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Congratulations to all of the staff, students, and coaches attending the 2009 NFL National Tournament, and kudos to all of the award winners. Huge thanks to all of those involved with Stars Fell on Alabama for hosting a phenomenal NFL National Tournament.

CONGRATS UTNIF ALUMNI!

Harlan Downs-Tepper, NFL National Champion in House & NCFL National Champion in Congress
Robert Kindman, NFL National Champion in Public Forum Debate
(with partner Josh Zoffer)

Andrew Asper, NFL National Runner-up in Poetry
Sejal Parekh, 4th place, Policy Debate (with partner Chander Ramesh)
Katryna Cadle, 4th Speaker, Policy Debate
Kalyan Venkatraj, 5th place, Senate
Luke Fernandez & John Reynolds, 6th place, Duo Interpretation
Kara Tapangan, 6th place, Impromptu Speaking
Carl Fitz, 6th Speaker, Policy Debate
Brianna Collins, 9th place, Original Oratory
Mike Watson, 10th place, International Extemp
Wade Johnson, 10th place, Humorous Interpretation
Matthew Malek, 14th place, Policy Debate (with partner Meagan Sanchez)

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www.utspeech.net
www.utdebatecamp.com
September 2009

Dear National Forensic League Coach:

The impact that you are making on the personal development of your students is something to be proud of. In coaching speech and debate, you instill the importance of communication, leadership, and dedication. You are making a difference in the lives of those who represent our future.

As your team begins another season and aims its sights toward the 2010 National Tournament in Kansas City, please know that Lincoln Financial Group proudly supports the National Forensic League, and treasures the efforts of its coaches to continue the tradition of speech and debate. Lincoln Financial’s involvement with the National Forensic League is a highlight of our long commitment to quality education. I commend you for the countless hours you spend and your enduring dedication.

I wish the best of luck to you and your students.

Sincerely,

Dennis Glass
President and CEO
Lincoln Financial Group
From the Editor

J. Scott Wunn

Dear NFL,

Please join me in saying, “Thank you Alabama!”

Host Jay Rye, his core committee, and all of the students, coaches, parents, and administrators of the state of Alabama who assisted in running the 2009 “Stars Fell on Alabama” Nationals should be commended for organizing such a wonderful and successful event. I would also like to personally thank the staff and administrators at Samford University, the Hoover School District, the Oak Mountain School District, Our Lady of the Valley Catholic School, Briarwood Christian School, and the Sheraton Birmingham/Birmingham Jefferson Convention Complex for your willingness to host our event at the highest level.

We will never forget those things that made our trip to Alabama special. The outstanding opening at Samford University, the amazing schools, the incredible host party at the McWane Science Center and Alabama Theatre, and final rounds at the beautiful BJCC Concert Hall will always stand out as reminders of this unique event. Then, of course, there is the image of the Paul “Bear” Bryant houndstooth hats provided by the University of Alabama that will be pictured in our minds forever.

Thank you so much to all local and national sponsors that make the National Tournament possible. Also, we give a special thank you to our Grand National Sponsor, Lincoln Financial Group, for 14 years of support and dedication to the National Forensic League.

Sincerely,

J. Scott Wunn
NFL Executive Director
2009-2010 NFL Lincoln Douglas Debate Resolutions

NFL Chapter - Voting Instructions

A ballot can be found on page 9 or at www.nflonline.org. ALL blanks must be filled in for the ballot to be valid. Indicate your preferences for the headings listed. From the list of 10 topics, indicate your first, second, and third choices for each time slot. A first choice will receive 3 points, second choice 2 points, and the third choice 1 point. After tabulation, the topic with the highest point total for a given time slot will be selected. Repeating topics within a given time slot is not acceptable. However, a topic may be reselected for another time slot. A minimum of five different topics must be listed on the entire ballot.

Ballots must be received by Friday, September 11, 2009.

Your vote is important!

Submit Articles for Publication

NFL welcomes well-written articles by both NFL coaches and students. Please consider contributing feature articles, editorials, pictorials, and special interest stories. All articles should be e-mailed to:

Sandy Krueger, NFL Publications Coordinator
nflrostrum@nflonline.org

Topic Release Information

LD debate topics are available by calling the NFL Topic Hotline at (920) 748-LD4U OR Check nflonline.org under Resources/Current Topics.

LD 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

Public Forum Topic Release Dates:
- August 15 -- September Topic
- September 1 -- October Topic
- October 1 -- November Topic
- November 1 -- December Topic
- December 1 -- January Topic
- December 15 -- February Topic
- February 1 -- March Topic
- March 1 -- April Topic
- May 1 -- National Tournament Topic

Policy Debate Topic for New Year
- Topic Ballot & Synopsis Printed in October Rostrum
- Final Ballot for Policy Debate Topic in December Rostrum Topic for following year released in February Rostrum

September 2009 Public Forum Debate Resolution:
Resolved: United States policy on illegal immigration should focus on attrition through enforcement rather than amnesty.

September/October 2009 Lincoln Financial Group/ NFL L/D Debate Resolution:
Resolved: Public high school students in the United States ought not be required to pass standardized exit exams to graduate.

2009-10 Policy Debate Resolution:
Resolved: The United States federal government should substantially increase social services for persons living in poverty in the United States.

2009-10 International Public Policy Forum Resolution:
Resolved: The United Nations should substantially increase humanitarian assistance for persons living in poverty.

T}

Examples of topics include:

- September 2009 Public Forum Debate Resolution:
  Resolved: United States policy on illegal immigration should focus on attrition through enforcement rather than amnesty.

- September/October 2009 Lincoln Financial Group/ NFL L/D Debate Resolution:
  Resolved: Public high school students in the United States ought not be required to pass standardized exit exams to graduate.

- 2009-10 Policy Debate Resolution:
  Resolved: The United States federal government should substantially increase social services for persons living in poverty in the United States.

- 2009-10 International Public Policy Forum Resolution:
  Resolved: The United Nations should substantially increase humanitarian assistance for persons living in poverty.
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- Negative Handbook (Over 170 pages, Renewable Energy disadvantages, CPs, answers to cases, definitions, more)
- Kritik Handbook (Over 170 pages, Renewable Energy specific kritiks and answers to those kritiks)
- September Supplement (Over 150 pages, updates, answers and new Renewable Energy cases, DAs, CPs)
- October-June Updates (Six updates with 255 total pages on Renewable Energy, The 10th of Oct-Mar, and June)
- Policy Files (web page with above evidence plus key backfile evidence and all our theory blocks)

LD Evidence Set

- NFL LD Files (50 to 60 pages with topic analysis, aff. and neg. evidence provided for each announced NFL LD topic)
- UIL LD Files (50 to 60 pages with topic analysis, aff. and neg. evidence on each UIL LD topic)
- Philosopher Files (All of our West Coast Philosopher-Value Handbooks on a web page)
- LD Files (includes over 100 previous West Coast LD Supplements on a web page)

Extemp-Parli-Congress-PublicForum Set

- News Views featuring articles with the pros and cons on current issues. You receive 20 page updates every two weeks (Sept, Oct, Nov, Jan, Feb, Mar, and one in June). Learn and cite key arguments on current events to do well in Extemp.
- Parli Congress Files provides 20 pages each month with cases and opposition strategies on the latest and recurring arguments. Great for Student Congress and Parliamentary Debate.
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- Includes the Prepbooks that involve students in preparing cases, refuting, and flowing using real evidence on this year’s POLICY-CX topic and great example LD and PUBLIC FORUM topics PLUS Parli instruction.
- Dictionaries of Forensics with definitions, examples, and uses of terms from Policy, LD, Parli, Public Forum, Argumentation, Rhetoric, and Individual Events. A fantastic resource.
- Includes the BDB IE Textbook with 142 pages chock-full of step by step instructions, advanced tips, examples and more on extemp, impromptu, oratory, expository, interpretation and more IEs!
The NFL Board of Directors held its spring meeting in Minneapolis, MN on May 8-9, 2009. Present were President Billy Tate, Vice President Don Crabtree, Harold Keller, Kandi King, Pam Cady Wycoff, Tommie Lindsey, Jr., Pam McComas, and Timothy Sheaff. Alternate Christopher McDonald was also present. Brother Rene Sterner was not present due to illness. Brother Kevin Dalmasse was present at the President’s request to serve as an administrative advisor.

President Billy Tate called the meeting to order at 8am.

**National Tournaments**

The Executive Director gave an update on the 2009 National Tournament in Birmingham, AL.

The Executive Director presented a bid for the 2011 National Tournament.

**Moved by Keller, seconded by McComas**

“Accept the bid to hold the 2011 Nationals in downtown Dallas, Texas.”

**Passed: 8-0**

**State of the League Reports**

The NFL National Office staff presented a series of reports to better inform the Board of Directors on the progress toward its strategic long and short term goals.

Presentations were made by Cherian Koshy (Information Technology), Carol Zanto (Clerical Office Manager and Finance Officer), Bethany Rusch (Development Office/Alumni Programming), Jenny Billman (Public Relations/Marketing), Adam Jacobi (NFL Programs), J. Scott Wunn (Executive Director).

The Board commended the staff on their positive work toward the NFL mission and the strategic goals as set forth by the Board.

**Moved by King, seconded by Pam Wycoff**

“Move the Student Congress event into the debate category for point recording purposes.”

**Failed: 4-1-3**

Aye: Sheaff, Wycoff, King, Lindsey
Nay: Tate
Abstain: McComas, Crabtree, Keller

**Moved by Keller, seconded by McComas**

“Defer the concept of moving the Student Congress event into the debate category for point recording purposes until after the 2009 Summer Leadership Conference.”

**Passed: 8-0**

**Moved by Keller, seconded by Crabtree**

“Support NFL facilitation of the Worlds Schools Debate Team.”

**Passed: 7-1**

Aye: Sheaff, Wycoff, McComas, Crabtree, Keller, Lindsey, King
Nay: Tate

The Executive Director has been given the blessing of the Board to pursue NFL participation in the World Schools Debate program through facilitation of the team representing the United States.

**Moved by Lindsey, seconded by McComas**

“Replace the current NFL National Office heating and cooling.”

**Passed: 8-0**
Moved by Lindsey, seconded by Keller
“The physical needs of the building be addressed including technology and infrastructure needs not to exceed $125,000.”
Passed: 8-0

Summer Leadership Conference
The Board and Executive Director discussed the summer leadership conference and curriculum content areas to be introduced at the summer District Chair meeting.

Review and Recommendation Committees
The Board created a list of recommended discussion items for the Student Congress and Public Forum Review and Recommendation Committees. These two committees will meet at the 2009 National Tournament and will present recommendations at the 2009 Summer Leadership Conference.

Move by Keller, seconded by McComas
“Hold the fall board meeting on October 1-4, 2009 in Kansas City, Missouri.”
Passed: 8-0

The meeting was adjourned at 5pm on May 9th.

Moved by Sheaff, seconded by King
“Charge the Executive Director to gather bids to explore the engagement of consulting firms for moving the National Office.”
Unanimous 8-0

In order to adequately fulfill its strategic goal of providing the best possible location and facility for the NFL National Office and its staff, the Board will be engaging professional consulting to provide advice on these issues.

Moved by Keller, seconded by Crabtree
“Membership and all privileges and honors that may accompany membership, may be revoked due to a significant infraction of the National Forensic League’s Honor Code.”
Passed: 8-0

Appropriate language will be added to Article III-A-4 of the NFL Constitution.
2009-2010 NFL LINCOLN DOUGLAS DEBATE BALLOT FOR TOPIC SELECTION

Directions: Indicate your preferences for the headings listed below. In other words, from the list of 10 topics, indicate your first, second, and third choices for each time slot. A first choice will receive 3 points, second choice 2 points, and the third choice 1 point. After tabulation, the topic with the highest point total for a given time slot will be selected. Repeating topics within a given time slot is not acceptable. However, a topic may be reselected for another time slot. A minimum of five different topics must be listed on the entire ballot.

Fill in all blanks for your ballot to be valid.

ALL BALLOTS MUST BE FAXED (920-748-9478) OR POSTMARKED BY FRIDAY, SEPTEMBER 11, 2009

List of topics:
A. Resolved: Governments have an obligation to pursue and disclose the truth regarding suspected crimes by previous administrations
B. Resolved: In the United States, the principle of jury nullification is a just check on government
C. Resolved: Public health concerns warrant government violation of pharmaceutical patents
D. Resolved: It is just for highly indebted poor countries to repudiate their debt
E. Resolved: Economic sanctions ought not be used to achieve foreign policy objectives
F. Resolved: A just government ought to guarantee adequate housing for all of its citizens
G. Resolved: Records of an individual’s home internet use ought to be protected from unreasonable search and seizure by the government.
H. Resolved: States ought not possess nuclear weapons
I. Resolved: Public health concerns justify compulsory immunization
J. Resolved: Compulsory inclusion of non-felons’ DNA in any government database is unjust

Please legibly indicate your votes by entering the letter associated with each resolution in the space provided.

('08-'09) November/December topic:
1. ____________________________
2. ____________________________
3. ____________________________

('09-'10) January/February topic:
1. ____________________________
2. ____________________________
3. ____________________________

('09-'10) March/April topic:
1. ____________________________
2. ____________________________
3. ____________________________

('09-'10) NFL Nationals topic:
1. ____________________________
2. ____________________________
3. ____________________________

('09-'10) September/October topic:
1. ____________________________
2. ____________________________
3. ____________________________

Chapter Advisor Name: _______________________________ Chapter Advisor Signature: __________________________

School __________________________________________________ District_____________________________________

ALL BALLOTS MUST BE FAXED (920-748-9478) OR POSTMARKED BY FRIDAY, SEPTEMBER 11, 2009
George Mason Institute of Forensics

would like to wish best of luck in the upcoming season to the 188 students who attended the 2009 GMIF!!!

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If you have any questions, feel free to contact us:
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2009 Invitation link:
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Federation for American Immigration Reform

FAIR is a national organization of concerned citizens who believe that immigration policy must serve the needs of current and future generations of Americans. Sensible policies must consider the impact of uncontrolled immigration on national security, jobs, health care, education, the environment and the rule of law.

Through 30 years of developing fair, practical and effective solutions, FAIR has earned its reputation as the leader of our nation’s immigration reform movement. With the support of Americans nationwide, FAIR will continue to educate the public and policymakers about the impact of uncontrolled immigration and offer common sense recommendations that improve our system and quality of life.

FAIR
Visit us online at www.fairus.org

Advancing the way Americans understand immigration and its role in the 21st century.
Defining the Public Interest in the Immigration Debate

by Dan Stein

It is often said that one thing all sides in the immigration debate can agree on is that America’s immigration policy is broken and is badly in need of reform.

If only it were that simple.

Describing the volumes of law that govern the process by which people from other countries may settle in the United States as a “policy” is far too generous, and wholly inaccurate. A policy implies that the people or institutions designing them have a definable set of objectives in mind. By that standard, the United States has less than a dysfunctional immigration policy – it has no immigration policy at all.

By comparison, as President Obama, Congress and countless interest groups sit down to tackle the very difficult task of reforming America’s health care policies, they have one distinct advantage: Everyone involved can at least agree on the desired outcome. By everyone’s reckoning, a sound health care policy ought to deliver the highest quality care to the greatest number of Americans without bankrupting the country. The reason that objective has eluded policymakers for more than 60 years is because it has been impossible to reach a consensus on how best to achieve that goal.

The debate about immigration reform is even more difficult because there is no agreement on a clear set of public interest goals. Not only is there no consensus about how to go about making our immigration system more effective, there is no consensus about what we are seeking to achieve through a system that admits more than a million people to our society each year.

To be sure, there are definable interests that have a stake in how American immigration laws are written, implemented, and enforced. Immigration, or some cherished provision of our immigration laws, is enormously beneficial to various groups and interests. In the vacuum left by the absence of a clearly defined national interest, these stakeholders have had disproportional influence.

There are also some advocates for large-scale immigration who are not self-serving. They are internationalists who are motivated by a utopian ideal that all people in the world should have the same opportunity for advancement and standard of living. They would allow Americans to lose some of
The debate about immigration reform is even more difficult because there is no agreement on a clear set of public interest goals.

Foreign governments. Another influential stakeholder in U.S. immigration policy is the governments of the countries from which large numbers of people migrate. The ability to send large numbers of their unemployed, underemployed, or otherwise disgruntled population to another country is enormously beneficial to the people in power. Migration relieves them of many of the burdens of creating jobs and providing health care and other basic services. Instead, those burdens are shifted to the receiving country.

