1)	
2.	Shania Hunt, Northland Christian School, TX	W W L	W W L	NEG (1-4)	
PLACE	NAME / SCHOOL / STATE	PRELIM CUME	SEMIS	FINAL	TOTAL
PROSE <i>presented by Western Kentucky University</i>					
1.	Tyler Tippings, Schurr High School, CA	12	1 1 5	23 1 5 3 1 2	30
2.	Hailey Woolverton, Lakeville North High School, MN	15	1 2 3	1 4 2 2 1 3 4	33
3.	Susanna Weller, Salina High Central, KS	10	5 4 2	5 2 3 3 2 5 1	36
4.	Grant Hammerschlag, Holy Ghost Prep, PA	14	2 1 1	4 1 4 1 4 6 6	37
5.	Rohan Chatterjee, Munster High School, IN	11	2 1 2	3 5 5 4 5 4 3	37
6.	Paige La Nasa, Centennial High School, TX	9	4 5 1	6 6 6 6 6 2 5	48
POETRY <i>presented by Western Kentucky University</i>					
1.	Ashley Anna Meyer, Niceville High School, FL	14	1 2 3	5 2 6 1 2 2 1	32
2.	Mahalia Tutuwaa Agyepong, LV Hightower High School, TX	13	4 4 1	4 1 1 5 1 5 2	35
3.	Jesse Aaronson, Cherry Creek High School, CO	9	4 1 5	1 4 4 6 4 3 4	38
4.	Marcel Moore, Decatur Central High School, IN	13	3 7 1	2 6 3 2 5 1 6	42
5.	Tyrell Greenwood, Norwin High School, PA	16	3 1 4	3 3 5 4 3 4 5	43
6.	Connor Schwartz, Chanhassen High School, MN	16	2 2 3	6 5 2 3 6 6 3	46
EXPOSITORY <i>presented by Western Kentucky University</i>					
1.	Audrey Keen, University High School, IL	8	4 2 2	1 2 1 1 5 1 2	23
2.	Alison Ogunmokun, University High School, IL	11	2 5 1	2 3 2 4 1 2 1	29
3.	Lexie Harvey, Brentwood Academy, TN	10	3 1 2	5 4 4 2 4 3 3	34
4.	Naomi Z. Eisenberg, Newton South High School, MA	10	1 2 3	3 1 6 6 3 4 6	38
5.	Mary Carol Butterfield, Riverside High School, SC	11	1 5 1	6 5 3 5 2 5 5	41
6.	Nathan Selove, Sherando High School, VA	9	5 4 1	4 6 5 3 6 6 4	44
BROTHER RENÉ STERNER MEMORIAL COMMENTARY <i>presented by Western Kentucky University</i>					
1.	Kelsey Ritchie, Bishop Kelley High School, OK	10	3 4 2	1 2 2 3 2 2 1	28
2.	Sam Whipple, Mason High School, OH	12	3 2 2	3 4 1 1 3 1 3	30
3.	Cosmo Albrecht, Robert E. Lee High School - San Antonio, TX	10	3 3 1	2 3 4 2 6 3 5	34
4.	Naomi Duru, Ball High School, TX	12	2 1 1	5 1 3 4 4 4 4	35
5.	Matt Greydanus, Grand Rapids Christian, MI	11	1 2 3	4 6 5 5 5 6 2	42
6.	Parth Patel, Huntley High School, IL	13	1 1 1	6 5 6 6 1 5 6	44
IMPROMPTU <i>presented by Western Kentucky University</i>					
1.	Alexander Buckley, Downers Grove North High School, IL	6	1 3 1	1 1 1 2 3 4 4	22
2.	Xena Itzkowitz, Freehold Township High School, NJ	5	3 3 2	6 3 2 3 1 2 2	25
3.	Jerome Gregory, Ladue Horton Watkins High School, MO	5	1 2 5	2 2 3 5 4 3 6	30
4.	Will Walker, Fullerton Joint Union High School, CA	7	2 1 2	5 5 4 1 6 5 1	32
5.	Carolyn Evans, Des Moines Roosevelt High School, IA	7	4 1 1	3 6 6 4 2 6 3	35
6.	Luke Benjamin Berdahl, Forest Grove High School, OR	5	3 4 2	4 4 5 6 5 1 5	37
STORYTELLING <i>presented by Western Kentucky University</i>					
1.	Sam Scarlato, Chanhassen High School, MN	4	1 1 3	1 2 4 1 2 3 1	18
2.	Michael Cohen, Independence Truman High School, MO	5	2 2 1	3 3 1 3 5 1 3	23
3.	Caleb Roberts, Princeton High School, TX	5	3 1 5	4 1 2 2 4 2 2	26
4.	Syrah Sherwood, Roseville Area High School, MN	5	1 2 3	5 5 3 4 1 4 5	32
5.	Christian Heisler, O'Gorman High School, SD	6	2 3 2	2 4 6 5 3 5 6	36
6.	Ryan McCrary, Blue Springs South High School, MO	6	4 4 1	6 6 5 6 6 6 4	44

SENATOR JOHN C. STENNIS CONGRESSIONAL DEBATE RESULTS

HOUSE

1	Cameron Silvergate	American Heritage School	FL	Leadership Bowl
2	David Jakubowicz	Nova High School	FL	
3	Tushar Madan	Plano West Sr. High School	TX	
4	Michelle Kelrikkh	Adlai Stevenson High School	IL	
5	Connor Meckfessel	Miramonte High School	CA	
6	Langston Williams	George Washington High School	CO	Presiding Officer
7	Marina Finley	Bellaire High School	TX	
8	Jeremy Gutner	Cypress Bay High School	FL	
9	Laela Zaidi	Joplin High School	MO	
10	Simon Essig Aberg	Desert Vista High School	AZ	
11	Eric Ramoutar	Adlai Stevenson High School	IL	
12	Michael Cervino	Ridge High School	NJ	
13	Tushar Goswami	Beavercreek High School	OH	
14	Dillon Chepp	Nova High School	FL	
F	Michael Solomentsev	Desert Vista High School	AZ	
F	Raymond Rif	Nova High School	FL	
F	Jack Miller	Fenwick High School	IL	
F	Joe Russell	Brophy College Prep	AZ	
F	Javid Aboii	Hendrickson High School	TX	
F	Josh Karimi	Topeka West High School	KS	
F	Joseph Walter	Ridge High School	NJ	
F	Mark Allseits	Pine View School	FL	
F	Nic Gerard	Shrewsbury High School	MA	
F	Justin Lafazan	Syosset High School	NY	

SENATE

1	Gregory Bernstein	Nova High School	FL	Leadership Bowl
2	Christina Gilbert	Los Gatos High School	CA	
3	Zachary Gorwitz	Cypress Bay High School	FL	
4	Nicole Castillo	Ridge High School	NJ	
5	Wars Mohammad	Spring Woods High School	TX	
6	James Clarke	East Mountain High School	NM	Presiding Officer
7	Vineet Aggarwal	St. Andrew's Episcopal School	MS	
8	Michael Ippolito	Mesquite High School	AZ	
9	Justin Hill	Nova High School	FL	
10	Ryan Fedasiuk	Desert Vista High School	AZ	
11	Bennett Stehr	Miramonte High School	CA	
12	Oliver Sherren	The Parish Episcopal School	TX	
13	Tyler J. Bieber	Ridgefield High School	WA	
14	Charles Christian Correll	Miramonte High School	CA	
F	Steven P. Tyler	Belen Jesuit Prep School	FL	
F	Taylor C. Ruisch	St. Thomas Aquinas High School	KS	
F	Ted Waechter	Cary Academy	NC	
F	David Farrow	Charlotte Latin School	NC	
F	Will Mascaro	Hawken School	OH	
F	Lorenzo Barberis Canonico	Riverside High School	SC	
F	Abhimanyu Gupta	Shrewsbury High School	MA	
F	Cody Goodchild	St. Michael Albertville High School	MN	
F	Beth Moses	Beachwood High School	OH	
F	Luke Theuma	Des Moines Roosevelt High School	IA	