An equally consequential benefit to the governments of the sending countries are the remittances that flow back to their economy, as citizens working abroad send money to relatives who remain behind. In the case of Mexico, the largest source of legal and illegal immigrants to the U.S., remittances are now the second largest source of income to the country. Before the current U.S. recession began to be felt, Mexico benefitted from about $25 billion a year in remittances.

In the grand scheme of things, exporting workers and relying on remittances is neither good social nor economic policy. But, in the short term, it is beneficial to the people in power. Having a safety valve and a pipeline for hard currency inhibits the need to enact social and economic reforms. But, so long as social unrest can be averted by outward migration...
and a steady influx of money, many foreign governments see expansive U.S. immigration as a vital interest.

**The American people.** The interest most often overlooked in the immigration debate is the interest of the vast majority of the American public who are neither immigrants, employers of immigrants, nor officials of foreign governments. (In some quarters, these interests are belittled as illegitimate, and described derogatorily as “nativist,” “mean-spirited,” or worse.)

While not as immediate or obvious as the interests of immigrants, employers or foreign governments, large-scale immigration has a profound impact on everyone in the receiving society. For much of this decade approximately 1.5 million migrants have yearly taken up residence in the United States. Put into perspective, 1.5 million people is roughly the equivalent of the population of Philadelphia – America’s fifth largest city.

Attempting to absorb the equivalent of a new Philadelphia each year is bound to affect every aspect of life in the United States. The impact of migration on the existing population is why every nation on Earth has immigration laws. What is beneficial to immigrants, some business interests, and foreign governments is often not beneficial to the great majority of American citizens.

**The impact of mass immigration on the American people.** Just as immigrants are motivated by their perceived self-interests, the American public’s response to mass migration is based on each individual’s perception of self-interest and the interest of the nation.

There are three broad areas of concern that contribute to how the Americans respond to the phenomenon of mass immigration: economic, social and cultural, and environmental.

**Economic interests**

Just as economic concerns – the search for better jobs and better wages – is the single largest force driving the decision to migrate, so too is it the biggest concern for people in the receiving country. Mass immigration has both a direct and indirect economic impact on just about everybody in the United States.

> Immigration is the single largest contributing factor to U.S. population growth in the 21st century.”

The most direct effect is felt by the people who compete with immigrants for jobs and wages. While there is not a one-for-one displacement of American workers when immigrants turn up in large numbers, there is clearly some significant displacement of workers, and downward wage pressure on many others, especially America’s most vulnerable citizens – less educated and poorly skilled workers.

Clearly, immigration is not the only factor contributing to job loss and wage decline for American workers, but it is an important one. Globalization and the outsourcing of jobs to lower wage labor markets around the world has taken its toll. But for jobs that cannot be outsourced, mass immigration has become the flip side to outsourcing. In fields like construction, hospitality and other trades that, by definition, must be performed here, many employers have come to view immigration as a way to in-source cheaper labor.

But even people who do not compete directly with immigrants for their jobs and wages feel the impact of mass immigration. In 21st century American society low wage workers are not cheap workers; they are subsidized workers. Low wage workers cannot possibly pay enough in taxes to offset the basic costs of the services they and their families use. Moreover, it is estimated that about half of 8.3 million people working illegally in the United States are working off-the-books, meaning that no payroll taxes are being collected.

While these workers cannot avoid sales taxes and a share of property taxes through rent payments, this offsets only a small fraction of the services they use – especially the education of their children and emergency medical care. (A report by the Center for Immigration Studies estimates that one-third of the 45 million medically uninsured in the United States are illegal aliens or their U.S.-born children).

**Social and Cultural interest**

In addition to the tax costs borne by the majority of Americans, immigrants impact the social services provided by vital institutions. In parts of the country with high concentrations of immigrants, social institutions – like schools and public health care facilities – become swamped by the demands being placed on them. Immigrants – legal or illegal – are not be blamed for requiring education, health care or other basic services, but excessive levels of low-wage immigrants do impact on how these institutions provide for the needs of everyone.

Even in the best of economic
times, schools, hospitals and other institutions must work within budget constraints. Mass immigration exacerbates existing challenges. Schools cannot expand quickly (if at all), resulting in classroom overcrowding and as well as growing numbers of children with special educational needs. Likewise, with large numbers of immigrants, especially illegal aliens and their dependents, lacking basic medical insurance, hospital emergency rooms become the very expensive medical resource of first resort. These facilities become overcrowded and, sometimes, are forced to shut their doors due to the costs.

The Los Angeles Unified School District – the nation’s second largest public school system – reports that 44 percent of children entering school are Limited English Proficient. Thus, considerable resources must be allocated to prepare kids to learn in the common language of the country. Not surprisingly, more than half the kids who enter L.A. Unified fail to earn a high school diploma. The social and economic costs of an entire generation of kids entering adulthood without the basic skills to succeed in 21st century America is incalculable.

Americans are also concerned about the impact of mass immigration on the nation’s assimilative capacity. America’s mythologized past immigration success has resulted from the ability of our society to assimilate immigrants and first generation Americans into the social, cultural and linguistic mainstream. Assimilation is never an easy process, and the current level of immigration is adding to the difficulty.

A nation is more than a collection of people who share a defined geographical area. The American experience demonstrates that the assimilation process has worked best during periods of low immigration. Without the constant reinforcement of linguistic and cultural traits from the sending countries, past waves of immigrants have slowly, but inexorably, moved into the American mainstream.

There is alarming evidence that, for a variety of reasons, current immigration is leading to large communities in which immigrants and their children remain more closely identified with the cultures and languages of their native countries than this one. Moreover, in an era of easy and inexpensive travel and instant communication, it is much easier for people to live in the United States but remain, in spirit and in mind, part of their native societies.

These phenomena lead to what historian Arthur Schlessinger Jr. called “the disuniting of America.” The history of nations demonstrates that societies in which large numbers do not share a cultural identity or common language tend to be less harmonious and stable. There are ample cautionary flags warning that today’s excessive level of immigration is pushing the United States in that direction.

**ENVIRONMENTAL**

Whenever the topic of immigration is discussed, it is almost a given that someone will wax nostalgic about their own family history, or Emma Lazarus’s poem that is engraved on a plaque near the base of Statue of Liberty. Americans must remember their own history and the extraordinary blessing of living in a country like the United States. But we must also understand that we cannot make 21st century immigration policies based on nostalgia for the 19th century, anymore than we can formulate any other important policy based on how things were more than a hundred years ago.

When Lady Liberty took her place in New York Harbor in 1886, the population of the United States was about 60 million people. America had vast unsettled frontiers and we were embarking on an industrial revolution. In 2009, the population of the United States exceeds 300 million – five times the population of the 1880s. Much of what was the frontier has become urban sprawl, we are going through the painful process of de-industrialization, we are heavily dependent upon foreign sources for essential resources like energy, and we are trying to figure out how we can reduce our sizable contribution to global warming without wreaking havoc on our economy.

Immigration is the single largest contributing factor to U.S. population growth in the 21st century. Conservatively, the U.S. population is projected to increase to about 435 million by mid-century, based on the current trend in immigration and fertility levels. Moreover, immigration “reforms” now being proposed by President Obama and some congressional leaders would lead to much greater population growth. Nearly all of the future population increase will be directly attributable
to new immigrants and the children born to them.

All of the environmental and resource concerns that Americans have will be exacerbated by rapid immigration-driven population growth. As difficult as it will be to reduce our dependency on foreign fossil fuels, reduce the emission of greenhouse pollutants, and preserve wilderness and farmlands, the challenge will be exacerbated as we add 130 million, or more, newcomers to our population over the next 40 years.

Since the 1970s, blue ribbon national commissions studying the impact of population growth on the U.S. have all concluded that there is no appreciable benefit to this country from continued rapid population growth, and they have recommended immigration reduction. If we want to lessen runaway population growth then we must reduce levels of immigration to the United States – and countless opinion polls indicate that a majority of Americans support immigration reduction.

FORMULATING AN IMMIGRATION POLICY

In order to implement a beneficial and effective immigration policy for the United States, we must establish a definable goal. To make immigration great again for America, we must make it manageable, affordable and consistent with the nation's other domestic priorities.

In order to reach that objective, Congress and the president must institute and enforce laws that:

• Set a limit on annual immigration to the United States that is consistent with the goal of achieving a stable population size that is ecologically sustainable.

• Select immigrants based on their likelihood to become successful and productive members of American society. The needs of the American economy and society will inevitably change over time, and the criteria for determining who to admit as an immigrant must be flexible enough to conform to changing circumstances.

• Establish a selection process that shows no favoritism toward or discrimination against any person on the basis of race, color, or creed.

• Recognize the importance of admitting nuclear families, i.e., spouses and unmarried minor children, but which recognizes that extended family members do not have an inherent right to come also.

• Honor our nation’s humanitarian obligation to admit our fair share of refugees.

Since the demand to immigrate to the United State is always likely to exceed the capacity of the nation to accommodate those who would like to settle here, we must have clear and enforceable policies against illegal immigration. These policies must combine deterrence and enforcement.

• For reasons of national security as well as immigration law enforcement, the United States must employ sufficient human and technological resources to control our land, sea and air borders.

• Worksite enforcement must assure that employers may not gain an advantage by hiring illegal aliens at the expense of legal U.S. workers and taxpayers. This requires a universal work authorization system that allows employers to verify the eligibility of all workers.

• State and local governments must establish policies that deny public services and benefits to illegal immigrants except for emergency medical care. Local jurisdictions must cooperate fully with federal immigration authorities in identifying and detaining people who are illegally present in the United States.

In a world of some 6.5 billion people, no country can accommodate even a small fraction of the number of people who would like to seek new lives and new opportunities through migration. Allowing mass immigration into the United States to continue cannot substantially improve conditions in the sending countries. But, mass immigration can undermine the quality of life for people in this country. To the extent that we are able, the United States can and should assist other nations address the economic causes of outward migration, but, ultimately, it is up to each nation to provide for the needs of its citizens.

Dan Stein is the President of Federation for American Immigration Reform (FAIR). Prior to joining FAIR in 1982, Dan was executive director of the Immigration Reform Law Institute. His legal experience includes private practice and as congressional staff. He has testified more than 50 times before Congress.
Please join us for the

2010 Stanford Invitational!

Hosted by the
Stanford Debate Society at
Stanford University, Palo Alto, CA

Friday, February 5 - Monday, February 8, 2010

For more than twenty years the Stanford Debate Society has been providing a high quality tournament experience for some of the nation’s top high school students. The 2009 Stanford Invitational Tournament included nearly 1500 students from 125 schools across the nation. We hope you will join us for the 2010 tournament!

SCHEDULE OVERVIEW:

- Varsity LD and Policy: Saturday through Monday
- Parli, Public Forum, JV Policy and JV LD: Friday through Sunday
- Individual Events and Congress: Saturday and Sunday
  ** schedule subject to change until finalized on Joy of Tournaments

DEBATE:

- Varsity and JV Policy; Varsity and JV LD; Open divisions of Parli, Public Forum and Student Congress
- Seven preliminary rounds in our Varsity Policy AND Varsity LD schedule (All 5-2’s will clear)
- Four preliminary round of congress
- TOC Qualifier in Policy, LD, Public Forum and Congress

INDIVIDUAL EVENTS:

- HI, DI, Duo, NX, IX, OO, Impromptu, Expos, Spar
- National and International Extemp in separate patterns: allowing serious Extemp students to compete in eight prelim Extemp rounds!
- TOC Qualifier in Extemp

SPECIALTY AWARDS

- Over the last four years prizes have included iPods and video iPods, with 25 given to event winners in 2009.
- The top ranking non-senior in every IE will receive a 50% scholarship award to attend the 2010 Stanford National Forensic Institute Individual Events camp!
  (One per student maximum, not combinable for a multiple event winner)

Full Invitation will be posted on Joy of Tournaments (www.joyoftournaments.com/ca/stanford) by Fall 2009.
email stanfordinvitational@yahoo.com, or call 650.723.9086 with questions
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Entering into the final round of the Bickel & Brewer / New York University National Public Policy Forum (NPPF) this past April, the Bellaire High School debate team was optimistic. It was the team’s fifth year to participate in the final round of the competition in New York City, and the students had spent the last five months preparing for this moment. But the students knew the finals would be challenging.

“Developing strategies to debate against the other exceptional teams in the finals was hard,” says Russell Rach, debate coach at Bellaire High School, located outside of Houston, Texas. “There are some really talented debaters who play this game with well-developed and well researched arguments, and developing winning strategies against those arguments takes a lot of reading and research. Our team couldn’t just throw a fistful of generic arguments at the affirmative and win in this format. They had to do specific research for each finals round.”

Bellaire bested its competitors at the finals and was named the 2008-2009 NPPF Champion. In doing so, it captured a unique title – Bellaire is the only school that has ever been named back-to-back...
tournament. One team is assigned the affirmative and the other assigned the negative of the topic resolution. The schools volley written cases via e-mail, and judges review the papers in the order in which they are presented. Winning schools advance to the next round. This process continues for several rounds until the final eight schools emerge. Those eight teams earn an all-expenses-paid trip to New York University to compete in the IPPF Weekend Finals. The offer for eight teams to visit New York is a recent change. The contest used to invite only the final four teams to participate in Finals Weekend. During the finals, students have the opportunity to supplement their written scholarship with oral advocacy. They utilize research and oral advocacy skills to present their positions before a panel of judges that includes some of the world’s foremost experts in law, business, debate and politics.

David Huston, IPPF Advisory Board member and debate coach at Colleyville Heritage High School, believes the finals format is what makes the IPPF such a great opportunity for debaters. “The finals format is one of the most exciting forums in debate today,” Huston says. “I urge debate coaches to make this contest a part of their competition schedule, if only for the opportunity to introduce their students to a different type of debate. As coaches, we owe our students the opportunity to engage in different debate formats – so they will be well rounded and prepared for college and beyond.”

Rach says the IPPF is unlike any other contest taking place in debate today. He describes the competition as a marathon, inviting students to develop strong arguments over an expanded period of time. The focus on written scholarship and oral argumentation make the IPPF the ultimate test of research, academic discipline and advocacy.

“Coaches who enjoy the depth and complexity of ideas in policy debate will love the IPPF format,” Rach says. “They will enjoy the ease of participation in terms of reduced jargon and nomenclature. The essay format is an equalizer that allows really smart kids who do not necessarily speak policy debate-ese to participate and shine.”

The IPPF is fully endorsed by the National Forensic League, National Association for Urban Debate Leagues, National Debate Project, and International Debate Education Association.

The competition begins in October. Students must submit an affirmative or negative qualifying round case on the topic, "Resolved: The United Nations should substantially increase humanitarian assistance for persons living in poverty." The cases are judged by an IPPF Review Committee comprised of scholars, debate coaches and business professionals.

Regional winners are named and awarded NFL points and awards. The top 32 schools advance to the Written Elimination Rounds and engage in a single-elimination written debate
Registration for the 2009-2010 competition has already begun. Make this the year your team takes on the world.

Exciting changes for the 2009-2010 IPPF Competition:
1. Students compete for more than $100,000 in cash, prizes and travel expenses.

2. Eight teams are awarded an all-expenses-paid trip to the April 16-18, 2010, finals on the NYU campus in New York City.

3. Those eight teams participate in oral debates until the final two teams emerge. The winning team takes home the $10,000 grand prize and the coveted “Bickel & Brewer Cup.”

How to participate in the 2009-2010 IPPF competition:
1. Work with your debate coach or English teacher to put your team together.

2. Prepare a qualifying round case on the 2009-2010 IPPF topic, "Resolved: The United Nations should substantially increase humanitarian assistance for persons living in poverty."
   Cases are limited to 2,800 words and may be written from an affirmative or negative perspective. Participating teams may be comprised of any number of students. Only one case is allowed per high school. Visit www.bickelbrewer.com/debate for information and case examples.
   Submit your case by 2 p.m. CST on October 28, 2009, to Sarah Marshala at sem@bickelbrewer.com, or for more information call 214-653-4035.

3. Cases will be reviewed by a panel of judges. The top 32 teams will be announced at www.bickelbrewer.com/debate on November 4, 2009. The top 32 teams earn cash awards and NFL points, and advance to the elimination rounds. They continue their contest participation in a written debate tournament. Individual matches begin immediately via the Internet, with one school affirming the resolution and the other negating it.
   The cases are again reviewed by a panel of judges, and winning teams advance to the next round. This process continues until the final eight teams emerge.

4. Pack your bags! The final eight teams earn an all-expense-paid trip to the April 16-18, 2010, finals at NYU. Three students and two coaches per school have the opportunity to attend. Students participate in a written and oral debate competition before a panel of some of the world’s foremost experts in debate, business, law and politics. The winning team claims a $10,000 grand prize ($5,000 for the school and $5,000 for team members) and the “Bickel & Brewer Cup.” The other teams also receive awards and cash prizes at a special banquet and awards ceremony.

About the author:
Melissa Maxey Wade is an IPPF Advisory Board member. She is Executive Director of Forensics and Faculty Member in the Division of Educational Studies at Emory University, and Executive Co-Director of the National Debate Project.
The L-D Great Philosopher Library Series provides separate, complete volumes on each of the ten most popular philosophers used in L.D. debate. You may order each volume individually, order Series I, Series II, or the complete 10 volume set.

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In July, the United Nations Foundation (UNF) sponsored its second annual Youth Leadership Summit in New York City, focused on this past school year’s running theme, global climate change. The NFL and International Debate Education Association (IDEA) continue to proudly partner with UNF to provide these service speaking opportunities.

Students heard scintillating keynote speeches from Janos Pasztor, director of the UN’s Environment Management Group Secretariat, and Gillian Sorenson, senior advisor with the UN Foundation and former UN assistant secretary general for external relations under Kofi Annan. Students showcased their climate change service projects and toured the United Nations headquarters facility, including the General Assembly chamber. Students participated in an engaging “International Day of Climate Action” workshop with staff from 350.org, and teachers interacted in a model UN assembly with the United Nations Association “Global Classrooms” program. Toward the end of the summit, participants helped revitalize New York’s Highbridge Park, cleaning gardens and common areas to make the former car wreck dumping ground and drug deal space more appealing and greeting to residents who still remember the park’s past life from several years ago. The summit wrapped up with the “City Lights” cruise, awards ceremony and dance.

The following NFL schools (coaches noted in parentheses) proudly represented the United States among delegations hailing from as far as Moldova and South Korea. Their depth of involvement in The People Speak Global Debates not only earned them NFL incentives, but this all-expense-paid experience in New York: Del Valle HS, TX (Michael Cunningham); Kearney Sr. HS, NE (Janet Rose); Kerr HS, TX (Derek Davis); Madison Central HS, MS (Brett Mayfield); Monsignor Kelly HS, TX (Marita Duesler); Norman HS, OK (Betsy Ballard); Princeton HS, TX (Jimmy Smith); Santee HS, CA (Nick Richert).

**Will your school be among the lucky few to earn this unique experience next July?**

Visit [www.nflonline.org/Partners/GlobalDebates](http://www.nflonline.org/Partners/GlobalDebates) for further details.
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Katrina Cadle of Bishop Guertin High School, Nashua, New Hampshire, was the recipient of the 2009 Julia Burke Award for Character and Excellence in Policy Debate. There were fifteen candidates for this distinguished award.

The award was presented by Maggie Berthiaume of Dartmouth College. Maggie is not only Katrina’s coach but is the 2001 Julia Burke Award recipient.

The presentation in May, was made in Lexington, Kentucky, at the Tournament of Champion’s Breakfast. In addition to the presentation of the award, Jonathan Cowperthwait introduced his new edition of Julia, The Debater video. The video crystallizes Julia’s life as a young woman of substance.

The Julia Burke Award was established in May 2000 to recognize the policy debater who best typifies the combination of qualities that Julia embodied, including excellence in passion for debate, love and respect for the policy debate community, and a commitment to helping others and maintaining friendships despite the pressures of competition at the highest level. Julia debated for the College Preparatory School in Oakland, California, and cleared at the TOC when only a sophomore. Julia was lost in October 1998 as a result of a car accident.

The award includes a $2000 scholarship to the recipient’s college scholarship fund and a $2000 donation to the recipient’s charity of choice. Katrina has chosen National Alliance to End Homelessness.

Nominations for next year’s award may be submitted by any policy debater, coach or judge from now until March 15, 2010. You may visit our Web site at www.JuliaBurkeFoundation.org for nomination information.
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How are YOU Giving Youth a Voice?
by NFL Director of Development, Bethany Rusch

Individuals across the country are giving NFL youth a voice each day. Each month, an NFL giver will be featured in this format to highlight the incredibly dedicated efforts of parents, coaches, students, alumni, and other supporters. Our long-standing tradition of excellence in high school speech and debate education will shine through the stories of our lifeline - YOU.

The Chinese proverb states, “Good things come in pairs.” At this year’s National Tournament, we learned that good things may also come in threes. Fellow alumni Lenny Pippin, H. Thomas Wells, Jr., and Matt Entenza were honored for their commitment to giving youth a voice by bettering humanity, valuing communication, and achieving a lifetime of success.

Lenny Pippin is a longtime corporate sponsor of the NFL and currently serves on its Development Board. Lenny continues to be instrumental in moving the NFL forward in its efforts to remain innovative for its members while maintaining fiscal sustainability. Inspired by his personal experience in forensics under the great Ralph E. Carey, Lenny has given back to the community in countless ways, including nurturing the involvement of his own son, Tom Pippin, in the NFL. Lenny’s dedication to the activity is apparent through his new company, Simply Functional, whose intent is to assist individual speech and debate programs in their fundraising efforts. Lenny was surprised to be called onto the stage on Sunday, June 14th, at the opening ceremonies of this year’s “Stars Fell on Alabama” National Tournament to receive the Humanitarian Award. The League congratulates Mr. Lenny Pippin on receiving this well-deserved honor.

On Wednesday, June 17th, Mr. H. Thomas “Tommy” Wells, Jr., was honored at a private reception with the Communicator of the Year award. As the reigning President of the American Bar Association, Tommy serves as the voice of the nation’s largest professional membership organization. In the past year alone, he has spoken to well over two hundred unique audiences including editorial boards of well-known publications across the United States. His commitment to diversity and acknowledgement of forensics as a pipeline to the legal profession demonstrates the impact of NFL membership upon this Gadsden High School, Alabama alum. Tommy was joined by his family, colleagues, area alumni, and the leadership of the NFL in the celebration of one of our finest as the 2009 Communicator of the Year.

When Matt Entenza took the stage on Friday, June 19th, to accept the Alumni Lifetime Achievement Award, his son – 2009 National Tournament competitor, Steve Quam – looked on with pride. Scott Wunn, NFL Executive Director, had described Matt’s lifetime of public service while introducing him that evening, yet it was the story Matt personally shared that resonated even more deeply with the audience. Matt explained how participating in forensics taught a young man from a troubled home the focus and determination he’d need to not only make it, but to succeed. As he currently campaigns for governor of the state of Minnesota, the 1979 Congress National Champion from Worthington High School in Minnesota brings a vibrant history of leadership, service, respect, integrity, and humility with him – a stunning example of our code of honor in action.

More than simply honoring these alumni, the NFL recognizes that their continued actions give youth across our country a voice. Whether influencing their own children to participate, which all three of these honorees did, or serving others all over our great nation – these alumni truly make a difference. Congratulations to three alumni who show that good things really do come in threes.
2009

ALABAMA
On behalf of the entire National Forensic League, we wish to thank our local host committee for making the 2009 National Tournament such a remarkable success! Our stay in Birmingham was all the more memorable due to your gracious hospitality.
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- defense
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- traditional and electronic research

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Students will learn about:
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- the difference between L-D debate and policy debate
- values and how to choose and research value topics
- preparing cases
- developing rebuttal strategies
- improving delivery skills

A Teacher Guide features activities, additional Lincoln-Douglas topics, ballots, quizzes and answer keys, and much more!

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Notable thespians and NFL alumni convened at the “Stars Fell on Alabama” National Tournament. On Thursday, June 18, our students gathered to hear what television, stage, and film stars learned from their days in NFL and how they parlayed a forensics background into a career. The panel discussion was moderated by NFL Hall of Fame coach Randy McCutcheon.

“Life is not a series of trophies,” shared Daniel Beaty, panel member and actor, playwright, singer, and composer. He explained that the skills built in forensics will serve NFL students throughout their lives, just as his forensics background continues to serve him today. Dan Johnson, fellow panel member and student at The Theatre School at DePaul University in Chicago, IL, responded that forensics — and life in general — is about touching other people’s lives, making them ask tough questions.
Some of those tough questions posed by our NFL student audience involved what college to attend and what training to seek to further their development. Nick Kanellis, of the New York based improv troupe Statues of Liberty and also the Striking Viking Story Pirates, shared that he felt attending Northwestern University and enjoying the traditional college experience had definitely been the right decision for him. Maria Thayer, most recently of Forgetting Sarah Marshall and State of Play movie fame, offered her experience as a young student fresh out of high school entering Julliard as another route students might consider taking. Josh Gad, of the movies The Rocker, 21, and Crossing Over and current correspondent on The Daily Show, imparted the wisdom he felt was most important for NFL student members seeking answers for the next steps in their life: “Have fun. Do what you love. Enjoy the journey and make your own way.”

Students, coaches, and other National Tournament goers were treated to two top-notch performances at the historic Alabama Theatre on Tuesday, June 16th. Statues of Liberty, a New York based improv troupe, opened the evening’s show. Nick Kanellis, Humorous Interpretation National Champion in 2002, joined group members Russ Armstrong and Peter McNerney on stage as they entertained the crowd with audience suggestions to create instantly unique, comical sketches.

Also taking the stage that evening was Jen Kober, Humorous Interpretation National Champion in both 1990 and 1991. Jen has been traveling the nation with her two stand-up shows, “Junk in My Trunk” and “My Big Fat Comedy Show.” Audience members howled with delight as Jen singled people out to interact with throughout her performance and injected her routine with a distinctly forensics flair, joking about the intricacies of the speech and debate world.

Thank you to our talented alumni for sharing your time and talents with our students. While the stars may truly have fallen on Alabama at Nationals, it’s clear that our alumni shine brightly wherever they are.
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Vol 84, No. 1
in a word...

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Colorado College .......................................................................... Sandra Silvers’ Duo Interpretation
Colorado College .......................................................................... Diamond Coach Awards
Lanny Naegelin Memorial ............................................................. Dramatic Interpretation
Patrick Henry Memorial Foundation Auxiliary ............................ Original Oratory
Western Kentucky University ....................................................... Humorous Interpretation
Western Kentucky University ....................................................... Expository
Western Kentucky University ....................................................... Storytelling
Western Kentucky University ....................................................... Commentary
Western Kentucky University ....................................................... Impromptu
Western Kentucky University ....................................................... Prose
Western Kentucky University ....................................................... Poetry
Pi Kappa Delta ............................................................................. Bruno E. Jacob Award
George Mason University ........................................................... Circle of Coach Champions
Mr. & Mrs. Donus Roberts ........................................................... President’s Bowls (OO, USX)
Jason Mehta & Family ................................................................. Mehta Bowl (International Extemp)
The University of Alabama .......................................................... Bama Bowls (DI, HI, DUO)
Julia Burke Foundation ................................................................. 2nd thru 14th Place Policy Speaker Awards
The Alumni Lifetime Achievement Award is one of the newest awards recognizing alumni of the NFL. Entenza has exemplified the tenets of the NFL Code of Honor: integrity, respect, humility, leadership, and service.

Matt Entenza attended Worthington High School in Minnesota where he found his calling in forensics. At the 1979 Nationals in Cincinnati, Ohio, he became the first and only NFL National Champion in the House of Representatives from the state of Minnesota.

After graduating from the University of Minnesota’s School of Law, he championed the rights of victims as a prosecutor at the county and state level. He quickly returned to the congressional debate foray when he was elected to the state house in 1995 and eventually served as the House Democratic Leader until 2006. Rather than seek re-election, Matt founded a non-partisan think tank designed to foster discussion and debate on areas vital to Minnesota’s future and dedicated to achieving tangible solutions. To put these solutions into practice, he announced his candidacy for Minnesota’s open governor’s seat earlier this year.

As a prosecutor, a politician, and a parent, Matt Entenza has dedicated his life to the tenents of the NFL Code of Honor. The NFL celebrates Mr. Entenza’s lifetime achievements.
Special Awards

SPECIAL RECOGNITION AT NATIONALS

Brother Gregory “Rene” Sterner
Alumni Lifetime Service Award

Donus D. Roberts
South Dakota

Communicator of the Year

H. Thomas “Tommy” Wells, Jr.
Alabama
Coach Recognition

SPECIAL RECOGNITION AT NATIONALS

James W. (Jay) Rye, III, Alabama, is recognized by NFL Executive Director Scott Wunn for his outstanding contributions in hosting the 2009 Nationals.

Ralph E. Carey Award
Robert Brittain
Indiana

James M. Copeland
Coach of the Year Award
Pam Cady Wycoff
Minnesota
Mr. Jeff Allred, a member of Ted Belch’s first policy debate championship team, presented the Ted W. Belch Award to Chuck Ballingall from Damien High School, CA. The Belch Award was newly established in 2008. This award along with a $250 monetary gift is awarded to the Policy Debate champion coach.

In addition, a permanent replica trophy will be housed in the NFL National Headquarters, and on a larger display base, each year’s recipient names are listed.

(LEFT TO RIGHT) JEFF ALLRED AND TED W. BELCH AWARD RECIPIENT CHUCK BALLINGALL
At the 2009 “Stars Fell on Alabama” NFL National Tournament, one of Alabama’s own earned prominent recognition as Joshua Segall was named the recipient of the Keller Public Service Leadership Award. This honor, named for NFL Hall of Fame Coach Harold Keller, recognizes former Student Congress participants who have made significant contributions to their community, state, or nation through public service leadership.

Segall’s NFL experience began as a member of The Montgomery Academy Forensics Team from 1993 to 1997 and included a term as debate team captain from 1996-1997. He excelled in debate, qualifying for the Tournament of Champions in LD in 1997. That same year he was named state champion in Congress and qualified to attend the NFL National Tournament in Congress.

After graduating from The Montgomery Academy in 1997, Segall attended Brown University, where he served as the President of the College Democrats from 1999-2001. After graduating from Brown in 2001, he worked for a variety of campaigns in Texas, Virginia, and Wisconsin. In 2003, he began his legal studies at The University of Alabama. The following year, he began a program called Homegrown Alabama, which lobbied for the University of Alabama to buy its food from Alabama farmers. This program still continues today.

After graduating from Alabama Law School in 2006, Segall ran for Alabama’s 3rd Congressional District. Though ultimately unsuccessful, he closed a 40 point poll deficit into only a 5 point defeat. He has announced that he will again seek election to the United States Congress for Alabama’s 3rd Congressional Race.

Segall’s dedication to the people of Alabama provides an excellent example of the NFL Code of Honor in action. For his determination to live a life of service, the NFL is proud to recognize Joshua Segall as the 2009 Keller Public Service Award winner.
A special reception was held in honor of the 2009 NFL Hall of Fame inductees:

Michele Coody, AL (dec’d)
Eric DiMichele, NY
Jan Heiteen, IL
J. E. Masters, TX

(left to right) J. E. Masters, Jan Heiteen, Eric DiMichele, and Judge Charles Coody
Roger Brannan from Manhattan High School in Kansas was awarded his eighth diamond at the 2009 NFL National Tournament in Alabama.

Dr. Michael Edmonds from Colorado College congratulates Ron Underwood from Edison Computech High School in California. Underwood was awarded an historic ninth diamond in 2009.
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Policy Debate
Public Forum
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Supplemental Events
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Interpretation events cannot be sold because of copyright laws, but can be obtained by contacting the NFL office.
George Mason University is the proud sponsor of the National Tournament Circle of Champion Coaches. Each champion coach received a commemorative Champion Coach Plaque in the shape of the state of Alabama and a $100 coach award as congratulations.
National Winners

**Pi Kappa Delta Bruno E. Jacob Award**


Coaches: James Cavallo, Kayla Fleming, Robert Kelly, Chris Lowery, Doug Pishkur & Scott Woodhouse.

The National Trophy, donated by Pi Kappa Delta and named in memory of Bruno E. Jacob, founder of the National Forensic League, is presented to the school which accumulates the largest number of rounds of national participation: one point for each round of individual events; two points for Policy Debate, Public Forum Debate, and Duo Interpretation. Chesterton High School (IN) added 131 rounds to a previous total of 1,247 for a championship total of 1,378.