SENATOR JOHN C. STENNIS CONGRESSIONAL DEBATE





Middle School National Tournament

The fourteenth annual National Middle School Speech & Debate Tournament was held June 19-21, 2013, for the third year in conjunction with the high school National Tournament. Attending the tournament were nearly 700 students from 93 schools spanning 27 states, the territory of the Northern Mariana Islands, South Korea, and Taiwan. Those students constituted more than 1,126 entries across 14 speech and debate events.

Schools of Excellence

Speech	Debate	Overall
Brentwood Academy, TN Coach: Joanna Franzke	HuaXia Chinese School, TX Coach: Stan Magee	Kudos College of Youth Leadership, CA Coaches: Scott Wheeler/Eric Strauss
Olive Children Foundation, CA Coaches: Stephan Brooks/Steven Leal	Kudos College of Youth Leadership, CA Coaches: Scott Wheeler/Eric Strauss	Olive Children Foundation, CA Coaches: Stephan Brooks/Steven Leal
Rowan County Middle School, KY Coaches: Jordan Atkinson/Kellie D. Crump	Olive Children Foundation, CA Coaches: Stephan Brooks/Steven Leal	The Harker Middle School, CA Coach: Karina Momary
St. Mary's Hall, TX Coach: Joseph Muller	Southlake Junior Debate Club, TX Coach: Jacob Hopson	
West Hills Middle School, MI Coach: Rachel Warnecke	The Harker Middle School, CA Coach: Karina Momary	
	West Des Moines Valley, IA Coach: David McGinnis	

Debate Results

Congressional Debate

Place	Contestant	School	Prelim W/L	Elim. Place
1	Alexander Lam	The Harker Middle School, CA	2,2,3,2,1,2,1,2,3,5,4,2,2	31
2	Aditya Dhar	The Harker Middle School, CA	1,1,2,1,3,9,9,9,2,1,2,1,1	42
3	Emaad Raghib	The Harker Middle School, CA	3,3,4,3,2,9,9,9,1,9,1,3,6	62
4	Michael Tseitlin	The Harker Middle School, CA	9,5,8,4,4,1,2,1,9,9,9,9,3	73
5	Emma Lin	Southlake Jr. Debate Club, TX	6,4,1,8,9,9,9,9,6,2,3,4,7	77
6	Garrett Garver	Lincoln Junior High School, IN	5,7,7,9,9,9,3,7,9,6,9,7,4	91

Lincoln-Douglas Debate

Place	Contestants	School	Prelim W/L	Elim. Place
1	Trent Gilbert	West Des Moines Valley, IA	4-1	Champion
2	Raam Tambe	Ridgecrest Intermediate School, CA	5-0	Runner-Up
3	Ethan Wang	HuaXia Chinese School, TX	5-0	Semifinalist
4	Kalista Schauer	Marvin Baker Middle School, TX	5-0	Semifinalist
5	Varun Venkatesh	Young Genius Academy, CA	4-1	Quarterfinalist
6	Grace Huang	St. John's Middle School, TX	4-1	Quarterfinalist

Public Forum Debate

Place	Contestants	School	Prelim Record	Elim. Place
1	Aditya Dhar and Alexander Lam	The Harker Middle School, CA	4-1	Champion
2	Sam Bonham and Emma Lin	Southlake Jr. Debate Club, TX	4-1	Runner-Up
3	Collin Brown and Mollie Zoffer	Durham Academy, NC	5-0	Semifinalist
4	Ansh Patel and Rohan Saxena	Olive Children Foundation, CA	4-1	Semifinalist
5	Michelle Huang and Ishika Chawla	Olive Children Foundation, CA	5-0	Quarterfinalist
6	Megan Nuggihalli and Aislinn Bratt	Capitol Debate - Howard County, MD	4-1	Quarterfinalist

Policy Debate

Place	Contestants	School	Prelim W/L	Elim. Place
1	Jerry Wang and Kirk Wu	Kudos College of Youth Leadership, CA	4-1	Champion
2	Diana Kim and Bradley Sheen	AGAPE Public Speaking Academy, NY	4-1	Runner-Up
3	Alexandra Carther and Meta Miller	West Des Moines Valley, IA	4-1	Semifinalist
4	Rahul Shukla and Raymond Xu	The Harker Middle School, CA	4-1	Semifinalist
5	Chaney Bearden and Hannah Ku	Calhoun Middle School, GA	4-1	Quarterfinalist
6	Joey Kiang and Natalie Wang	Kudos College of Youth Leadership, CA	4-1	Quarterfinalist

Lincoln-Douglas Debate Speaker Awards

1	Ethan Wang	HuaXia Chinese School, TX	89 / 148
2	Raam Tambe	Ridgecrest Intermediate School, CA	89 / 147
3	Devin Metzger	Knox Jr. High, TX	88

Policy Debate Speaker Awards

1	Adam Pahlavan	AGAPE Public Speaking Academy, NY	89.5
2	Nishad Neelakhandan	McDonogh School, MD	89
3	Evan Jones	Union Public School, OK	88.2

Public Forum Debate Speaker Awards

1	Olivia Cardenas	Sidney Lanier Middle School, TX	89 / 148
2	Madeline Muhlerr	Sidney Lanier Middle School, TX	89 / 147
3	Aditya Dhar	The Harker Middle School, CA	88

Consolation Lincoln-Douglas Debate

Place	Contestants	School	Elim. Place
1	Krupali Patel	Lake Highland Preparatory School, FL	Champion
2	Elizabeth Turchinsky	The Harker Middle School, CA	Runner-Up

Consolation Public Forum Debate

Place	Contestants	School	Elim. Place
1	Anshul Shah and Anirudh Gottiparthi	Olive Children Foundation, CA	Champion
2	Travis Craig and Lyle Derden	Sidney Lanier Middle School, TX	Runner-Up

Speech Results

† Tied speech cumulative rank totals were broken on judge preference, then sum of reciprocal fractions, then number of firsts, seconds, thirds, etc., then adjusted final rank total, after dropping high and low ranks, and finally, lowest semifinal rank total.