**Winner**

CHESTERTON HIGH SCHOOL, CHESTERTON, IN

**Total Rounds**

1,378

**Top Ten Contenders for 2010**

<table>
<thead>
<tr>
<th>School</th>
<th>Rounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neosho HS, MO</td>
<td>1376</td>
</tr>
<tr>
<td>Lincoln East HS, NE</td>
<td>1360</td>
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<tr>
<td>Parkview HS, MO</td>
<td>1292</td>
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<tr>
<td>Appleton East HS, WI</td>
<td>1291</td>
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<tr>
<td>Albuquerque Academy, NM</td>
<td>1288</td>
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<tr>
<td>Plano Sr. HS, TX</td>
<td>1270</td>
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<tr>
<td>Holy Ghost Prep, PA</td>
<td>1268</td>
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<tr>
<td>Regis HS, NY</td>
<td>1195</td>
</tr>
<tr>
<td>West HS-Iowa City, IA</td>
<td>1189</td>
</tr>
</tbody>
</table>
Coach Recognition

COACH EARN TWO COMMENDATIONS

2009 Bruno E. Jacob Commendation

Executive Director J. Scott Wunn was proud to award the 2009 Bruno E. Jacob Coach Commendation to James Cavallo from Chesterton High School, Chesterton, Indiana. The Bruno E. Jacob Commendation is presented to the coach of the school winning the Bruno E. Jacob/Pi Kappa Delta Trophy if that coach has coached 50% of the total rounds.

2009 Albert S. Odom, Jr., Commendation

The Albert S. Odom, Jr., Commendation was presented to James Cavallo, the current director of the school winning the Bruno E. Jacob/Pi Kappa Delta Trophy. The award is named in honor of Mr. Odom, one of NFL's most outstanding supporters and former long-time assistant to League Founder, Bruno E. Jacob.
Paul “Bear” Bryant served as a collegiate head football coach for 38 years and accumulated 323 wins making him 3rd overall. For 25 years, he served as the football coach at his alma mater, The University of Alabama, where he won six national titles. His trademark, the houndstooth hat, serves as a symbol of excellence. The University of Alabama generously donated the hats on behalf of the Local Host Committee for each National Champion.

A SYMBOL OF Excellence

Paul “Bear” Bryant served as a collegiate head football coach for 38 years and accumulated 323 wins making him 3rd overall. For 25 years, he served as the football coach at his alma mater, The University of Alabama, where he won six national titles. His trademark, the houndstooth hat, serves as a symbol of excellence. The University of Alabama generously donated the hats on behalf of the Local Host Committee for each National Champion.
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The National Student of the Year is considered one of the most honorable and renowned of individual student awards presented by the National Forensic League. The National Student of the Year is awarded to a graduating senior member of the National Forensic League who has best represented the tenets of the NFL Code of Honor: integrity, respect, humility, leadership, and service. The National Student of the Year wins a $1000 scholarship and will represent the League in various public capacities throughout the 2009-2010 school year.

Danielle Camous
St. Mary’s High School, CO
Coached by David Camous

Six finalists participated in an interview process with the national panel of judges who selected the NFL’s second National Student of the Year.

Finalists included:
Nicholas Cugini, Cypress Ridge HS, TX
Meredith Potter, Pinecrest HS, NC
Ali Raza, El Campo HS, TX
Michael Robinson, Henry W. Grady HS, GA
Marla Sacks, Greater Latrobe HS, PA
National Winners

Lanny Naegelin Memorial
Dramatic Interpretation

1. Jane Bruce
Ogden HS, UT
Coach: Matthew Madsen

2. Jacob Abell
Ouray HS, CO
Coach: Nancy Nixon

3. Elias Abdalla
Gregory Portland HS, TX
Coach: Charlotte Brown

4. Michael Dahlgren
Holy Ghost Prep, PA
Coaches: Tony Figliola & John Buettler

5. Taylor Misiak
Eastview HS, MN
Coach: Meg Krekeler

6. Jenny Gladstone
Desert Vista HS, AZ
Coach: Erik Dominguez

Western Kentucky University
Humorous Interpretation

1. Lindsey White
Eastview HS, MN
Coaches: James Fedje & Brittany Parker

2. Ryan Vasquez
Bellarmine College Prep, CA
Coach: Kim C. Jones

3. Michael Dayne Lathrop
Corpus Christi Carroll HS, TX
Coach: Kelly Kimball

4. Andrew Langdon
Plymouth HS, IN
Coaches: David McKenzie,
Charlotte Tyree & Jane Nelson

5. Joe Brenckle
Louisville Senior HS, OH
Coach: Kelly Ladd

6. Whitney Hartzell
O’Gorman HS, SD
Coach: Teresa Fester
United States
Extemporaneous Speaking
presented by Carmendale Fernandes

1. Evan Larson
   Bellarmine College Prep, CA
   Coach: Bill Healy

2. Taman Narayan
   Leland HS, CA
   Coach: Chris Wardner

3. Nicholas Cugini
   Cypress Ridge HS, TX
   Coach: Scott Baker

4. Alex Draime
   Howland HS, OH
   Coach: Thomas Williams

5. Tyler D. Fabbri
   Chesterton HS, IN
   Coach: Robert Kelly

6. John Mern
   Taravella HS, FL
   Coach: Beth Goldman

A. C. Eley Memorial
Int’l Extemporaneous Speaking
presented by Ripon College

1. Stacey Chen
   North Allegheny Sr. HS, PA
   Coach: Sharon Volpe

2. Will Rafey
   Bellarmine College Prep, CA
   Coach: Bill Healy

3. Jacob Baker
   Bellarmine College Prep, CA
   Coach: Bill Healy

4. Luke R. Brinker
   Topeka HS, KS
   Coach: Pamela McComas

5. Sesenu Woldenmariam
   Lamar HS, TX
   Coach: Eloise Weisinger Blair

6. Ryan Pollock
   Mt. Lebanon Sr. HS, PA
   Coach: George Savarese
Original Oratory
Top Six

Congratulations!

Original Oratory
presented by Patrick Henry Memorial Foundation Auxiliary

1. John Hofmeister
   Apple Valley HS, MN
   Coaches: Joseph Wycoff & Pam Cady Wycoff

2. Morgan Booksh
   McNeil HS, TX
   Coach: Matthew Murrell

3. Alphonse Mshomba
   Holy Ghost Prep, PA
   Coaches: Tony Figliola & John Buettler

4. Alexandra Elam
   Plano Sr. HS, TX
   Coach: Karen Wilbanks

5. Joe Thomas
   Eagan HS, MN
   Coach: Joni Anker

6. Rory Squire
   Madison County HS, VA
   Coach: Donald R. Hitt
MAIN EVENTS

Sandra Silvers Memorial
Duo Interpretation
presented by Colorado College

1. Ismael Williams & Drake Pough
   James Logan HS, CA
   Coaches: Tommie Lindsey, Jr.
   Bret Hemmerlin & Natalie Sintek

2. Greta Besser & Adam Bouchareb
   Lakeville North HS, MN
   Coach: James Doyle

3. Brian Johnson & Hanna Durfee
   Denfeld HS, MN
   Coach: Jill Lofald

4. Joshua Evans & Robert Knapp
   Eagan HS, MN
   Coach: Seth Hammond

5. Aaron Straka & Lauren Stopfer
   Eagan HS, MN
   Coach: Seth Hammond

   Harlingen High School South, TX
   Coach: Lee Ann Ince

THE NATIONAL
FORENSIC LEAGUE
HONOR CODE

INTEGRITY
HUMILITY
LEADERSHIP
SERVICE
RESPECT

Vol 84, No. 1
Phyllis Flory Barton Top Debate Speaker Award

1. Vijay Sridharan
   Bellarmine College Prep, CA
   Coach: Christopher Wolf

2. Erik Johnson
   Bellarmine College Prep, CA
   Coach: Christopher Wolf

3. Colin Quinn
   Glenbrook South HS, IL
   Coach: Tara Tate

4. Katryna Cadle
   Bishop Guertin HS, NH
   Coach: Bruce Miller

5. Patrick Githens
   Olathe North HS, KS
   Coach: Larry Swanson

6. Carl Fitz
   A&M Consolidated HS, TX
   Coach: Amiee Parsons

The Harland B. Mitchell Debate Trophy, named for the NFL's famous debate coach, is presented to the NFL Policy Debate Champions.

Bickel & Brewer Policy Debate

1. Sean Hernandez & Reid Ehrlich-Quinn
   Damien HS, CA
   Coaches: Chuck Ballingall & Nick Fiori

2. Patrick Berger & Justin Chan
   James Logan HS, CA
   Coaches: Tommie Lindsey, Jr; Thomas Woodhead & Paul Rogerson

3. Mario Feola & Andrew Arsht
   Rowland Hall-St. Mark, UT
   Coach: Michael Shackelford

4. Sejal Parekh & Chander Ramesh
   Saint Francis HS, CA
   Coach: Douglas Dennis

5. Andrew Murray & Alexander Nasr
   Colleyville Heritage HS, TX
   Coach: David Huston

6. Colin Quinn & Will Thibeau
   Glenbrook South HS, IL
   Coach: Tara Tate
   and

6. Patrick Githens & Kendall Kaut
   Olathe North HS, KS
   Coach: Larry Swanson

1st Place Tie

SPEAKER AWARDS ARE BASED UPON POINTS AWARDED BY JUDGES DURING PRELIM ROUNDS, DROPPING HIGH AND LOW. A TROPHY AND A $250 SCHOLARSHIP ARE AWARDED IN MEMORY OF CHAMPION COACH PHYLLIS BARTON.
MAIN EVENTS

National Winners

Planet Debate
Ted Turner
Public Forum Debate

1. Josh Ziffer & Robert Kindman
   Durham Academy, NC
   Coach: Jeff Welty

2. Shruti Jaishankar & Aditya Gulanikar
   St. Andrew’s Episcopal School, MS
   Coaches: Dr. Randy Patterson & Mark McNeil

3. Brian McGarry & Ben Shantz
   Central HS-Springfield, MO
   Coach: Jack Tuckness

4. Brian Zakarin & Mickael Silangil
   Taravella HS, FL
   Coach: Beth Goldman

5. Itai Farhi & Tom Niblock
   Walt Whitman HS, MD
   Coach: Anjan Choudhury

   Brentwood HS, TN
   Coach: Harriet Medlin

Lincoln Financial Group
Lincoln Douglas Debate

1. Shivani Vohra
   Hockaday School, TX
   Coach: Stacy Thomas

2. Jake Nebel
   Trinity Preparatory School, FL
   Coach: Dean Rhoads

3. Aparna Ramanan
   Leland HS, CA
   Coaches: Chris Wardner & Gay Brasher

4. Stephen Lurie
   Cherry Creek HS, CO
   Coaches: Fletcher Woolsey & Martha Benham

5. Adam Gerchick
   The Potomac School, VA
   Coach: Tom Rollins

6. Danielle Smogard
   Greenhill School, TX
   Coach: Aaron Timmons
Amazing Awards~Stellar Judging~TOC Bids~Great Hospitality~Free Seminar For Coaches AND For Students~Efficient Tabulation

Sunny Ft. Lauderdale in January

Any Questions?

University School Sunvitational
January 8-9, 2010

www.sunvite.tabroom.com
Email Steve Schappaugh with questions:
schappau@nova.edu

University School
Sunvitational 2010
MONTGOMERY BELL ACADEMY
proudly presents the

SOUTHERN BELL FORUM

XXVIII

visit www.joyoftournaments.com
after September 1st
for application materials

January 8-10, 2010
National Winners

MAIN EVENTS

OUTSTANDING SENATOR

SENATOR ROBERT COLONEL
WINTER SPRINGS HS, FLORIDA

1. Sen. Robert Colonel, Winter Springs HS, FL
   Coach: Kathi Wells

2. Sen. Daniel Blackman, Needham HS, MA
   Coach: Paul Wexler

3. Sen. Nipun Bhandari, Monte Vista HS-Danville, CA
   Coach: David Matley

4. Sen. Anthony Paranzino, Bellarmine College Prep, CA
   Coach: Mikael Meyer

5. Sen. Kalyan Venkertraj, A&M Consolidated HS, TX
   Coach: Amiee Parsons

6. Sen. Tom Tasche, Elk Grove HS, IL
   Coach: Tom Smith

OUTSTANDING REPRESENTATIVE

REP. HARLAN DOWNS-TEPPER
STUYVESANT HS, NY

1. Rep. Harlan Downs-Tepper, Stuyvesant HS, NY
   Coach: Julie Sheinman

2. Rep. Geoffrey Block, Trinity Preparatory School, FL
   Coach: Michael Vigars

3. Rep. Michael Pudlow, Munster HS, IN
   Coach: Richard Percifield

4. Rep. Rahul Sangal, Plano East Sr. HS, TX
   Coach: Richard W. Kincaid

5. Rep. Sebastian DeLuca, Monte Vista HS-Danville, CA
   Coach: David Matley

6. Rep. Louise Lu, Bellaire HS, TX
   Coach: Jay Stubbs

OUTSTANDING PRESIDING OFFICER
Sen. Benjamin J. Tyler
Belen Jesuit Prep School, FL
Coach: Luis Dulzaides

OUTSTANDING PRESIDING OFFICER
Rep. Geoffrey Block
Trinity Preparatory School, FL
Coach: Michael Vigars
Duo Interpretation awards honor the memory of legendary coach Sandra Silvers of Calhoun High School, GA. Ms. Silvers represented true excellence in the coaching of interpretive events. Each winner received the Bama Bowl and a $250 scholarship.

DUO INTERPRETATION

Hanna Durfee & Brian Johnson
Denfeld High School, MN
Coach: Jill Lofald
2009 PATRICK HENRY MEMORIAL ORIGINAL ORATORY AWARD

Sponsored by Patrick Henry Memorial Foundation Auxiliary

The Professor’s Bowl, presented by Auxiliary President Kaye Lucado, is engraved with a likeness of Patrick Henry and the NFL seal. At the Red Hill Plantation in Southside, VA, the Patrick Henry Memorial Foundation keeps alive the traditions of Patrick Henry, America’s great orator of the revolution. Red Hill Plantation is a wonderful historical memorial to a man who shaped American History and defined the art of oratory.

This year’s winner of the 2009 Patrick Henry Memorial Foundation Auxiliary in Original Oratory is John Hofmeister from Apple Valley High School in Minnesota, coached by Joseph Wycoff and Pam Cady Wycoff.

2009 JAMES J. UNGER CUP

The inaugural James J. Unger Cup was awarded to Damien HS, CA, for its performance in Policy Debate at the six major national tournaments (NFL, TOC, NCFL, NDCA, NPPF, NAUDL). The cup’s namesake was the American Forensic Association’s National Debate Tournament Outstanding Debate Coach of the 1970s. Commemorating Dr. Unger was one of his former Georgetown University debaters, the NDT’s Outstanding Debater of the 1970s, Tom Rollins. Both Rollins and Unger began their debate careers in the NFL, and Rollins has now come full circle, founding and coaching the debate team at Potomac School in Virginia, so his son will be able to debate when he reaches the upper school. Rollins has practiced law, worked in the U.S. Senate, and started his own business. He credits debate to the success he has enjoyed in life. Rollins celebrated Dr. Unger’s influence on his life and more recent pursuit of coaching.

John Hofmeister
Apple Valley HS, MN
Original Oratory

James J. Unger

Tom Rollins

Damien High School, CA
2009 James J. Unger Cup Recipients
2009 MEHTA INTERNATIONAL BOWL  
Sponsored by Jason Mehta & Family

The Mehta Bowl is sponsored by the family of NFL alumnus Jason Mehta. Jason is the creator of one of the nation’s top forensic websites, www.forensicsonline.net. In high school, Jason was the state of Florida champion in domestic extemporaneous speaking.

The Mehta International Bowl, a silver engraved, footed bowl, is presented to the student who, in the opinion of all final round judges, won the final round of International Extemp Speaking.

This year’s winner is Stacey Chen from North Allegheny Sr. High School, PA, coached by Sharon Volpe.

2009 PRESIDENT’S BOWL  
Sponsored by Mr. & Mrs. Donus Roberts

The President’s Bowl, sponsored by Donus and Lovila Roberts, recognizes the student who, in the opinion of all final round judges, won the final rounds of Original Oratory and United States Extemp. This year’s winners are Taman Narayan (U.S. Extemporaneous Speaking) from Leland High School, CA, coached by Chris Wardner, and John Hofmeister (Original Oratory) from Apple Valley High School, MN, coached by Joseph Wycoff & Pam Cady Wycoff.
1. Vanessa Garcia
Fullerton Joint Union HS, CA
Coach: Sal Tinajero

2. Andrew J. Knight
Springs HS, TX
Coach: Sammy Green

3. Robert Jackson
Hastings HS, TX
Coaches: Sarah Robertson

4. Alexandra Kattan
Munster HS, IN
Coach: Jordan Mayer

5. Jenna Huebner
Appleton East HS, WI
Coach: Michael Traas

6. Alex Maranto
Stony Point HS, TX
Coach: Brandi Boyd

1. Andy LaRocca
Riverdale HS, LA
Coaches: Daniel Dominguez & Krystle Sims

2. Andrew Philip Asper
Ronald Reagan HS, TX
Coach: Katie Vogel

3. Darius Wilson
Blue Springs HS, MO
Coach: Jacquelyn Langston

4. Jonathon Spence
Wauwatosa West HS, WI
Coach: Carol Weiland

5. Kathryn Cotton
Desert Vista HS, AZ
Coach: Erik Dominguez

6. Jennifer L. McCarthy
Downers Grove South HS, IL
Coaches: Jan Heiteen & Eligie Wilson

Western Kentucky University
Prose

Western Kentucky University
Poetry
SUPPLEMENTAL EVENTS

National Winners

Western Kentucky University Expository

1. Evan M. Hernandez  
Wichita East HS, KS  
Coach: Vickie Fellers

2. Szuyin Leow  
Apple Valley HS, MN  
Coaches: Pam Cady Wycoff & Joseph Wycoff

3. Maurice Cunningham  
Fullerton Joint Union HS, CA  
Coach: Sal Tinajero

4. Samuel Leake  
Sterling HS, KS  
Coach: Betsy Dutton

5. Madeleine Heil  
Presentation HS, CA  
Coach: Barbara Heil

6. Diana Cater  
Silverton HS, OR  
Coach: Krista Kohl

Western Kentucky University Extemp Commentary

1. Anuv Ratan  
Claremont HS, CA  
Coach: David Chamberlain

2. Mason Scott Lende  
Fargo Shanley HS, ND  
Coach: Chris Dietz

3. Andrew Connery  
Norman HS, OK  
Coach: Kasey Harrison

4. Kevin Coltin  
Brophy College Prep, AZ  
Coach: Elizabeth Clarke

5. Teagan Alexander Lende  
Fargo Shanley HS, ND  
Coach: Chris Dietz

6. William Drevo  
Crete HS, NE  
Coach: Elizabeth Boyle

(no photo available)
National Winners

Western Kentucky University
Impromptu Speaking

1. Jessica Petrie
Belleville West HS, IL
Coach: Adam Jenkins

2. Chelsey Rice-Davis
Downers Grove South HS, IL
Coaches: Jan Heiteen & Eligie Wilson

3. Rebecca Moberly
Plymouth HS, IN
Coaches: David McKenzie, Charlotte Tyree & Jane Nelson

4. Katie Hoag
Flathead HS, MT
Coach: Kala French Lougheed

5. Daniel Raborn
Comeaux HS, LA
Coach: Sandra Broussard

6. Kara Tapangan
Harlingen HS South, TX
Coach: Lee Ann Ince

Western Kentucky University
Storytelling

1. Francis Ian Blaise Austin
New Trier Township HS, IL
Coach: Linda Oddo

2. Tyler Dailey
Blue Springs HS, MO
Coach: Jacquelyn Langston

3. Emma Cadd
Liberty Senior HS, MO
Coach: Don Johnson

4. Megan N. Fountain
Montgomery HS, TX
Coach: Krista Nix-Buckner

5. Karina Devine
Eastview HS, MN
Coaches: Brittany Parker & James Fedje

6. Hannah Claire Andrews
Ravenwood HS, TN
Coach: Kari Smith
Ivy Select College Counseling Services is proud to honor the two students who have earned the most NFL points during the course of the NFL Nationals Tournament in main event speech and main event debate events.

2009 Ivy Select Scholars
Student of Excellence Award
SPEECH

JOHN HOFMEISTER
APPLE VALLEY HIGH SCHOOL
MINNESOTA

2009 Ivy Select Scholars
Student of Excellence Award
DEBATE

SHIVANI VOHRA
HOCKADAY SCHOOL
TEXAS
To commemorate the life and work of Hall of Fame Coach Wayne E. Brown, the Brown Family, Dale Publishing, and Wayne’s colleagues in Missouri established the Wayne E. Brown Show Me Excellence Award. Scholarships in the amount of $100 each were awarded to students who qualified for and attended four national tournaments.

**California**
- Fritz Pielstick
  Claremont High School
  Coach: David Chamberlain
- Enoch Sim
  Ponderosa High School
  Coach: Travis Summers

**Colorado**
- Jacob Abell
  Ouray High School
  Coach: Nancy Nixon

**Florida**
- Tyler Boykin
  Ft. Lauderdale High School
  Coach: James Wakefield
- Christopher Mair
  Ft. Lauderdale High School
  Coach: James Wakefield

**Georgia**
- John Holland
  Henry W. Grady High School
  Coach: Mary (Lisa) Willoughby

**Illinois**
- Paige L. Prehoda
  Heyworth High School
  Coach: Thomas Wells
- Barrett J. Tenbarge
  Brebeuf Jesuit Preparatory School
  Coach: Dale Kantz
- Michael Pudlow
  Munster High School
  Coach: Richard Percifield

**Indiana**
- Barrett J. Tenbarge
  Brebeuf Jesuit Preparatory School
  Coach: Dale Kantz
- Michael Pudlow
  Munster High School
  Coach: Richard Percifield

**Kansas**
- Taylor Nichols
  Blue Valley High School
  Coach: Chris Riffer
- Emily Boresaw
  Blue Valley North High School
  Coach: Max Brown
- Wennie Wang
  Wichita East High School
  Coach: Vickie Fellers

**Michigan**
- Nich Mueller
  Portage Northern High School
  Coach: Laurel Scheidt

**Missouri**
- Megan Aleshire
  Monett High School
  Coach: Marilyn Mann

**Pennsylvania**
- Alexander Pruce
  Trinity High School
  Coach: Mary Yoskey-Berty

**Tennessee**
- Kathleen Thayer
  Rossview High School
  Coach: Lee Ellen Beach

**Texas**
- John Reyna
  Sandra Day O’Connor High School
  Coach: Anne Smith

**Utah**
- Jane Bruce
  Ogden High School
  Coach: Matthew Madsen
Since 1993, Paradigm has delivered the FINEST published research for CX, LD, and Public Forum debate. We will be great again this year & so will YOU!

You have OUR word on it,

Jeff Rutledge, President

\[\text{Lincoln Douglas} \]

The Paradigm Lincoln Douglas Topic Analysis

The Paradigm Lincoln Douglas Topic Analysis (Approx 65 pp/$30 each/4-topic Subscription $109) Renowned analysis of all 4 NFL LD topics - editor's overview, expert aff and neg positions, and pointed extensions. The most popular LD topic resource! Available 15 days after topic release!

SEE OUR WEB SITE for more outstanding resources for LD debate like the 6 Handbooks of Moral & Political Philosophy, the 6 LD Positions, Coaching LD Debate, and The LD Road Guide.

\[\text{Public Forum} \]

The Paradigm Public Forum Topic Tutorials

The Paradigm Public Forum Topic Tutorials (Approx 50 pp/$20 each/8-topic Subscription $139) Definitive tutorials by experts cover the background, best aff and neg positions, and research strategy. The Paradigm tradition of excellent research is now brought to bear on all 8 NFL Public Forum topics! Available 15 days after topic release!

\[\text{BLOX Online Debate Library} \]

BLOX: The Paradigm Research Online Debate Library $850 Value for only $699

- BLOX is your online library of the best ready-to-run arguments from Paradigm available to your squad every hour of every day!
- IT JUST MAKES SENSE

BLOX is an endless database. You don’t have to hunt through a pile of evidence to force arguments together. BLOX is the ideal library for CX, LD and Public Forum debate.

- WHAT IS BLOX?
  BLOX is a member’s-only site stocked with PDF files you can view & download. Your account can be used by every member of your squad from wherever they are. BLOX requires only normal browser software and an everyday internet connection. It’s easy, filled with quality content, and it’s there whenever you need it. It is exactly what you need.
- WHERE IS BLOX?
  BLOX is on our web site (oneparadigm.com) - follow the links to log-in to your BLOX library.
- WHAT IS IN BLOX?
  BLOX is better than 6000 cards in more than 1000 ready-to-run blocks for CX debate - aff cases, DA’s, counterplans, neg case & impact reading. You can add-on materials for LD and Public Forum debate too. It’s the absolute best one-stop debate library.

SUBSCRIPTION OPTIONS:

- BLOX Online Subscription
- BLOX ADD-ONS
  • LD Subscription Add-On - $89
  • Includes four Paradigm NFL LD Topic Analysis books.
  • Public Forum Add-On - $115
  • Includes eight Public Forum Debate Topic Position Papers.
## 2009-2010 ORDER FORM

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<tr>
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<th>E-MAIL</th>
<th>PRINT/CD COMBO</th>
<th>PRINT/E-MAIL COMBO</th>
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</table>

**POLICY DEBATE (CROSS-X):**  (First copy/extra copies)

**Choose one of three subscriptions:**  (on printed copies of 4 or more of the same item, all copies are at lower price)

| Basic Subscription | ___ copies ($90/$45) | ___ $82 | ___ $74 | ___ $127 | ___ $119 | $______ |
| OR Basic + 6-mo. Updates | ___ copies ($138/$69) | ___ $124 | ___ $110 | ___ $193 | ___ $179 | $______ |
| OR Basic + 4-mo. Updates | ___ copies ($122/$61) | ___ $110 | ___ $98 | ___ $171 | ___ $159 | $______ |

**NOTE: same items available individually:**

| Aff. Casebook (May 15) | ___ copies ($14/$7) | ___ $12 | ___ $10 | ___ $19 | ___ $17 | $______ |
| 1st Negative Briefs (Jul 15) | ___ copies ($38/$19) | ___ $35 | ___ $32 | ___ $54 | ___ $51 | $______ |
| 2nd Negative Briefs (Jul 15) | ___ copies ($38/$19) | ___ $35 | ___ $32 | ___ $54 | ___ $51 | $______ |

**Update Briefs**  (print & CD published MONTHLY, e-mail version published WEEKLY)

| 6-month option (Sep-Feb) | ___ copies ($48/$24) | ___ $42 | ___ $36 | ___ $66 | ___ $60 | $______ |
| 4-month option (Sep-Dec) | ___ copies ($32/$16) | ___ $28 | ___ $24 | ___ $44 | ___ $40 | $______ |

**LINCOLN-DOUGLAS DEBATE (NFL TOPICS ONLY)**

| Basic Subscription (all 4) | ___ copies ($96/$48) | ___ $84 | ___ $72 | ___ $132 | ___ $120 | $______ |

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| Sep-Oct L-D topic | ___ copies ($24/$12) | ___ $21 | ___ $18 | ___ $33 | ___ $30 | $______ |
| Nov-Dec L-D topic | ___ copies ($24/$12) | ___ $21 | ___ $18 | ___ $33 | ___ $30 | $______ |
| Jan-Feb L-D topic | ___ copies ($24/$12) | ___ $21 | ___ $18 | ___ $33 | ___ $30 | $______ |
| Mar-Apr L-D topic | ___ copies ($24/$12) | ___ $21 | ___ $18 | ___ $33 | ___ $30 | $______ |

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| Oct PF topic | ___ copies ($24/$12) | ___ $21 | ___ $18 | ___ $33 | ___ $30 | $______ |
| Nov PF topic | ___ copies ($24/$12) | ___ $21 | ___ $18 | ___ $33 | ___ $30 | $______ |
| Dec PF topic | ___ copies ($24/$12) | ___ $21 | ___ $18 | ___ $33 | ___ $30 | $______ |
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| Mar PF topic | ___ copies ($24/$12) | ___ $21 | ___ $18 | ___ $33 | ___ $30 | $______ |
| Apr PF topic | ___ copies ($24/$12) | ___ $21 | ___ $18 | ___ $33 | ___ $30 | $______ |

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TOP DEBATE SPEAKER AWARD

VIJAY SRIDHARAN
BELLARMINE COLLEGE PREP, CA
Coach: Christopher Wolf

BICKEL & BREWER
POLICY DEBATE

SEAN HERNANDEZ & REID EHRLICH-QUINN
DAMIEN HS, CA
Coach: Chuck Ballingall

PHYLIS FLORY BARTON
TOP DEBATE SPEAKER AWARD

JOSH ZOFFER & ROBERT KINDMAN
DURHAM ACADEMY, NC
Coach: Jeff Welty (not pictured)

PLANET DEBATE TED TURNER
PUBLIC FORUM DEBATE

SHIVANI VOHLRA
HOCKADAY SCHOOL, TX
Coach: Stacy Thomas (not pictured)

LINCION FINANCIAL GROUP
LINCOLN DOUGLAS DEBATE
Coaches and Champions

**LANNY NAEGELIN MEMORIAL DRAMATIC INTERPRETATION**

**JANE BRUCE**
OGDEN HS, UT
Coach: Matthew Madsen (photo not available)

**WESTERN KENTUCKY UNIVERSITY HUMOROUS INTERPRETATION**

**LINDSEY WHITE**
EASTVIEW HS, MN
Coach: James Fedje

**SANDRA SILVERS MEMORIAL DUO INTERPRETATION**

**ISMAEL WILLIAMS & DRAKE POUGH**
JAMES LOGAN HS, CA
Coach: Tommie Lindsey, Jr.
Coaches and Champions

PATRICK HENRY MEMORIAL
ORIGINAL ORATORY

JOHN HOFMEISTER
APPLE VALLEY HS, MN
Coaches: Pam Cady Wycoff & Joseph Wycoff

UNIVERSITY STATES EXTEMPORANEOUS SPEAKING
PRESENTED BY CARMENDALE FERNANDES

Evan Larson
BELLARMINE COLLEGE PREP, CA
Coach: Bill Healy

A. C. ELEY MEMORIAL INT’L EXTEMPORANEOUS SPEAKING
PRESENTED BY RIPON COLLEGE

Stacey Chen
NORTH ALLEGHENY SR. HS, PA
Coach: Sharon Volpe
Coaches and Champions

WESTERN KENTUCKY UNIVERSITY
IMPROMPTU

JESSICA PETRIE
BELLEVILLE WEST HS, IL
Coach: Adam Jenkins

WESTERN KENTUCKY UNIVERSITY
STORYTELLING

FRANCIS IAN BLAISE AUSTIN
NEW TRIER TOWNSHIP HS, IL
Coach: Doug Springer

JOHN C. STENNIS STUDENT CONGRESS
OUTSTANDING SENATOR

SEN. ROBERT COLONEL
WINTER SPRINGS HS, FL
Coach: Kathi Wells

JOHN C. STENNIS STUDENT CONGRESS
OUTSTANDING REPRESENTATIVE

REP. HARLAN DOWNS-TEPPER
STUYVESANT HS, NY
Coach: Julie Sheinman (not pictured)
Coaches and Champions

WESTERN KENTUCKY UNIVERSITY PROSE

VANESSA GARCIA
FULLERTON JOINT UNION HS, CA
Coach: Sal Tinajero

WESTERN KENTUCKY UNIVERSITY POETRY

ANDY LAROCCA
RIVERDALE HS, LA
Coaches: Daniel Dominguez & Krystle Sims

WESTERN KENTUCKY UNIVERSITY EXPOSITORY

EVAN M. HERNANDEZ
WICHITA EAST HS, KS
Coach: Vickie Fellers

WESTERN KENTUCKY UNIVERSITY EXTEMP COMMENTARY

ANUV RATAN
CLAREMONT HS, CA
Coach: David Chamberlain

( no photo available )
Registration Day

BIRMINGHAM, ALABAMA
Thanks to all of the staff and volunteers who made this year’s national tournament run so smoothly. We could *not* do it without you!

behind the scenes... and on the front line!
Board Members in Action!
The *Alabama Theatre* was built in 1927 by Paramount Studios. It was used primarily as a *movie palace* for 55 years, with the exception of the annual Miss Alabama pageant and the weekly Mickey Mouse Club. In 1987, the owners of the facility declared bankruptcy and the theatre was purchased by Birmingham Landmarks Inc., a non-profit corporation.

The new Alabama Theatre for the Performing Arts hosts many live events, as well as films. Each year the Theatre hosts over 300 events attended by a half million Birmingham area citizens.
The McWane Science Center
State-of-the-Art Museum
Four Floors of Interactive Exhibits

HOST PARTY
Student Congress

(pictured right) Harold C. Keller (a/k/a Mr. Congress), NFL Executive Board Member, leads the Oath of Office during the Joint Session of the 64th Annual Student Congress.