Declamation

Place	Contestant	School	Final Round Ranks	Rank Total
1	Jimmy McDermott	Mt. Prospect Independents, IL	1,1,1,2,1	6
2	Kory Turner	Sacred Heart Intermediate School, MA	4,3,2,3,3	15
3	Corey Davis	Wirt-Emerson Vis/Perf. Arts, IN	2,4,4,1,6	17
4	Emma Warnecke	West Hills Middle School, MI	3,6,3,4,2	18
5	Edlene Miguel	Young Genius Academy, CA	6,2,5,5,4	22
6	Ivy Gillon	Ockerman Middle School, KY	5,5,6,6,5	27

Dramatic Interpretation

Place	Contestant	School	Final Round Ranks	Rank Total
1	Molly McDermott	Mt. Prospect Independents, IL	2,1,5,2,2	12
2	Nathan Terrell	Rowan County Middle School, KY	3,4,4,1,3	15
3	Yujin Lee	The Coconuts (Saipan Middle School), MP	6,3,2,4,1	16
4	J.T. Garcia	Saint Mary's Hall, TX	1,5,1,6,4	17
5	Bailee Harper	Wisconsin Connections Academy, WI	5,2,6,3,5	21
6	Carson Latham	Ockerman Middle School, KY	4,6,3,5,6	24

Duo Interpretation

Place	Contestant	School	Final Round Ranks	Rank Total
1	Tevon Thomas and Manuela Reyes	Bronx Prep. Charter School, NY	1,1,1,3,2	8
2	Christopher Clark and Bryce Jarvis	Brentwood Academy, TN	4,2,3,1,3	13
3	Brandon Black and Katherine Nesbitt	Brentwood Academy, TN	3,3,4,5,1	16
4	Gavin Schoenwald and Riley Clemmons	Brentwood Academy, TN	6,5,2,2,4	19
5	Tati Mirabent and Claire Ramos	Saint Mary's Hall, TX	2,6,6,4,5	23
6	Emma Warnecke and Jeremy Craig	West Hills Middle School, MI	5,4,5,6,6	26

Extemporaneous Speaking

Place	Contestant	School	Final Round Ranks	Rank Total
1	Anshul Shah	Olive Children Foundation, CA	1,1,2,1,1	6
2	Lekha Sunder	Sidney Lanier Middle School, TX	3,4,5,2,3	17 †
3	Raam Tambe	Ridgecrest Intermediate School, CA	5,2,1,5,4	17 †
4	Anirudh Gottiparthi	Olive Children Foundation, CA	4,3,6,3,2	18
5	Michelle Huang	Olive Children Foundation, CA	2,5,3,6,5	21
6	Evan Jones	Union Public School, OK	6,6,4,4,6	26

Humorous Interpretation

Place	Contestant	School	Final Round Ranks	Rank Total
1	Arin Champati	West Hills Middle School, MI	2,1,1,6,3	13
2	Kory Turner	Sacred Heart Intermediate School, MA	3,3,6,1,1	14
3	Bailee Harper	Wisconsin Connections Academy, WI	1,4,3,4,6	18 †
4	Ben Parrish	Saint Mary's Hall, TX	5,2,4,5,2	18 †
5	Philip Clement	Saint Mary's Hall, TX	4,5,5,2,5	21 †
6	Gabriella Garcia	Saint Mary's Hall, TX	6,6,2,3,4	21 †

Impromptu Speaking

Place	Contestant	School	Final Round Ranks	Rank Total
1	Lekha Sunder	Sidney Lanier Middle School, TX	1,2,1,1,5	10
2	Hannah Grace Smith	Emerson Middle School, CA	2,4,2,2,3	13
3	Nicci Matthey	Saint Mary's Hall, TX	3,1,6,4,2	16
4	Emelie Eldracher	The Pike School, MA	6,3,5,3,4	21
5	Amelia Carlisle	Rowan County Middle School, KY	5,6,4,6,1	22
6	Harper Anderson	Rowan County Middle School, KY	4,5,3,5,6	23

Original Oratory

Place	Contestant	School	Final Round Ranks	Rank Total
1	Brandon Black	Brentwood Academy, TN	2,2,6,1,1	12
2	Bailee Harper	Wisconsin Connections Academy, WI	1,1,5,2,4	13
3	Faiza Qazi	E.A. Olle Middle School, TX	6,3,2,3,3	17
4	Stanley Yu	Kudos College of Youth Leadership, CA	3,4,3,4,5	19
5	Carissa Chen	The Harker Middle School, CA	4,6,4,5,2	21
6	Melinda Guo	Kudos College of Youth Leadership, CA	5,5,1,6,6	23

Poetry Interpretation

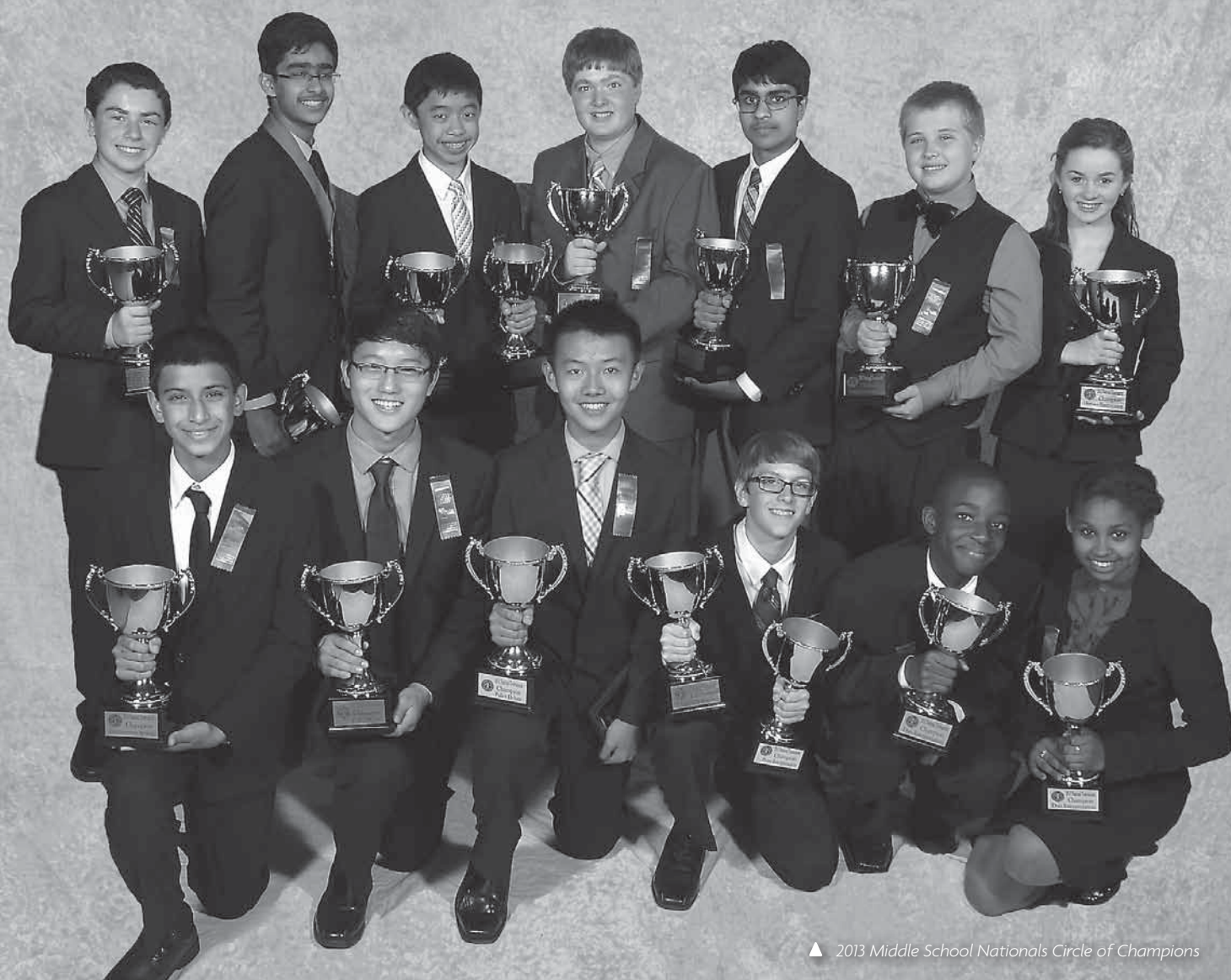
Place	Contestant	School	Final Round Ranks	Rank Total
1	Trevor LaBree	Ockerman Middle School, KY	1,2,1,1,1	6
2	Angela Wang	Olive Children Foundation, CA	3,1,2,2,2	10
3	Jennifer Wei	Olive Children Foundation, CA	4,5,5,3,3	20
4	Jenny Fealk	West Hills Middle School, MI	5,4,3,4,6	22 †
5	Arin Champati	West Hills Middle School, MI	2,6,4,5,5	22 †
6	Jennifer Yang	Wilshire Academy, CA	6,3,6,6,4	25