Oath of Office

“I do solemnly swear that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office on which I am about to enter, so help me God.”

(pictured left)
The Honorable Rex G. Buffington, II, Executive Director of the Stennis Center for Public Service, addresses the Student Congress finalists.

(pictured above)
Allen Clarkson, Clerk of Congress, welcomes the Student Senators and Representatives.
CONGRATULATIONS!

2009
In a Joint Session, the House and Senate of the 2009 National Student Congress presented Mr. Rex G. Buffington, II, the Executive Director of the Stennis Center for Public Service, a token of their appreciation for his dedication to and the sponsoring of the Student Congress activity.

The “Lady Justice” icon, Themis, is based on Greek mythology. She is recognized as the personification of established law, order, and justice. She is symbolic of a civilized existence, proper procedure, social order, and the seeking of the best common good for society, remaining blind to biases and prejudices.

The Congressional participants expressed the feeling that similar tenets were applicable to their simulated legislative process.
Gotcha!

NFL - An Amazing Race

I’ve been gavel-ized

Sell, Sell, Sell

My backpack is in which tub?

I think I can, I think I can
You had to be present to win!

This year Lincoln Financial Group presented two $2,000 scholarships during the opening ceremony, and three $1,000 scholarships during the final awards ceremony, to celebrate participation in NFL activities. Five lucky students were selected at random to represent over 3,000 competitors (904 schools) who participated in this year’s National Tournament.

Assistant Vice President for Corporate Branding and Advertising David Wozniak proudly announces the Participant of the Year winners and winner of the Eagles jersey.
## SCHOOL OF EXCELLENCE AWARDS

### CONGRATULATIONS!

### SPEECH

<table>
<thead>
<tr>
<th>State</th>
<th>School</th>
<th>Accepting Coach</th>
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<tbody>
<tr>
<td>Arizona</td>
<td>Desert Vista High School</td>
<td>Victor Silva</td>
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<tr>
<td>California</td>
<td>Bellarmine College Prep</td>
<td>Kim C. Jones &amp; Bill Healy</td>
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<td>Missouri</td>
<td>Liberty High School</td>
<td>Sean Nicewaner</td>
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<td>Ohio</td>
<td>Cardinal Mooney High School</td>
<td>April Sauline</td>
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<tr>
<td>Pennsylvania</td>
<td>Holy Ghost Prep</td>
<td>Tony Figliola &amp; John Buettler</td>
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<tr>
<td>Texas</td>
<td>Harlingen South High School</td>
<td>Lee Ann Ince</td>
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### DEBATE

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<td>Maryland</td>
<td>Walt Whitman High School</td>
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**ROSTRUM**
Point totals necessary to win the School of Excellence Awards:

**Debate:** 40 rounds (includes L/D, Public Forum, Policy & Congress)

**Speech:** 50 rounds (includes DI, HI, Duo, Original Oratory, US Extemp & Int’l Extemp)

**All Events:** At least 30 rounds in Debate AND 40 rounds in Speech (must also fully qualify in either Debate or Speech)

Formula for School of Excellence Awards:

1 point for every round of competition in individual events and L/D (count only students who broke to round 7 and higher)

2 points for every round of Policy, Public Forum Debate, and Duo (count only students who broke to round 7 and higher)

8 points for Congress semis; 10 for Super Session; 13 for being nominated as a finalist

Thank you, Lincoln Financial Group!

JAZZIN’ IT UP IN KC

Mark your calendar for the 2010 NFL Lincoln Financial Group National Speech Tournament!

**June 13 - 18, 2010**

Kansas City, Missouri
### 2009 John C. Stennis National Student Congress
#### Final Session Senate Report

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### 2009 John C. Stennis National Student Congress
#### Final Session House Report

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SENATOR KARL E. MUNDT TROPHY
SCHOOLS ACCUMULATING HIGHEST NUMBER OF CONGRESS POINTS

The Congress Sweepstakes is awarded to the school accumulating the highest number of Congress points since the first National Congress in 1938: one point for each legislative day served by each Congressperson, five points to the Most Outstanding Member, four points to the Outstanding Member, two points to the four Superior Members and two points for each Presiding Officer.

Ridge High School, New Jersey, began the 2009 National Student Congress with the accumulated total of 163 points and added 14 Congress points for a total of 177 National Student Congress Points.

**Contenders for 2010**
- Chaminade HS, NY 153
- Niles McKinley HS, OH 139
- LaPorte HS, IN 137
- Plano East Sr. HS, TX 136
- Trinity Prep School, FL 135
- Mark Keppel HS, CA 130
- Apple Valley HS, MN 128
- Parkview HS, MO 124

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N=Nominated  TB=Tie Break

Karl E. Mundt Foundation formed in 1963
## Karl E. Mundt Medal

### 2009 John C. Stennis National Student Congress

#### House Semi-Final Report

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N = Nominated  TB = Tie Break
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N = Nominated  TB = Tie Break
**WHO BROKE AND WHY**

**Humorous Interp:** At the end of round 6, 60 contestants advanced to rounds 7-8 with a cume of 36 or lower. Five contestants were tied for 58th place. Three of those contestants advanced; to advance, those contestants needed 3 one’s and 2 two’s.

**Dramatic Interp:** At the end of round 6, 60 contestants advanced to rounds 7-8 with a cume of 37. Five contestants were tied for 60th place. One of those advanced; to advance those contestants needed: 3 one’s.

**Duo Interp:** At the end of round 6, 60 contestants advanced to rounds 7-8 with a cume of 36. Five contestants were tied for 57th-60th place; four of those contestants advanced; to advance, those contestants needed at least one 1st place.

**Original Oratory:** At the end of round 6, 60 contestants advanced to rounds 7-8 with a cume of 36. Three contestants were tied for 60th place. One of those contestants advanced; to advance those contestants needed 36 points, 3 one’s and 5 two’s to break.

**U.S. Extemp:** At the end of round 6, 60 contestants advanced to rounds 7-8 with a cume of 29. Six contestants were tied for 60th place. One of those contestants advanced; to advance, those contestants needed five 1st places.

**International Extemp:** At the end of round 6, 60 contestants advanced to rounds 7-8 with a cume of 29. Five contestants were tied for 60th place. One of those contestants advanced; to advance, those contestants needed 4 ranks of one in preliminary rounds.

**Policy Debate:** At the end of round 6, 63 teams advanced to rounds 7-8 with 8 winning ballots or more.

**L/D Debate:** At the end of round 6, 62 contestants advanced to rounds 7-8 with 8 winning ballots or more.

**Ted Turner Public Forum Debate:** At the end of round 6, 80 teams advanced to rounds 7-8 with 8 winning ballots or more.

### FIGURING NFL NATIONAL POINTS

#### EVENT ROUNDS

**PRELIMINARY ROUNDS:**

**CX and L/D Debate**

- **Win (2 judges):** 10
- **Split (1):** 8
- **Loss (0-2):** 7

**Exttemp / OO**

- Two judge totals of 2 or 3 = 10 points; 4 or 5 = 9 points; 6 or 7 = 8 points; 8 or 9 = 7 points; 10+ = 6 points

**DI/ HI/ DUO**

- Two judge totals of 2 or 3 = 9; 4 or 5 = 8 points; 6 or 7 = 7 points; 8 or 9 = 6 points; 10+ = 5 points

#### RUN-OFF AND ELIM ROUNDS:

**CX and L/D Debate**

- W = 10 points
- L = 7 points

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**BONUS POINTS:**

- **Champion:** 15 points
- **Runner-Up:** 10 points
- **Third:** 5 points

100
BICKEL & BREWER POLICY DEBATE RESULTS

Prelims | Elims | Semis | Final
--- | --- | --- | ---
Sean Hernandez & Reid Ehrlich-Quinn | w | WWWWW | A (4-1) | Aff (8-3)
Damien HS, CA

Patrick Berger & Justin Chan | w | WWWWW | N (3-2) | Neg (3-8)
James Logan HS, CA

PLANET DEBATE TED TURNER PUBLIC FORUM DEBATE RESULTS

Prelims | Elims | Semis | Final
--- | --- | --- | ---
Josh Zoffer & Robert Kindman | s | wwwww | ww | Con (11-4)
Durham Academy, NC

Shruti Jaishankar & Aditya Gulanikar | w | wwwww | www | Pro (4-11)
St. Andrew's Episcopal School, MS

PATTERNS HENRY MEMORIAL ORIGINAL ORATORY RESULTS

NAME | PRELIMS | Elims | SEMIS | SEMI | FINAL | TOTALS
--- | --- | --- | --- | --- | --- | ---
Rory Squire, Madison County HS, VA | 25 | 41465 | 65561 | 466666666/19 | 120
John Hofmeister, Apple Valley HS, MN | 14 | 11543 | 11114 | 231121132/13 | 52
Morgan Booksh, McNeil HS, TX | 17 | 13716 | 14211 | 222323211/11 | 62
Alphonce Mshomba, Holy Ghost Prep, PA | 26 | 22121 | 31157 | 333333233/12 | 76
Joe Thomas, Eagan HS, MN | 34 | 34353 | 47434 | 555444454/17 | 113
Alexandra Elam, Plano Sr. HS, TX | 27 | 36217 | 26575 | 344552545/13 | 108

LINCOLN FINANCIAL GROUP LINCOLN-DOUGLAS DEBATE FINALISTS

NAME | PRELIMS | Elims | SEMIS | FINALS
--- | --- | --- | --- | ---
Shivani Vohra, Hockaday School, TX | w | www | www | Neg (10-3)

Jake Nebel, Trinity Preparatory School, FL | w | wwwwww | www | Aff (3-10)

UNITED STATES EXTEMPORANEOUS SPEAKING PRESENTED BY CARMENDALE FERNANDES

NAME | PRELIMS | Elims | SEMIS | FINALS | TOTALS
--- | --- | --- | --- | --- | ---
Taman Narayan, Leland HS, CA | 36 | 16224 | 21123 | 322213222/13 | 79
Alex Draime, Howland HS, OH | 26 | 51112 | 34211 | 344533533/14 | 81
Nicholas Cugini, Cypress Ridge HS, TX | 24 | 21375 | 22124 | 425314244/13 | 80
Evan Larson, Bellarmine College Prep, CA | 23 | 44113 | 47421 | 334321114/13 | 76
Tyler D. Fabbri, Chesterton HS, IN | 23 | 26256 | 73532 | 465464345/17 | 107
John Mern, Taravella HS, FL | 27 | 32436 | 17474 | 553454566/15 | 111

A. C. ELEY MEMORIAL INTERNATIONAL EXTEMPORANEOUS SPEAKING PRESENTED BY RIPON COLLEGE

NAME | PRELIMS | Elims | SEMIS | FINALS | TOTALS
--- | --- | --- | --- | --- | ---
Stacey Chen, North Allegheny Sr. HS, PA | 21 | 12124 | 47153 | 112524321/13 | 72
Ryan Pollock, Mt. Lebanon Sr. HS, PA | 28 | 22724 | 64114 | 436666566/17 | 108
Luke R. Brinker, Topeka HS, KS | 28 | 63316 | 26332 | 234342225/13 | 93
Sesenu Woldemariam, Lamar HS, TX | 25 | 64716 | 33333 | 535545443/15 | 101
Jacob Baker, Bellarmine College Prep, CA | 25 | 51231 | 64221 | 434423344/13 | 83
Will Rafey, Bellarmine College Prep, CA | 24 | 25345 | 12221 | 222433132/13 | 73
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**What do YOU do with your summer?**

Hall of Fame Coach **Ted Belch**

basks in the Disney sun!
## Semi-Final Speech Events

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<tr>
<th>Place</th>
<th>Name</th>
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<td>Becca Musyl</td>
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### Dramatic Interp

7. Austin Groves, Blue Springs HS, MO
8. Katherine Frutchey, Fullerton Joint Union HS, CA
9. Nico Breman, James Logan HS, CA
10. Rachel Evans, Roseville Area HS, MN
11. Victoria Myrthil, St. Josephs HS, NY
12. Peru Flores, Odessa Permian HS, NY
13. Timothy William Burgess, Edmond Memorial HS, OK
14. Kelly Pierre, Bozeman HS, MT

### Humorous Interp

7. Tyler Rife, Oakwood HS, OH
8. Frank DiCola, Iona Preparatory, NY
9. Zac Franz, Gothenburg HS, NE
10. Wade Johnson, Lamar Consolidated HS, TX
11. Elle Pratt, Fullerton Joint Union HS, CA
12. Grigoriy I. Berman, Eastview HS, MN
13. Katherine Western, Nixa HS, MO
14. Becca Musyl, Kent Denver School, CO

### Duo Interp

7. Ariik Ohman & Brooke Nelson, Roseville Area HS, MN
8. Zachary Wahls & Paul McKinley, West HS- Iowa City, IA
10. Matt Seely & Zach Snow, University School, FL
11. Evan Adams & Nich Mueller, Portage Northern HS, MI
12. Patrick McDonald & Kate Daugherty, Mansfield HS, TX
13. Daniel Weingarten & James Shechet, San Marino HS, CA
14. Taylor Chertkov & Maya Miesner, Helix Charter HS, CA
## Semi-Final Speech Events

### Original Oratory

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<tr>
<th>Place</th>
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### U.S. Extemp

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### Lincoln Douglas Debate Octa-Finalists

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<td>Shawn Tutaja</td>
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<td>Shahbaz Shaikh</td>
<td>James Logan High School</td>
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<td>Sean R. Janda</td>
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### Policy Debate Octa-Finalists

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<td>Ladue Horton Watkins High School</td>
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<td>Sam Miller &amp; Tyler Gutzman</td>
<td>Vermillion High School</td>
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<td>Zack Maier &amp; Luke Schiel</td>
<td>Parkway Central High School</td>
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<td>Brophy College Prep</td>
<td>Arizona</td>
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<tr>
<td>14th</td>
<td>Matthew Malek &amp; Meagan Sanchez</td>
<td>Crosby High School</td>
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**Ted Turner Public Forum Debate Octa-Finalists**

<table>
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<tr>
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<td>Parijat Chakrabarti &amp; Vik Singh</td>
<td>Bellarmine College Prep</td>
<td>California</td>
</tr>
<tr>
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<td>Amanda Grayson &amp; William Schreiber</td>
<td>Mountain Brook High School</td>
<td>Alabama</td>
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<td>9th</td>
<td>James Lampariello &amp; Joseph Gasperetti</td>
<td>Regis High School</td>
<td>New York</td>
</tr>
<tr>
<td>10th</td>
<td>Rachel Markon &amp; Christian Reynolds</td>
<td>Eagan High School</td>
<td>Minnesota</td>
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<td>11th</td>
<td>Danielle Taylor &amp; Parsa Salehi</td>
<td>Ridge High School</td>
<td>New Jersey</td>
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<td>Tie</td>
<td>Jon Gabriel Luna &amp; Parker Viers</td>
<td>Park Hill South High School</td>
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<td>13th</td>
<td>James Cossey &amp; Jonathan Crews</td>
<td>Northland Christian School</td>
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### PROSE RESULTS

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<td>Vanessa Garcia, Fullerton Joint Union HS, CA</td>
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<td>Robert Jackson, Hastings HS, TX</td>
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<td>Jenna Huebner, Appleton East HS, WI</td>
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<td>Andrew J. Knight, Spring HS, TX</td>
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### POETRY RESULTS

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<td>Andrew Philip Asper, Ronald Reagan HS, TX</td>
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### IMPROMPTU RESULTS

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<td>Rebecca Moberly, Plymouth HS, IN</td>
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<td>Jessica Petrie, Belleville West HS, IL</td>
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### STORYTELLING RESULTS

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<td>Hannah Claire Andrews, Ravenwood HS, TN</td>
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<td>Emma Cadd, Liberty Sr. HS, MO</td>
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### EXPOSITORY RESULTS

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<tr>
<td>Madeleine Heil, Presentation HS, CA</td>
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### EXTEMP COMMENTARY RESULTS

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<td>Andrew Connery, Norman HS, OK</td>
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<td>Teagan Alexander Lende, Fargo Shanley HS, ND</td>
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<td>Kevin Collin, Brophy College Prep, AZ</td>
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<td>William Drevo, Crete HS, NE</td>
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<td>Mason Scott Lende, Fargo Shanley HS, ND</td>
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</table>
The National Middle School Forensics Tournament was held June 26-28, 2009 at St. Mary’s Hall in San Antonio, Texas, and co-sponsored by the International Debate Education Association (IDEA) and the National Junior Forensic League (NJFL). Attending the tournament were more than 240 students from 35 schools spanning 13 states, the territory of Saipan and the guest country of South Korea. Those students constituted more than 550 entries across a dozen events.