Prose Interpretation

Place	Contestant	School	Final Round Ranks	Rank Total
1	Brandon Black	Brentwood Academy, TN	1,1,2,1,2	7
2	Dalia Schwarzbaum	West Hills Middle School, MI	2,2,1,2,3	10
3	Steele Schoeberl	Lakewood Middle School, TN	3,3,5,3,4	18
4	Sarah Bryant	Brentwood Academy, TN	4,5,6,6,1	22
5	Macie Atwood	Woodland Middle School, TN	5,6,3,5,5	24 †
6	Sahil Kapoor	Olive Children Foundation, CA	6,4,4,4,6	24 †

Storytelling

Place	Contestant	School	Final Round Ranks	Rank Total
1	Miles Eichenhorn	West Hills Middle School, MI	1,2,3,1,1	8
2	Jordan Whittaker	Rowan County Middle School, KY	4,1,4,3,2	14
3	Tre Stewart	Brentwood Academy, TN	2,3,5,2,4	16
4	Debra Moraitis	West Hills Middle School, MI	3,4,1,5,5	18
5	Jordan Arnette	Wirt-Emerson Vis./Perf. Arts, IN	5,5,2,6,3	21
6	Jeremy Craig	West Hills Middle School, MI	6,6,6,4,6	28



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Director*) is the current President of
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brings the Florida
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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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Thank You From Moore, Oklahoma

by Ishmael Kissinger

Like many of you, most of my life has been devoted to forensics. I have been involved in speech and debate since I was a teenager, competing at tournaments and making friends, and now judging and coaching the next generation. It is because of the lifelong value that comes from being a participant in speech and debate that I have so readily devoted my life to this community. And I believe it is the same shared values that inspired you all to help in our time of need.


As many of you remember, a terrible tragedy struck Moore Oklahoma on May 20 as an EF-5 tornado tore through many neighborhoods destroying homes and families. While we were still trying to put together what had been ripped apart, the speech and debate communities across the country pitched in to ease our burden. They gave not only their well-wishes, thoughts, prayers, but

also their time, effort, and money to ensure that the students in our district would be able to attend the National Forensic League's National Tournament. At times, the outpouring of help was so emotionally overwhelming that we were moved to tears by the generosity of complete strangers.

While my team would like to be able to thank everyone individually, there are a few people whom we would like to take the time and thank here. First, our family, the East and West Oklahoma NFL districts, whose members were personally contacting us and making sure that we were all okay, and later would be offering us tournament clothes, travel assistance, and lodging—your familiar presence and kind words were comforting in our time of need. Second, the National Forensic League's national office, in addition to providing us with the support of our national organization,

also provided personal assistance and made sure that the families attending would not have to endure the financial burden of traveling and competing at the National Tournament. We hope you know how much your actions mean to the families affected. We just wanted to take the time to let you know how much you are appreciated.

Our trip to Birmingham was more than an opportunity for the students to compete at the highest level. It was an experience that let all of us know that, even when tragedy may strike, there are always people you can turn to for help. There are things not even a tornado can take away.

On behalf of myself, Moore Schools, and the families, thank you. 

Ishmael Kissinger is a one-diamond debate coach at Moore HS in Oklahoma.

Speech & Debate

It's Not Just About Championships

by Chris Mosmeyer

Right after the awards ceremony for the National Forensic League National Tournament this past June, my team had our own awards ceremony at a Denny's just north of downtown Birmingham.

After four years of qualifying students to the National Tournament, we had our first piece of "hardware" to show. I had one student who advanced to the top 60 in U.S. Extemporaneous Speaking. I stood in line at the concert hall, like many of you, and received his plaque without fanfare.

In addition to him, I had four seniors and two freshmen who qualified for the National Tournament, but did not advance in their main event—though four of them advanced a few rounds in supplemental and consolation events. We also had three other students—including one graduating senior—who attended the tournament to watch rounds and support their teammates.

At Denny's after a long week, we proudly presented Anthony with his plaque, but the "awards ceremony" for our team went beyond that. I told the seniors that qualifying for the National Tournament was always bittersweet. It's a significant accomplishment to qualify and

then to compete in the largest academic contest in the world with the greatest students in this activity.

The bitter part is that unless everything goes perfectly, the last tournament for very talented seniors will end in disappointment.

Wednesday, Thursday, and Friday of the National Tournament are always difficult days. It's exciting as we watch students advance in their events, holding their breath to see if they are still on the "up" list. As they get eliminated, our attention turns to "why." I had several discussions with coaches and my captain for next year as to what we could do differently. Like all of you, I would love to win a national championship. I would love to have a student on that stage on Friday night. I'd even settle for having a semifinalist on the stage after the final round!

The reality is, that will take a whole lot of work, a whole lot of luck—and really, a perfect run.

Consider this: there are roughly 250 competitors in any individual event. Those are students who already earned their trip by being among the best in their respective districts. Only six appear on the stage as finalists, and only one

is crowned national champion. Six out of 250 is only 2.4% of already the top competitors in the nation!

To advance to the top 60 is huge, considering that more than three out of every four competitors are disappointed when the first results are posted.

It's those times when I wonder if I'm doing what I should to prepare my students to be among the best in the nation. However, it's times like now—a month separated from the tournament—that I remember there are other reasons to do what I do.

At our Denny's ceremony, I recognized each of my seniors for their significant accomplishments and for the times I'll remember the most. My top two seniors are graduating with the top League degree, and my top three seniors are graduating as Academic All Americans.

I told Elizabeth Fetherman that one of my fondest moments in my entire coaching career is when her name was called at our district meet as being a qualifier in Dramatic Interp after three years of disappointment.

I praised Alyssa Snyder for being a three-time qualifier to Nationals. She had been disappointed not to be a four-year qualifier, but felt a little better when I pointed out that our home state of Texas only had one four-year qualifier and only 21 three-year qualifiers.