### School of Excellence Awards

<table>
<thead>
<tr>
<th>Speech</th>
<th>Debate</th>
<th>Overall</th>
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<tr>
<td>Sidney Lanier MS, TX</td>
<td>Sidney Lanier MS, TX</td>
<td>Sidney Lanier MS, TX</td>
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<tr>
<td>St. Andrew’s Episcopal, MS</td>
<td>Capitol Debate, MD</td>
<td>St. Mary’s Hall, TX</td>
</tr>
<tr>
<td>Coaches: Randy Patterson/Mark McNeil</td>
<td>Coach: Ron Bratt</td>
<td>Coach: Eric Geyer</td>
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<tr>
<td>St. Mary’s Hall, TX</td>
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<td>Ockerman MS, KY</td>
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<td>Ockerman MS, KY</td>
<td>Woodland MS, TN</td>
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<tr>
<td>Coach: Kathy Bacelieri</td>
<td>Coach: Jim Jenkins</td>
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<tr>
<td>The Pike School, MA</td>
<td>Veritas Academy, TX</td>
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<tr>
<td>Coach: Bob Hutchings</td>
<td>Coach: Lauren Hug</td>
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### Student Congress

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<tr>
<th>Place</th>
<th>Contestant</th>
<th>School</th>
<th>Final Round Ranks</th>
<th>Rank Total</th>
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<tbody>
<tr>
<td>1</td>
<td>Alexa Palomo</td>
<td>St. Mary’s Hall, TX</td>
<td>6,1,1</td>
<td>8</td>
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<tr>
<td>2</td>
<td>Naveen Kemraj</td>
<td>St. Mary’s Hall, TX</td>
<td>4,4,4</td>
<td>12</td>
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<tr>
<td>3</td>
<td>Breanna Steele</td>
<td>Veritas Academy, TX</td>
<td>9,2,2</td>
<td>13 (JP)</td>
</tr>
<tr>
<td>4</td>
<td>Austin Triana</td>
<td>St. Mary’s Hall, TX</td>
<td>3,7,3</td>
<td>13</td>
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<tr>
<td>5</td>
<td>Peter Oathout</td>
<td>Sidney Lanier MS, TX</td>
<td>2,8,6</td>
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<tr>
<td>6</td>
<td>Makenzi Hogan</td>
<td>St. Mary’s Hall, TX</td>
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### Policy Debate

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<th>Prelim W/L</th>
<th>Elim. Place</th>
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<tr>
<td>1</td>
<td>Aritra Biswas &amp; Shalina Chatlani</td>
<td>St. Andrew’s Episcopal, MS</td>
<td>3-2</td>
<td>Champion</td>
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<tr>
<td>2</td>
<td>Austin Triana &amp; Naveen Kemraj</td>
<td>St. Mary’s Hall, TX</td>
<td>3-2</td>
<td>Runner-Up</td>
</tr>
<tr>
<td>3</td>
<td>Nidhi Mupalla &amp; Niran Lakanpal</td>
<td>Capitol Debate, MD</td>
<td>5-0</td>
<td>Semifinalist</td>
</tr>
<tr>
<td>4</td>
<td>Madeline Houck &amp; Vivian Wang</td>
<td>Capitol Debate, MD</td>
<td>5-0</td>
<td>Semifinalist</td>
</tr>
<tr>
<td>5</td>
<td>Kathya Marte &amp; Kingdom Sonogor</td>
<td>Bronx Law, Gov’t, Justice, NY</td>
<td>3-2</td>
<td>--</td>
</tr>
<tr>
<td>6</td>
<td>Charles Athanasopoulos &amp; Brandon Valdez</td>
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### Speaker Awards

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<td>Vivian Wang</td>
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<td>St. Andrew’s Episcopal, MS</td>
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<tr>
<td>4</td>
<td>Niran Lakanpal</td>
<td>Capitol Debate, MD</td>
<td>84.5</td>
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<tr>
<td>5</td>
<td>Madeline Houck</td>
<td>Capitol Debate, MD</td>
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<td>6</td>
<td>Yeon Woo Lee</td>
<td>Kugnus ACTS, NJ</td>
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## IDEA/NJFL Middle School Nationals Results

### Lincoln-Douglas Debate

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<th>School</th>
<th>Prelim Record</th>
<th>Elim. Place</th>
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<tbody>
<tr>
<td>1</td>
<td>Ben Liu</td>
<td>Sidney Lanier MS, TX</td>
<td>4-1</td>
<td>Co-Champions</td>
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<tr>
<td>1</td>
<td>Michael Portal</td>
<td>Sidney Lanier MS, TX</td>
<td>4-1</td>
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<tr>
<td>3</td>
<td>Sergio Infante</td>
<td>Sidney Lanier MS, TX</td>
<td>3-2</td>
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<td>4</td>
<td>Carlton Bone</td>
<td>Bak MS of the Arts, FL</td>
<td>3-2</td>
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<tr>
<td>5</td>
<td>Adam Wesley</td>
<td>Sidney Lanier MS, TX</td>
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<td>6</td>
<td>Rachel Abbott</td>
<td>Twin Creeks MS, TX</td>
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### Public Forum Debate

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<tbody>
<tr>
<td>1</td>
<td>Nikita Datta &amp; Viveka Advani</td>
<td>Capitol Debate, MD</td>
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<td>Champion</td>
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<td>2</td>
<td>Ashley Alcantara &amp; Tian Wang</td>
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<td>Runner-Up</td>
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<td>Dylan Dickens &amp; Gregory Ross</td>
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<td>4</td>
<td>Gabriel Levine &amp; Daniel Morgan</td>
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<tr>
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<td>4-1</td>
<td>Quarterfinalist</td>
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<tr>
<td>6</td>
<td>Jennifer Knesbach &amp; Michelle Knesbach</td>
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### Humorous Interpretation

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<td>St. Mary’s Hall, TX</td>
<td>4,1,1</td>
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<td>2</td>
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<tr>
<td>3</td>
<td>Bryce Pryor</td>
<td>Brentwood Academy, TN</td>
<td>1,4,6</td>
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<tr>
<td>4</td>
<td>Kent Healy</td>
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<td>5</td>
<td>George Gu</td>
<td>The Pike School, MA</td>
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<td>6</td>
<td>Daniel Laguarta</td>
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### Dramatic Interpretation

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<td>Dane Schnake</td>
<td>Raymore-Peculiar MS, MO</td>
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<td>Colin Waters</td>
<td>Ockerman MS, KY</td>
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<td>3</td>
<td>Ani Bilazarian</td>
<td>The Pike School, MA</td>
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<td>4</td>
<td>Zachary Raleigh</td>
<td>Ockerman MS, KY</td>
<td>1,5,5</td>
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<td>Clay Edwards</td>
<td>Ockerman MS, KY</td>
<td>5,1,6</td>
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<td>6</td>
<td>Alexis Delagarza</td>
<td>Ockerman MS, KY</td>
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### Duo Interpretation

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<td>2</td>
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<td>St. Mary’s Hall, TX</td>
<td>3,3,4</td>
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<tr>
<td>3</td>
<td>Fatima Jaffer &amp; Joseph Monsour</td>
<td>Lopez MS, TX</td>
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### Poetry Reading

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### Prose Reading

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The NFL continues to lead among professional organizations in providing both free and low-cost educational resources to its member coaches/teachers. In this monthly feature last year, we mapped out cross-curricular approaches to communication through lessons and units in speech, debate and other sectors of the communication discipline. To access those resources, including a guide to using such educational theories as Teaching for Understanding and Backwards Design, visit the NFL’s teaching resources portal at http://www.forensicsonline.net/forum/local_links.php and visit the “Curriculum Corner (Rostrum)” section. At that same Web site, you also will find myriad supporting resources.

In education jargon, a “benchmark lesson” makes sure all your students are on the same page and ready to approach further lessons that build on the same concept. Under the Teaching for Understanding framework, it serves as a “generative topic,” a way of sparking interest and excitement for content. The following two lessons serve that purpose.

OUTCOMING FEAR OF SPEAKING/PERFORMING: ACTOR-AUDIENCE ACTIVITY

**Purpose/Background**
A colleague shared this activity after hearing about its application at an inner-city community center for reformed former street gang members. Since the young people used to running with gangs did not have what we would consider appropriate social skills, this activity was a pathway toward a more formal way of interacting with others.

**Outcomes & Objectives**
- Students will engage in active listening and understand the responsibility of being an audience member.
- Students will understand the basics of poise in front of an audience.
- Students will understand the importance and dynamic of meaningful, sustained eye contact.

**Materials**
- Any hardcover book, poster board, magic marker, 5-7 chairs

**Duration**
- Any number of class periods, depending on how many students; each group should take about one-half of a 45-minute class period.

**Sequence**
1. Write the following on the poster board:
   - a) My name is ___.
   - b) I want ___.
   - c) Point to a body part and name it (e.g., point to elbow and say “this is my elbow”)

2. Affix the poster board to the wall, about five feet from the floor. Arrange 5-7 chairs in front of it, facing away from the wall in a semicircle, so someone facing the semicircle can read the poster above the heads of a seated audience.

3. Divide your class into groups of 5-7 students apiece, and schedule them in 20-30 minute blocks of class time to do this activity. Have some meaningful independent work scheduled for the rest of the class, while each group works (e.g., worksheets/chapter outlines related to initial textbook content they would need as you begin the semester. This ensures students are actively reading and understanding the text content).

4. As each group convenes, explain the process they will follow: each student must take her/his turn as the “actor” (one who completes an action) and at all other times, s/he is an active member of the “audience,” showing the courtesy of listening they expect of their peers when they are speaking. The teacher explains that when each student is an “actor,” s/he will do the following:
   - a. Close her/his eyes, stand up straight, shoulders relaxed and down (the teacher gently helps the student find this pose by easing her/his hands on the student’s shoulders).
   - b. With eyes still closed, takes deep, slow breaths. The teacher should model diaphragmatic breathing (perhaps even exaggerating movement of the abdomen as this happens). The teacher will place a book flat against the front of the abdomen to illustrate to both the student (in a tactile manner) and to the audience (visually) when the student has successfully mastered relaxed breathing.
   - c. With eyes still closed, the teacher will gently place her/his hand under the student’s left wrist (announcing s/he is doing so, to avoid startling the student), and lift the wrist outwards, toward the student’s left side. There should not be any tension in the student’s arm. If there is, the teacher should coax the student to relax her/his muscles and allow the force of gravity to pull the arm downwards, without any tension, and repeat this process with the student’s right wrist.
   - d. Opening her/his eyes, the actor will make two seconds (in the student’s mind, s/he should count, “one-one thousand, two-one thousand”) of direct eye contact with each member of the semicircular audience, alternating left to right, right to left, stopping at each audience member and “connecting” eye contact. If any member of the audience is not paying attention, the actor must patiently wait until s/he can make two seconds of meaningful eye contact together.
   - e. Continuing the pattern of moving from audience member to audience member, the actor will orally say/do each one of the three statements/actions written on the poster board, sustaining eye contact with one
GETTING TO KNOW YOU

CLASSROOM ATMOSPHERE:
CREATING A PERSONABLE

---

**Purpose**
The lesson lays the foundation by which skills inherent to both the speech and theatre content areas rely on: listening and feedback, and being comfortable in public speaking/presentation situations. It forms the groundwork for outlining speech information, interviewing techniques, and extemporaneous delivery style.

**Outcomes & Objectives**
- Students will engage in a question-and-answer interpersonal conversation with their peers, actively listening and summarizing what they hear in writing.
- Students will organize the information they have written in an outline that includes 3-4 main ideas and 2-4 supporting points for each.
- From the outline, students will present to the entire class a brief, 1-2 minute extemporaneous speech about their partner.
- Students will demonstrate basic proficiency (9th grade level) in their use of language.

**Materials**
- Students must have paper to take notes on and a writing utensil.
- The teacher will write cues for questions to be used in the conversations on the chalkboard, overhead transparency or on a poster:
  - Name, Grade level
  - Birthplace
  - Background on family
  - Favorite school subject
  - Favorite food, color, movie, etc.
  - Hobbies
  - Travel experience
  - School activities involved with
  - Something this person feels strongly about
  - Future plans

**Duration**
One or two class periods (45 minutes)

**Sequence**
1. The teacher will ask students to partner with another student in the class with whom they are not acquainted (if this does not work out in all cases, teacher will suggest finding additional information out about those partners). If there are an odd number of students, a group of three will all work together.
2. Students will be allotted 15 minutes in which to question each other (7:30 each) and take notes. Suggested questions visually displayed by the teacher will include asking about personal background, interests and hobbies, and a clever way of remembering the partner’s name.
3. Students will return to their original seating positions and will be given 5 minutes to organize and outline the information they’ve assembled.
4. The teacher will ask for volunteer students to present first; otherwise he/she will proceed in an order of his/her choosing.
5. Closure. The teacher will explain purpose of the activity through the students’ discovery of those techniques by doing them (i.e., dynamics of communication through human interaction, the social function of speech (language).

**Assessments**
The teacher must engage in authentic/informal assessment and observe behaviors of the students while they participate in the various phases of the activity. Emphasis is on how engaged students are via three intelligences: interpersonal conversations, sharing intrapersonal information, and communicating via verbal means. As speech courses stress oral participation as a benchmark for meaning-making, the teacher should record the extent to which students are participating. This could be done with a check, check-plus and minus type system or be recorded with a Likert-type scale of 1-6 points.
- The extent to which students were active participants in the conversations.
- How well students listened, exhibited by both nonverbal and verbal feedback and thoroughness of notes taken on their partners.
- The degree to which students followed directions by including certain details (name, backgrounds, interest).
- The extent to which the words chosen reflected correct language elements of grammar and usage.

**Bibliography**
The Saint Joseph’s University Villiger Speech and Debate Team invites you and your school to its 30th Annual High School Speech and Debate Tournament in Philadelphia. We offer all NCFL events including: Declamation, Dramatic Performance, Duo Interpretation, Extemporaneous Speaking, Oral Interpretation, Original Oratory, Cross Examination Debate, Lincoln-Douglas Debate, Public Forum Debate, and Student Congress.

When: November 21 & 22
Where: Saint Joseph’s University, Philadelphia

Competitors at the 2008 Villiger Tournament reached finals at tournaments all over the country, including Harvard, NCFL’s, and NFL’s!

Last year, Villiger offered TOC bids in Quarterfinals of Extemporaneous Speaking, Quarterfinals of Public Forum, and Finals of Student Congress!

Registration and information can be found at www.joyoftournaments.com.

If you have any questions please contact 2009 Tournament Director:
Joseph Dineen
Office: (610)-660-1080, Email: villigertournament@yahoo.com

Also, if you are interested in College Forensics, Saint Joseph’s University offers a variety of scholarship packages for forensics including FULL RIDES! Please do not hesitate to contact the team at villigerdebate@yahoo.com or Moderator Robb DelCasale at RDelCasaleSJU4n6@aol.com.

WE CANNOT WAIT TO SEE YOU IN NOVEMBER!
Over the course of a season I act as a tournament director of a quarterfinals LD bid tournament, serve as a tab room director at a quarterfinals LD bid tournament, and work in a large tab room at an octofinals LD bid tournament. Additionally, I act as a tournament director of our NFL district tournament. During this year, which seems to have more challenging than others, I have had the opportunity to reflect a bit on what every tournament director should keep in mind while planning a tournament. Certainly each tournament has unique challenges, but hopefully these will serve as some general rules of thumb.

The tab room is not the help desk.

I have found that it is important to have a buffer between tournament participants and direct access to the tab room. It is important that the flow of information that comes in to the tab room for troubleshooting has been appropriately considered by another adult who has some tournament authority. If a room is locked, the tab room probably doesn’t need to know. The head of the help desk should be able to take care of this.

In creating the help desk, it also is important to not have the tournament director as the first line of help, either. The director is balancing many different things that are going on at any given moment.

For example, the tournament director should not be taken out of commission to track down judges.

The ballot table also should not be the help desk.

Usually the kids that are sitting at the ballot table are not reliable enough to make actual decisions or properly convey problems to the director.

Have someone dedicated to ballot pushing.