I went around the table and gave some words of comfort to each of the students at the table. I reminded them that they all have had some wonderful successes at previous tournaments. More importantly, they have all gained the wonderful experiences and skills of competing in forensics. They are more comfortable speaking in front of crowds than a majority of their peers. They have learned to be confident, to prepare for challenges, to think critically, to accept both defeat and victory with dignity, to

be supportive of a team, to manage their time, and to “not dilly-dally” when they have multiple things to do at once (thank you, cross-entries!).

I could begin next year with a different focus. I could decide that getting a national champion in something is my one and only goal. I could ignore the statistics that show how difficult that will be.

But, if I did that, I would lose sight of why we have this team.

If I stocked my tournament schedule with National Tournaments only, I would first and foremost blow my team budget by October, likely leading my school to cut back on what we do and end our season before it really begins.

If I only scheduled tournaments that posed the greatest challenges for my students, my varsity competitors would be challenged and would be proud when they won. My novice students, on the other hand, would face insurmountable challenges and would likely lose interest in what they perceived to be a losing endeavor.

If I required hours of after-school practices and restricted students from participating in other events, I would lose members of my team. My school is tiny—only 90 students. We have to share. Making such requirements would eventually kill my team.

If I decided to seek out the most difficult district in the state, we might not have as many qualifiers to the National Tournament. I've heard some criticisms from coaches in other parts of the state that our district was not particularly strong—a claim that I would willingly challenge. My response has always been if that's true, then that gives me a good chance of qualifying students. Just getting there is an accomplishment.

If I put all of my effort into getting a national champion, then I would likely

discount every victory up until that final one. My students would no longer be proud of their accomplishments along the way.

Finally, if that was my one and only goal, what would I do when it didn't happen?

I am amazed by the schools that are regularly on stage. I can only imagine how proud the Glenbrooks district must be to have both finalists of Policy Debate in 2013. I marvel at the Leland, James Logan, Apple Valley, Dowling Catholic, Holy Ghost Prep, and so many other schools that regularly win those big trophies. I tip my cap to you, coaches and students.

But, that's not my school. Not yet. Maybe someday.

Right now, I have to run my team to achieve the realistic goals that we have.

We have had some great successes. We have won a lot of tournaments. We have won a lot of trophies.

We've also had a lot of students learn from the experience. A full third of our school competes in forensics.

We've earned our school good publicity in the local media. As a private school, we are always looking at ways to retain our students. Most of the students on our team stay at our school. Not only that, but most of our top students participate in forensics, including Snyder and Fetherman who were valedictorian and salutatorian, respectively, this year.

While I would love to have a great collection of national trophies, to put all of my efforts into that goal would have detrimental results for my team as a whole. Rather than wholesale changes, I have endeavored over the past years to institute a few small changes toward that ultimate goal.

Each year, we evaluate the tournaments we go to and try to make one or two changes that will help the team as a whole. Sometimes, it means

going to a bigger tournament; sometimes, it means going to a new tournament that will likely be small.

Last year, we began regular after-school practices for debaters, but those in football or volleyball or other sports were exempt. The result was a higher winning percentage for our team than ever before.


Next year, we'll continue to look at what we can do to take another step.

I encourage all coaches to consider what is best for their teams. What works for some schools may not work for you. The plan that creates top national competitors may not be the best course of action for your team.

At the national awards ceremony, Executive Director Scott Wunn gave a charge to the seniors. (Incidentally, that's my favorite part of the ceremony.) Before the ceremony started, I told my five seniors it was coming and reminded them to stand, including the senior who had not qualified for the tournament—she also is a member of the League.

Mr. Wunn told the seniors that all of them were used to winning. He challenged them for the next ten years to go out and do difficult things—to do things that would make them come in *fifth*.

It's a great charge. And, competing in the National Tournament is one of those things. A vast majority of those who attended that ceremony didn't win an award that night.

I do hope someday to win the big trophy. Until then, I'll be content to remember that at the end of each year, it's not about trophies, but about what this activity has added to the character of each of my students. 

Chris Mosmeyer is a one-diamond coach at Holy Trinity Catholic High School in Temple, Texas. Holy Trinity has qualified at least one student to the last four National Tournaments.

Careers

Desert Vista High School Seeks Assistant Director of Forensics

Desert Vista High School, a college prep school, in Phoenix, AZ is seeking an assistant Director of Forensics. Duties would include assisting in general team management as well as directing or assisting in at least one debate or speech event/genre. This may lead to a full time teaching position at Desert Vista High School. For information about the school go to <http://desertvista.schoolfusion.us>; for information about the team, please go to www.tstddc.com. Please send all inquiries and resumes to Erik Dominguez at edominguez@tempeunion.org.

Poly Prep Seeks Part-Time Assistant Coach

Poly Prep Country Day School in Brooklyn, NY is seeking a part-time assistant coach with tournament experience/success. At a minimum, this position would require coaching approximately eight hours per week and attending tournaments. Compensation would be on a per hour/per tournament basis. This position has the potential to expand depending on outcomes. Candidates with Interp experience are especially encouraged to apply. Interested candidates should email a resume, cover letter, and references to Brent Adams at badams@polyprep.org.

Ridge High School Seeks Assistant Speech and Debate Coaches

Ridge High School, Basking Ridge, NJ has available positions for both assistant Speech/Individual Events and Debate coaches. Assistant coaches will assist the Director of Forensics with all team activities and duties, with particular emphasis on coaching and judging in their area(s) of expertise. Ridge currently competes in NFL, CFL, and NJFL (New Jersey Forensic League) circuits in all Individual Events, Congressional Debate, Public Forum, and Lincoln-Douglas. The coaching positions are extra-curricular; however, numerous teaching positions, in all subject areas, are currently available. See <http://www.applitrack.com/bernards/onlineapp> for a currently listing of FT/PT, both tenure and nontenure track, positions. Ridge High School is a comprehensive public high school with more than 1,600 students. Appropriate New Jersey certification is required for teaching positions. Substitute certification and security clearance is required for extracurricular positions. Inquiries can be addressed to David Yastremski, Director of Forensics, at dyastremski@gmail.com.

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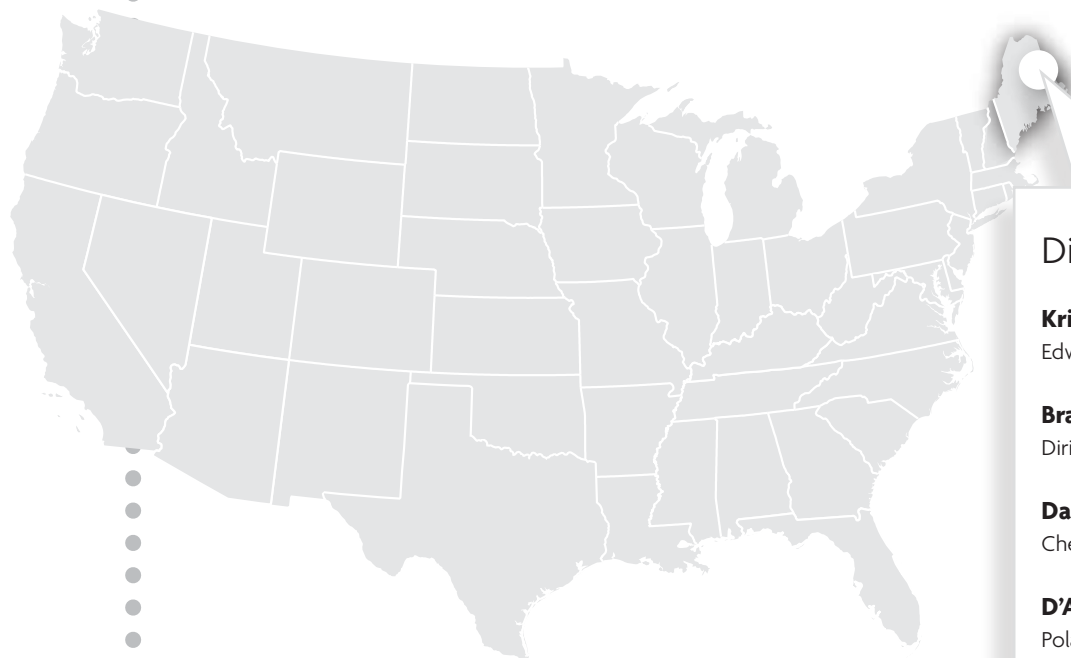
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District in Detail



Maine

compiled by Kris Deveau

District Committee

Kris Deveau, Chair

Edward Little High School – Auburn, ME

Bradley Conant

Dirigo High School – Dixfield, ME

Daniel Haskell

Cheverus High School – Portland, ME

D'Arcy Patey-Robinson

Poland Regional High School – Poland, ME

Joseph Pelletier

Bangor High School – Bangor, ME

► **Tell us about the Maine district and what makes it unique.**

The Maine district was formed in 1987 and had 16 enthusiastic schools in attendance for the first District Tournament. The geographic isolation of our state was a very limiting factor for Maine schools to participate in the National Forensic League prior to the formation of our own state district—we literally had to travel through another state to reach the next closest district. Jane McClarie Laughlin from Scarborough was our first District Chair and served for 18 years in

that role before retiring. Known for her integrity and high standards, she “whipped the fractious and contentious coaches into line, wheedled and cajoled coaches and students alike to diversify, to double enter, and to better the dDistrict as a whole,” describes retired Lewiston High School coach John Blanchette.

This year we mourn the passing of a founding coach in our district, Robert J. Hoy, from Brunswick High School. In addition to creating the Maine competition categories of Original Works and Storytelling, Bob also worked hard to create a culture

of sharing, civility, and strength of competition. Another of the original coaches when the district was formed is Dick Mullen. Dick continues to lead our largest school team in Cape Elizabeth.

The Maine district thrives today due to the leadership that our founders provided. Because of the standards and expectations set from the beginning, one of our strengths is that our coaches work together extremely well. When we come to Nationals, we leave behind our individual schools colors—we are the Maine Team!

While Maine is a small district, we have an ever-strengthening track record at Nationals. Each year we see a student or even three advance to quarterfinals and semifinals. It's a testament to the effort from both our students and coaches to reach the standards of national competitiveness.

- **What challenges do you face as a district?** I know that our challenges are shared by many other districts—budget cuts have forced some programs to fold, some coaches no longer receive stipends, travel costs are increasingly borne through fundraising and parental donation. But Mainers are a hardy bunch and not deterred by difficulty—for instance, we say of our seasons that we have nine months of winter and three months of darn poor sledding.

- **What are some best practices you would like to share with other district leaders?** Maine implemented a Student Advisory Committee a few years ago, consistent with the vision of the League to “give youth a voice.” The students provide input on how our tournaments are run, provide support for judge training, handle concerns brought by competitors, and so on. This year, we will ask them to draft a dress code for competition events.

We also host a couple of introductory events at the start of the school year—first a “boot camp” for debate students and coaches, and then a “novice only” tournament


to help new schools and new participants get off to a great start.

- **Do you have personal anecdotes of how speech and debate has transformed the lives of your students?** Every coach has stories of students who succeeded beyond what they thought they could achieve. Speech and debate provides an opportunity for many students who would not otherwise have a voice or outlet in other extracurricular activities. What is more, the training these students receive makes them leaders in their respective schools.

This extracurricular activity tends to attract students who are already leaders and good communicators, so I think our greatest success comes when students who do not have confidence in their speaking skills learn to become great communicators. “It got me out of my shell,” said one of my seniors in a newspaper article this spring.

- **Service remains a cornerstone of League membership. Do you know of members in your area who are “paying it forward” at the local, regional, or even international level?** A number of our member schools have innovative programs of service—as a district, we have a strong culture of giving back to the communities that support our programs. At Falmouth High School, the students are responsible for developing and coaching the students in the fledgling Middle School program. At Bangor High

School, the speech and debate team members volunteer as announcers for sports events. At my school, Edward Little High School, students hosted a televised informational program featuring candidates for the city mayorship and council. We also presented a poetry reading for the Dempsey Challenge fundraiser for cancer treatment and support.

- **What advice would you give to a new coach joining the League?** I would say “ask questions like a two-year-old” and ask for help. In our district, we try to pair every new coach with a mentor, so that they always have someone to help them get started. Annually, we elect Moderators for each event, to provide expert assistance to all our members. Our Technology Committee reaches out to all members, new and old, to assist in utilizing our website, registration software, and listserv. Coaches’ meetings in the fall and spring keep us connected at these critical times in the competitive season.
- **What tips do you have for returning students to prepare for another successful season?** Take the lead! Regardless of calibre or talent, it takes veterans to maintain the team through recruitment and establishing a team culture. Sometimes there are things that no adult can tell a kid: it takes peers and experience to get the message to new participants. 

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Sean Jordan, Two-time camper & 2013 NFL Duo Champion

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5 Villager Champions
2 Blue Key Champions
3 Yale Champions

COACH PROFILE

Matthew Murphy



► **How did you become involved**

in speech and debate? I first got involved by pure chance. I was student teaching at Denver East High School in Theater and English. After the year ended, there was a vacancy in the speech and debate program. My lead theater teacher made me apply for the job. I went through the hiring process, and they hired me. The principal at the time said, “Don’t worry, you will be fine. The Theater will help you with speech, and the English will help you with debate.” Then they took me to the National Tournament in Dallas and had me watch six rounds of Policy Debate. I remember sitting there, watching these brilliant kids debate, thinking, “Oh my word, they want me to teach this? I can’t even understand what they are saying!” Then to make matters worse, a young man handed me a piece of paper and asked me, “Hey bro, you want to flow?” I had no idea what I had gotten myself into. I had never competed in speech and debate and really never knew it existed until I went to Nationals. I literally felt totally lost. But then I watched the final rounds and could not believe the skill, the pomp, and the brilliance of the activity. I left that Nationals inspired and scared out of my mind.

► **Why did you decide to become a**

speech and debate coach? My first year teaching, I was cleaning out my classroom closet and I came across a video entitled *Accidental Hero: Room 408*. As I was working on setting up my room, I put the film in to see what was on it. The video was a documentary about the James Logan team in California and a man by the name of Tommie Lindsey, Jr. I remember sitting, weeping, and finishing the movie feeling inspired. I remember telling myself that I did not want to do this job if I couldn’t do it like that. Seeing what was possible, seeing that forensics has the possibilities of changing lives—this was what made me excited. I had the opportunity to be a part of an activity that provides social change, restoration, and overall empowerment. I was sold.