The Glenbrooks does a great job at this, at least in the divisions in which I have helped. Have the tab room print out a list of all the judge cards and give it to the adult that is in charge of ballot pushing. The tab room staff is often troubleshooting or, in the case of some more important rounds, coaching their teams. They should be allowed to do this once the schedule has been released since the tab room staff typically does not have the ability to debrief with their kids after each round. At the very least they should be able to talk to them before they go into their next round. So long as the ballot pusher has all the appropriate data (strikes, who has judged before, etc.) there should be no problem with allowing your tab staff to go out into the tournament to coach their kids. The changes that are made by the ballot pusher just need to be recorded and set on the computer of the division.

Communicate often.

If disaster strikes, such as it did this year at the Victory Briefs Tournament (VBT) when 15% of our rooms were locked and, since it was winter break, we had no way of opening them, make sure you are communicating a revised schedule so people can plan appropriately for meals, judge rides, etc. It is important that you admit publicly that something has happened, that it is throwing the tournament off schedule, and that you are confronting and changing a schedule accordingly. You should not be in denial about the disaster and hope the participants don’t notice or are happy to just go along with “as soon as possible.” Show the competitors and coaches that the tournament is going to try to stick to a schedule, even if it is one that is different from the one originally posted. This will give the participants an opportunity to plan the rest of their day.

Always anticipate problems and implement mitigations.

Every tournament encounters problems. However, as a tournament director, you should always be anticipating problems well before they happen. Here are some things that you always need to be ready for, from the most obvious to the less:

- Locked rooms
- A ballot that is 30 or 40 minutes late (have runners collect ballots after flight A to get a gauge on who is behind… this also reminds judges to get to the next round. This year I told students to “set your timer” for 10 minutes. At this point 6 students would go out and make sure all the rounds had started. You can get a jump on a problem, if after 15 minutes you know a round hasn’t started.)
- A ballot that is 30 or 40 minutes late (have runners collect ballots after flight A to get a gauge on who is behind… this also reminds judges to get to the next round. This year I told students to “set your timer” for 10 minutes. At this point 6 students would go out and make sure all the rounds had started. You can get a jump on a problem, if after 15 minutes you know a round hasn’t started.)
• Have enough change for concessions (outsource concessions to parents.)
• A school shows up late (be ready to move kids to flight “B”—if in LD, in policy have someone waiting for them to get them to their room immediately.)
• Computer crashes (have TRPC installed on a backup, and backup your data after each major event—i.e. ballots entered, or schedules released.)
• Photocopier stops working (have additional printer cartridges so you can print out a lot of schedules.)
• Another great way to anticipate problems is to write down all the problems you had from this year’s tournament, so you can anticipate them next year. We, for example, are going to make sure we check the keys we have BEFORE winter break.

Printing, paper and supplies.
Just bite the bullet and copy enough schedules to distribute. Not only will participants get to their rooms sooner, you also do not run the risk of someone walking and forgetting in which room they are supposed to debate. This is probably more true for flight “B” LD debaters. Also, it is inevitable that someone (or many someones) will take the schedule off the wall to use as their personal schedule. Things run more smoothly when there are enough printouts for everyone.

You also need to make sure you have labels, extra toner (using a laser printer is much more preferable than inkjet), tape, pens, staplers, manila folders, and file folders.

Delegate.
Don’t be afraid to hire more judges if it means you can surround yourself with a competent staff. While kids are great for running, putting labels on ballots, checking off ballots, etc., having experienced adults in charge of the kids is very important. This doesn’t have to be the tournament director for every task. For example, the tournament director shouldn’t have to tell anyone when it is time to run ballots. You can have someone in charge of the ballot table (this could maybe be the same person that is the ballot pusher). Some things you can (and should) delegate away from your stress (these are all things that can have student helpers, but adults should be in charge):
• Concessions
• Ballot table (pushing and runners)
• Tab room (the director, under no circumstance should be tabbing. I don’t even know records until we get to break rounds.)
• Ballot stuffing
• Judges’/Coaches’ lounge
• Locked rooms (might be able to combine with another job—like ballot stuffing)
• Help desk

Do the right thing.
Ultimately you need to put yourself in the place of the competitors. This year the VBT ran about an hour and a half behind schedule, because of the rooms. We were able to make up for some of that, but the cost was that we cut into the down-time that we normally would have allowed for meals. As such, we made the decision that we would simply provide free lunch for everyone—we sent someone to pick up pizza (Papa John’s sold us 45 pizzas for $6 each if we were willing to pick them up). The goodwill that was made was well worth the $350 price tag. Additionally, when we got to octofinals (at this time it was about 7:00 p.m.), we had Taco Bell for all the participants and judges—and allowed them to eat in the round. Again, the costs were less than $5 per person and it kept them happy.

Other things that help the overall experience of your tournament’s participants:
• Water
• Places to sit (I can’t believe how many tournaments we attend where there is nowhere to sit… let alone sit as a team. If you need to rent chairs and tables, just do it.)
• Coffee in the morning
• Have a help desk that is friendly, knowledgeable, and communicative. People want their grievances heard. The help desk needs to be aware of this, and everything should be written down so the director can follow-up.

Of course this not an exhaustive list of things a tournament director needs to keep in mind when running a tournament. Please send your comments to bietz@hwdebate.org about tips that you might have for tournament directors. For students and coaches, what would you like to see changed? What do you like or dislike about tournaments?

About the Author
MIKE BIETZ IS THE DIRECTOR OF DEBATE AT HARVARD-WESTLAKE SCHOOL AND MANAGING DIRECTOR OF VICTORY BRIEFS, LLC.
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Welcome to a new season! This is the time when students who participate in Congress should be thinking about innovative ideas for legislation. The most rewarding legislation are bills, because they carry the force of law when passed, and the details of how a bill implements its solution can spark deeper, more meaningful debate in a Congress session.

Resolutions, on the other hand, are simply position statements that spend more time explaining why something ought to be done instead of the practical course of how a problem would be solved. Resolutions are useful where Congress does not have jurisdiction or where further action by other branches/levels of government are needed, such as expressing an opinion regarding a Supreme Court case, advocacy toward signing a treaty, or urging passage of a Constitutional amendment.

Where do bill ideas come from? Since bills attempt to solve problems faced by our country, brainstorming those areas is a great place to start. Students also should be mindful of how controversial an issue is, for example, is it likely that students would argue against a bill to assist starving infants? Frequently, arguments over bills stem from the amount of funding. Since there are countless problems needing solutions – especially with a limited budget in a weak economy – funding projects often comes down to whether one item should be prioritized over another.

Next, students should think about exactly what the U.S. Congress has jurisdiction over. Since the Executive Branch runs most of the agencies that enforce federal laws, understanding those helps; for more information, visit www.usa.gov/Agencies/Federal/Executive.shtml. While foreign affairs often fall under the jurisdiction of the Executive Branch, funding efforts such as USAID can have an impact on the success or failure of United States involvement in other countries, and therefore, can be framed as a bill. Inspiration for legislative ideas can be found at the Library of Congress’ legislation Web site, thomas.loc.gov.

Writing an effective bill involves more time and research than researching one written by someone else. A student must ask her/himself what the legislation does, who is involved (government agencies), where it happens, when it is feasible to take place and how much time is needed for implementation, and how it should be carried out (a plan of action). All of these questions must be answered in writing the sections of the bill, with thoughtful consideration as to how thoroughly each section explains its plank of implementing the overall bill’s plan of action.

It is important to format legislation correctly, since that relates to its credibility. Word processing templates are available at www.studentcongressdebate.org, but note that the number of sections or what appears in each section is not required; the template simply shows how the legislation could be written. Since Congress is a serious simulation, students are encouraged to use serious and descriptive titles for their legislation. “A Bill Regarding Health” is less descriptive than “A Bill to Provide Health Care for Senior Citizens.” Cutesy titles, such as “The Smith School Act of 2009” is less desirable than “A Bill to Establish Criteria for ‘Race to the Top’ Grants to States’ Departments of Education.”

Before the Internet made communication as effortless as it is today, several areas of the country simply released legislation “titles” or allowed students to introduce legislation from the floor. E-mail allows tournament hosts to collect legislation ahead of time and distribute it to participating schools, so that students can research and prepare arguments before arriving at the tournament. However, a successful Congressional debater understands that s/he should be prepared on this issue and understand its nuances, but not write out speeches, word-for-word. Rather, students should be prepared to follow the flow of arguments during debate on legislation and react and respond to their peers when speaking. The only speech that should really be polished is that by an author of legislation, introducing his/her bill/resolution.

Invitational Congress hosts should also make sure that legislation meets standards enumerated in the NFL Student Congress Manual, and that it’s relevant (e.g., “A Resolution Establishing Pokémon as a National Mascot” would not represent the
seriousness of purpose suggested in the manual). Care should be taken to ensure that a reasonable percentage of legislation distributed can be debated. Releasing a docket with 30 items of legislation for a four-hour Congress is foolhardy, since it will only incite additional competition between schools jockeying for their legislation to be at the top of the agenda, or for parliamentary games of laying on the table, etc., rather than a reasonable amount of legislation to be considered. Some meets accomplish this by limiting the number of bills/resolutions that can be submitted, or using a committee system to set the agenda by topic area.

The October edition of this column will examine methods of using the committee framework to enhance Congress.

Some areas of the country use a “Best Legislation” award to celebrate well-written bills and resolutions that engender meaningful and sustained debate. This is a great incentive toward expecting that students put care and effort into devising innovative ideas for legislation, as well as how they present it in written form.

The International Society for Technology in Education (ISTE) held a modified Oxford-style debate at its convention on June 30, 2009 in Washington, D.C., moderated by National Public Radio’s Senior Host Robert Siegel. ISTE’s goal was to host a thoughtful, socio-academic framework for discussing key issues facing education and our global society at large, using the topic, Resolved: “Bricks and Mortar School are Detrimental in the Future of Education.”

The Pro Panel consisted of: Michael Horn, educator and author of Disrupting Class; Dr. Gary Stager, Visiting Professor at Pepperdine University; and Marshall Thompson, student at Walt Whitman High School, Bethesda, MD.

The Con Panel consisted of: Brad Jupp, Senior Advisor with the U.S. Department of Education; Cheryl Lemke, CEO of Metieri Group; and Erik Bakke, student at West Springfield High School, Springfield, VA.

Arguments for the debate centered on the power of the Internet and other technology tools to transform learning beyond the classroom. Arguments against got at the heart of the social value of schools, non-academic role of schools and the value of human interaction as a means of preparing a global citizenry.

The debate included audience participation with more than 2,000 educators from around the country as well as Webcast participants who voted their views before the debate began. When the debate ended they were given the opportunity to ask questions, before casting their final vote. The “con” won by a wide margin. This was a spirited, thought provoking, controversial and fun debate for the audience and the panelists.

Erik Bakke and Marshall Thompson exhibited the ideals of the National Forensic League’s mission, utilizing effective communication, critical thinking and increasing the public’s awareness of the value of debate.

Students Represent the NFL at National Education Conference

By Patricia Hagy
West Springfield High School (VA)
Author Daniel Pink reiterates what many before him have proposed: that the world is quickly changing. He describes this change as a shift from the Information Age, dominated by high-achieving left-brained thinkers, to the Conceptual Age, in which “the main characters are now the creator and the empathizer” (p. 48-49). In other words, factoid-loving linear thinkers ruled the developed world over the past century or so. Now, creative free spirits are having their day.

This shift leaves an indelible mark on the job market. Pink explains, “To survive in this age, individuals and organizations must examine what they’re doing to earn a living and ask themselves three questions: 1) Can someone overseas do it cheaper? 2) Can a computer do it faster? 3) Is what I’m offering in demand in an age of abundance? If your answer to question 1 or 2 is yes, or if your answer to question 3 is no, you’re in deep trouble” (p. 51).

For all of us, the Conceptual Age presents a stark departure from business as usual. Survival in this new era, Pink postulates, requires a new way of thinking – one in which we access our right-brain, the creative and intuitive side, in addition to the left brain we’ve been doggedly admonished to use. By combining old-school precision with increasingly-relevant “high touch” aptitudes, American workers can thrive (p. 52).

Causes, Effects, and Solutions

After introducing the Conceptual Age Pink gives reasons that the times are a-changin’ - Abundance, Automation, and Asia (p. 28). In summary, most people have far more stuff than they need or want; many jobs can be automated, which leads to their mechanization; and highly trained workers can perform routine tasks “just as well, if not better; just as fast, if not faster,” as their American counterparts (p. 37). These factors in tandem constitute an unprecedented challenge for the left-brained American worker.

However, the Conceptual Age also presents a unique opportunity to refine our cognitive and social abilities, achieving superior productivity and increased satisfaction as a serendipitous result. Pink provides six strategies to reignite our right brains: Design, Story, Symphony, Empathy, Play, and Meaning. At the close of each chapter, he provides a “portfolio” – grayed-out pages providing ways to refine each aptitude. An sample of two senses follows. To enjoy Pink’s other “senses” or subtle wit, check out A Whole New Mind.

Pink argues people living in an age of abundance want more than a functional object at a reasonable price. Viable products these days must exude beauty and, perhaps more important,
cultivate a personal attachment from consumers. Pink investigates Design with a trip to Target, the design Mecca of the masses, where he successful procures a toilet brush for only $5.99. His isn’t your grandma’s toilet brush – this gem was designed by Princeton University architecture professor Michael Graves. Pink writes, “Only against a backdrop of abundance could so many people seek beautiful trash cans and toilet brushes – converting mundane utilitarian products into objects of desire” (p. 34). Not surprisingly, sophisticated tastes raise the bar for myriad other products, as he elsewhere notes: “The wealth of nations and the well-being of individuals now depend on having artists in the room” (p. 69).

So what must we do to cultivate a design sensibility? Pink advises the following (pp.89-99):

- **Keep a design notebook.** Note items of both poor and excellent design. Eventually, all of this note-taking should translate into a fresh perspective on ordinary objects.

- **Read design magazines.** While his definition of “design magazines” is oddly broad (hint: it includes “O” magazine), Pink logically suggests that quality design in one realm can inspire improvements in a completely unrelated field. For example, Pink discovered a better way to craft his business cards based on an idea from a cake-decorating magazine.

- **Be choosy.** Living in an age of abundance enables us to keep only quality items which we enjoy. Choose things which meet these criteria, Pink suggests, and never let things become more important than people.

**Story**

Pink quotes Hewlett-Packard executive Alan Kay, who argues: “Scratch the surface in a typical boardroom and we’re all just cavemen [sic] with briefcases, hungry for a wise person to tell us stories” (p. 109). In fact, stories resonate even more in our information-overloaded society. Because humans are hard-wired to retain stories, and because facts are banally abundant, a cogent story will distinguish the womyn from the girls.

Even business and medicine, two fields seeped in left-brain logic, are rewarding right-brain sensibilities. Multimillion dollar corporations such as 3M train executives in storytelling. Top medical schools often require doctors to chart patients’ stories as well as their symptoms. As the Conceptual Age dawns, the story makes an undeniable resurgence. Pink recommends a few tactics, including the following, to create a good story:

- **Whip out the tape recorder.** Interview friends, family, and colleagues. “You’ll be amazed at the stories that pour out,” Pink promises, “and you’ll be thrilled to have them recorded for yourself and others” (p. 121).

- **People watch.** Perched on a porch or stuck in traffic, a yarn-spinner can generate fascinating stories based on passers-by. Comparing stories with others, who inevitably draft different stories, provides another opportunity to hone your skills.

- **Go to a speech tournament.** – Okay, Pink didn’t suggest this one, but he did recommend a storytelling festival. Our community produces even better performances. So go ahead – enjoy the stories you see on the weekends.

After thoroughly explaining and supporting his six aptitudes, Pink punctuates his research by reminding us that we must begin to use our whole mind quickly. “Our world moves at a furious pace…” he writes. “That means that the greatest rewards will go to those who move fast” (p. 247).

Notable for its concise and entertaining style, this Billman Book Club selection contains as many stealth one-liners as nuggets of wisdom (e.g., “While the instructors aren’t exactly Lee Strasberg, you’re not exactly Al Pacino.”) From the first page of the introduction to the final page of the afterword, Pink delivers each word with the confidence and dexterity of Victor Jih - which, like *The Amazing Race Season 14*, translates into surprisingly rewarding experience.

Whether you are ready to embrace the Conceptual Age and pursue Pink’s six senses or you are just trolling for extemp AGDs/improptu examples, Pink’s book is a worthy investment of a few hours. Check it out. Trust me - you’ll whole-mindedly agree.

(Jennifer Billman is the Coordinator of Public Relations for the National Forensic League. She holds an MA and a BA in Communication, both from Western Kentucky University, where she was a 4-year member of their forensic team and a Scholar of the College. Questions? Comments? Suggestions? E-mail Jenny.Billman@nationalforensicleague.org)
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