► **Did you have a coaching mentor?**

I am only coaching and finding success because of my two mentors, Demond Wilson and Tommie Lindsey. When I first began teaching, I didn’t know what I was doing, how to teach forensics, how to run a team, or how to manage what seemed like an impossible task. Then I met Demond Wilson. Demond owns a company called The Perfect Performance, for

which he flies out and helps coach and teach students, but he ended up teaching me. He made forensics tangible, real, and full of purpose. Demond told me something that I will never forget. My first few years, I was staying after school working with kids until 8 or 9 p.m. Demond asked me why I was doing this. I told him that I didn’t think that the students would be prepared without me. That’s when he told me something that has revolutionized the way that I run my team. He said, “Matt, don’t you ever forget you are a teacher first and a coach second.” He told me to teach the kids well, and I wouldn’t have to coach until 9 p.m. Once I really understood this concept, the job became so much easier and not as exhausting. I taught the kids the skills they needed and expected that they would use them. I stopped trying to coach them into greatness; I taught them the skills they needed to be successful in practice and then ultimately in their performance. As Demond always says, “the perfect practice makes the Perfect Performance.” I owe my knowledge and skills in this activity to Demond, the best teacher I know.

Tommie Lindsey is my other mentor. He is the reason I do this

activity. He honestly is my constant source of inspiration—and my biggest fan. Tommie and the James Logan team are who I try to emulate the most. My students and I have been blessed because of the amazing work Tommie has done and continues to do for forensics and the entire speech community. He has taught me the power of believing in the underdog. He is one of the most compassionate hearts I know, and that is inspiring. He has an ability to see the best in everyone and gives his students an ability to see what they can truly accomplish. Tommie continues to teach me that it is not about the trophies, how big your team is, or how many national finalists you have. It is about using speech and debate as a medium to change lives and give a voice to the voiceless.

- **Tell us a little about your school and program.** At Denver East, the school itself is a beautiful building located in the heart of the city. The school is unique because it pulls from an extremely diverse demographic both racially and socioeconomically. The school also is unique because the arts, speech, and performance are in the school's bones. The school boasts an impressive lineage of famous performers and entertainers from Don Chedle, Hattie McDaniel (the first African American to win an Academy Award), and Antoinette Perry (the namesake of the Tony Awards). Denver East has been and continues to be the school where amazing performers thrive. The forensic team is unique due to the fact that it is the second oldest activity at the high school (the school was founded in 1876), and it is one of the largest electives at the school. The team has 10% (250 students) of the high school's population involved in either the class or the team.

- **What challenges do you face as a coach and as an educator?** Money is always the biggest challenge. The unfortunate reality of speech and debate is that it is an expensive activity. You need money to be competitive, to travel, to attend local tournaments, or to provide need-based scholarships to students. Money is the constant conversation that I have with parents, administrators, and my students. We cannot compete without money. This past year alone, the speech and debate team gave \$25,000 in need-based scholarships to students, either to attend camps, travel, or pay participation fees. The need for financial freedom is great especially in a school district where money for these types of activities are limited. I never thought my job would consist of so much fundraising and budget planning. I spend so much time lobbying for money, advocating for more resources, and finding ways to reach every student regardless of financial means.

► **How has coaching changed you?**


Being a coach has made me a more compassionate teacher, more organized as a planner, more connected with my students, and has reminded me of the power of academic accomplishment, critical thinking, and creativity.

► **How does participation in speech and debate change your students?**

Words cannot describe the changes I have seen in my students because of forensics. They are intellectually empowered, they are given a voice, and they learn to understand themselves and how they relate to the world. Forensics is truly the most important activity that a student can be a part of in school.

► **Tell us about your favorite memory of the activity or an accomplishment of which you are most proud.**

The accomplishment of which I am most proud is the racial diversity of our team. When I first took over the program, the speech and debate team was predominately an activity for affluent white students at my school. It did not represent the racial or socioeconomic makeup of the school. At Denver East, white students are the minority, but the representation of the speech and debate team made it seem the opposite. Over the past seven years, I have made it my priority to have the speech team reflect the demographics of the school. I am so proud to say that Denver East forensic team is a true representation of the school.

- **What would be your advice for graduating seniors?** Find your passion and say something. Don't let forensics be the end of advocating for change, saying something important, and being passionate about art, literature, or policy. The world needs your skills, and with them, you have the power to make the world a better place. 

Matthew Murphy is a Colorado native spending most of his life in the Front Range. Matt attended Colorado State University where he studied English Literature and Theater. Matt has provided guidance, leadership, and education at Denver East High School for the past seven years. Over the course of his tenure, Matt has coached multiple state champions, national finalists, and a national champion. Due to Matt's love for teaching and his passion for diversity, his peers recently awarded him the 2010 MLK Community Award, 2008 Angel Award, the 2010 Black Student Alliance Community Service Award, and was the 2010 Channel 9 News Teacher Who Cares.

Increasing Trust: Public Forum Debate and Evidence Norms

by Carol Green



Over the years, I have had many opportunities to lead discussions on the use of evidence in Public Forum Debate and the ethical issues facing the PF community. When opening these talks, I began by questioning students and coaches on their experiences, and one theme was present across both audiences: a lack of trust with regard to the use of evidence in the Public Forum Debate community.

With increasing numbers teaching Public Forum Debate in classrooms around the globe, now is an opportune time to address evidence norms and how we can work together to establish academic standards for this unique format.

With shorter speech times and a focus on citizen judge-oriented delivery, Public Forum debaters have normalized summarizing longer evidence in their own words. However, with one-month (and sometimes one-tournament) topics, fellow students as well as judges aren't as familiar with evidence and thus summarizations aren't often questioned. This is especially true with a citizen-based judge pool who are less familiar with debate norms and frown on the opponent calling to read "cards" that were summarized. However, misuse of this norm occurs at local, regional, and even national levels of competition.

My conversations with students and coaches from around the country have left me with a general sense of frustration—a frustration felt by students who watch their peers win with poor evidence practices; students who then blame debate losses on issues of an ethical nature without giving the opposing side an opportunity to defend themselves; coaches who are frustrated with the current practices in the activity but aren't sure how to address them.

Current norms call for a judge in a round to be the first line of adjudication with regard to evidence concerns. This is the best place for such a concern to be addressed as the adjudicator is the one witnessing the use of said evidence. Overlooked when asking this of the judge is that we rarely train a community member who is new to debate on how to address such a challenge. Thus, students confess that there is a greater hesitation to ask to see a piece of evidence from their opponents or to question the evidence in the round. In some states, it is against the rules for a judge to ask to see a piece of evidence, and students are not required to hand evidence over to their opponents when questioned. In a world without transparency and without empowering our volunteer judges, we leave room for

Thoughts on this article—or others?

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

intentional and unintentional abuse of the system.

In addition to the potential misuse of evidence, there is another problem with the general distrust that exists in the community. The speed in which students accuse each other of ethical violations; of making up evidence, when it simply might have been misunderstood by the reader or misheard by the challenger; of academic dishonesty; of cheating. And when a student is accused of an ethical violation of this level, it stings for the student in a way that no physical punch could. When all you have is your word in a debate round, and now your word is cast in a shadow of ethical doubt, you are effectively muted without a fair trial.

One of the common proposals when speaking to students and coaches is to codify more stringent evidence rules. However, while I agree that there are no clearly written rules at this time for evidence that are specific to Public Forum, I also would contend that you can't legislate everything. We cannot predict every possible infraction or always clearly define the difference between misunderstanding and intentional misrepresentation. We must make changes through holding our students to a higher standard, regardless of a written set of rules.

The citizen judge is a vital part of Public Forum Debate, and we must recognize this in the greater conversation, but also recognize the limitations this places on the activity. And as long as speech times remain short and delivery is slow, we will continue to see summarizations of evidence occur.

Trust has been, and will continue to be, a necessary component of the debate community in order for us to achieve

the goals of educating students and preparing them for success in the future. According to Dr. Patrick Drinan, professor at the University of San Diego in his article "Loyalty, Learning, & Academic Integrity" published in *Liberal Education*, "Embedded in academic integrity are fundamental values and principles that together reinforce educational mission and academic processes. Academic institutions are compelled to pursue truth. Without honesty and transparency of methodologies, acquisition and transmission of knowledge are impaired. Without trust, there are severe limits in the cooperation needed to accumulate knowledge or verify the achievement of requisite skills and perspectives among students."¹

However, coaches and debaters can work toward common evidence practices—standards that I believe will reduce the distrust in the community while at the same time strengthen academic skills tied to the activity. These are not all my own ideas, but rather ones proposed by respected members of the debate community, many of which have been utilized by various programs already and which were, in most instances, mandated at the summer programs at which I had an opportunity to teach this summer.

First, we need to treat debate as an academic activity. This seems like a no-brainer, yet one that is necessary when approaching this topic. Just as teachers in other disciplines teach about academic integrity, about citing sources, and what plagiarism is, so should debate teachers—regardless of whether your coaching happens during the class day or after school. We need to hold our debaters to the same ethical standards

that fine academic institutions hold their students. Teach and then back up that teaching with firm guidelines for our teams. Students should learn what it means to act ethically, but also how to approach situations when their ethics are questioned, or how they should act should they reach a point when they may need to question the actions of another member of the community.

Professor Drinan addresses the teaching of ethics in his article by proposing that faculty lead discussions about academic integrity. When addressing the question of what academic integrity is, he writes, "According to the Center for Academic Integrity, it focuses on standing up for five values that are fundamental to the academic process, even when it is difficult to do so. The value of academic honesty is primary and a prerequisite to the other four. It is the foundation of academic integrity, not its fullness. I have already alluded to a second, trust. The other three are fairness, respect, and responsibility. Fairness guarantees that students are not disadvantaged by the dishonesty of a few. Respect means acknowledging the worth and work of others and not treating them as objects. Responsibility is defined in terms of accountability, that is, taking action in the face of wrongdoing."²

Second, students should approach case and block writing like they would approach writing a research paper for another academic discipline. Footnotes and internal source citations for every piece of evidence referenced, whether quoted directly (and using correct denotations for the beginning and end of quotations) or summarizing a longer piece of evidence. These footnotes should

"Coaches and debaters can work toward common evidence practices—standards that I believe will reduce the distrust in the community while at the same time strengthen academic skills tied to the activity."


be the full citation, using MLA or other appropriate format. Cases and blocks are works of research, and teaching our students to properly footnote will help them in other disciplines and in college. It also allows for students to easily access their source citations when needed.

Third, students should attach full cards for every piece of evidence read and/or summarized in cases and blocks. When doing research for other disciplines, this method is used to assist students in rewrites and also in discussions with instructors about the material being researched. It forces our students to find the exact part of a study where the author explains the results the debater wants to summarize. Rather than pointing to a 70-page study and saying “it’s in there” and asking the opponent or judge to find it, we are holding our students accountable for the research

they are doing. This teaches students to synthesize their research. Card-cutting has been done for years in other disciplines, not just debate, and I don’t believe this requirement changes Public Forum’s unique attributes but rather strengthens the academic skills we are teaching.

Finally, require your debaters to hand a printed copy of their case with attached cards to an opponent if asked. Move to change rules if this is disallowed in your region. Sharing cases with concisely presented evidence allows for students to better comprehend the arguments that were put forth in the beginning of the debate, while allowing students to read the full paragraphs that may have been summarized. Debaters will increase trust in their opponents while simultaneously increasing their knowledge on the subject being debated.

I am convinced accountability to peers will reduce sloppy work, which in turn will help hold debaters to a work ethic and academic standard that should be expected.

As educators and as competitors, the Public Forum community needs to work together to hold ourselves to a higher level of accountability than the status quo. From teaching about ethics, to holding our students to academic standards of research, to increasing transparency in order to increase trust and learning, we have clear steps we can take toward solving evidence concerns in the community. 

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

End Notes

¹ Drinan, Patrick. “Loyalty, Learning, & Academic Integrity.” *Liberal Education*. 85.1 (1999): 28. Professional Development Collection. Web. 12 August 2013.

² Ibid.

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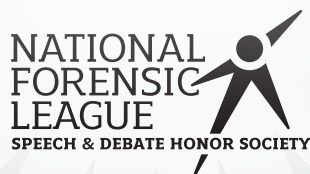
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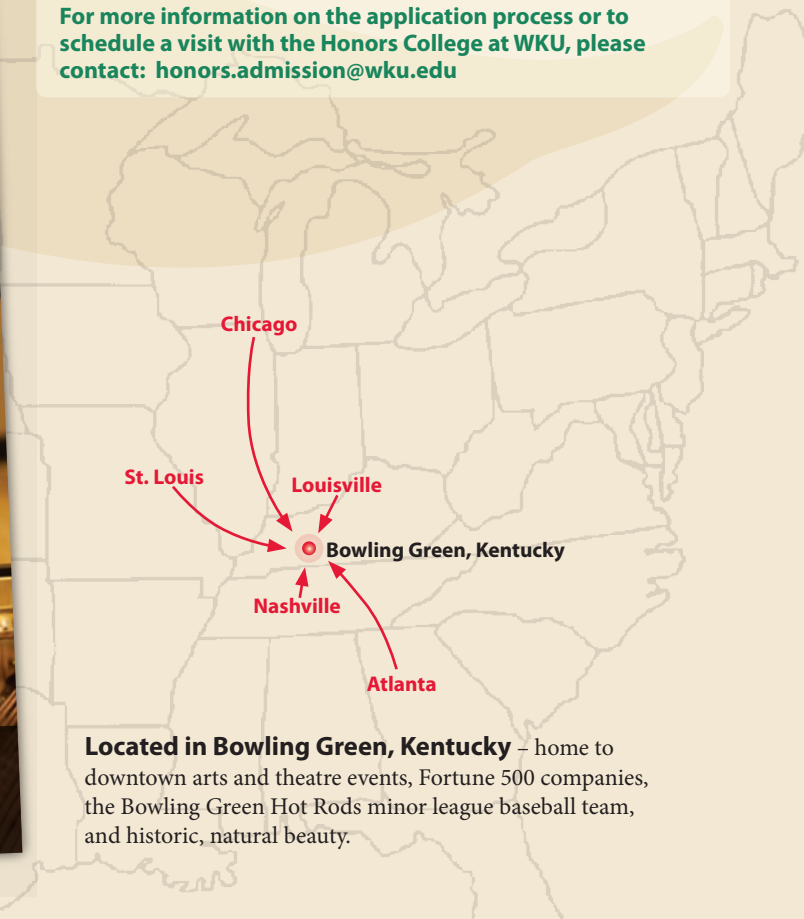
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