

Rostrum

Volume 84

Issue 1

September 2009



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TO OUR
National Tournament
Winners!



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ALABAMA
2009



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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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Austin, Texas 78712-1105

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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,

A handwritten signature in black ink that reads 'Dennis Glass'.

Dennis Glass
President and CEO
Lincoln Financial Group

National Forensic League

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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

Rostrum

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

T opics

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.

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*

ROSTRUM

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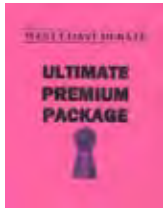
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- **September Supplement** (Over 150 pages; updates, answers and new Renewable Energy cases, DAs, CPs)
- **October-June Updates** (Six updates with 255 total pages on Renewable Energy, The 10th of Oct-Mar, and June)
- **PolicyFiles** (web page with above evidence plus key backfile evidence and all our theory blocks)



LD Evidence Set

- **NFL LDFiles** (50 to 60 pages with topic analysis, aff. and neg. evidence provided for each announced NFL LD topic)
- **UIL LDFiles** (50 to 60 pages with topic analysis, aff. and neg. evidence on each UIL LD topic)
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NFL BOARD OF DIRECTORS MINUTES

SPRING MEETING
MAY 8-9, 2009
MINNEAPOLIS, MN

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

Board of Directors Minutes

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

The 40-year-old heating and cooling system at the NFL National Office has failed and requires replacement. In addition, the Board has authorized an expense budget to allow the NFL National Office to undergo much needed technology upgrades and building renovations.

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.

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.

GIVING YOUTH A VOICE



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

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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.



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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 benefits built by earlier generations in the interests sharing those benefits with the rest of the world.

There are four primary stakeholders in the debate about immigration policy:

THE IMMIGRANTS. It is obvious that immigrants, or would-be immigrants, have an enormous stake in our immigration policy. It is equally obvious that immigration always benefits immigrants. No one uproots oneself from a native land, culture and language and moves to another country unless they believe they will benefit significantly.

Most often, the motivation is a substantial increase in the migrant's standard of living and material comforts. But there are other motivations as well: People migrate in order to realize greater freedoms, to escape repressive cultures, to escape various forms of persecution, to reunite with family members, or other reasons. No matter what motivates an individual to migrate, the common denominator is self-interest. Moreover, migrants who find that their needs and expectations are not being satisfied will often migrate a second time, or return to their homelands.

It is human nature to see that what benefits us as either generally beneficial, or so compelling that it justifies whatever negative impact it might have on others. While immigrants' views about immigration may change the longer they live in their new homeland, at the time that they seek admission, seek to bring a family member to this country, or seek to legalize their status, they will favor the most expansive immigration policies.

THE DIRECT EMPLOYERS OF IMMIGRANTS. Businesses exist to

“The debate about immigration reform is even more difficult because there is no agreement on a clear set of public interest goals.”

make money for their owners or shareholders. The cost of labor is often an important factor in the profitability of businesses and it is, therefore, in their interests to keep those costs down. Immigration, especially illegal immigration, has become a major means to cut labor costs for some U.S. business interests.

While Congress is free to write and pass any immigration laws they see fit, one law they cannot alter is the law of supply and demand. Immigration not only expands the pool of labor available to business, but because immigrants often have lower expectations than native-born workers, immigration enables some employers to get away with paying lower salaries and providing fewer benefits. These “benefits” to the employer are even more pronounced when the foreign workers are illegal aliens and have less leverage to make demands on the employers.

Inevitably, over time, self-fulfilling prophecies begin to play out. Discouraged by depressed wages and working conditions, native-born workers move away from those jobs – not because they are unwilling to do the work, but because they are not willing to accept degraded pay and working conditions. Left with a labor force that is increasingly comprised of immigrant workers, these businesses argue for continued large scale immigration based on the contention that they could not exist if their access to a never-ending supply of foreign

workers were curtailed.

Like the immigrants who tend to see that which is beneficial or compellingly beneficial to themselves as an objective and unqualified good, employers of immigrants tend to see mass immigration as not just an economic benefit, but as a necessity.

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 effects of 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

“To make immigration great again for America, we must make it manageable, affordable and consistent with the nation’s other domestic priorities.”

mind, part of their native societies.

These phenomena lead to what historian Arthur Schlesinger 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.

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Friday, February 5 – Monday, February 8, 2010

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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*

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- HI, DI, Duo, NX, IX, OO, Impromptu, Expos, Spar
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*Bickel & Brewer and New York University
Crown Debate Champion,
Announce New and Improved Competition
By
Melissa Maxcy Wade*



Bickel & Brewer Partners John Bickel (left) and William Brewer (far right) present the Bellaire High School debate team with the \$10,000 NPPF grand prize.

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

winner of the NPPF competition. It will also be the last “NPPF” winner, as this unique competition now becomes the “International Public Policy Forum,” or IPPF.

“For the past eight years, this competition has primarily involved debaters from the United States,” says William A. Brewer III, partner at Bickel & Brewer and founder of the IPPF. “However, the contest has received extraordinary interest internationally. As such, the Advisory Board has decided to expand the competition to include teams from across the globe. In 2009-10, we are encouraging students from all over the world to participate in this exciting competition.”

The IPPF is the only contest that gives students the opportunity to participate in written and oral debates on issues of public policy. The competition began eight years ago with fewer than 30 schools, but it has grown exponentially. Students are drawn by the opportunity to compete in written and oral debate, and welcome the challenge of competing against some of the best debaters in the United States – and across the world. The 2009-10 competition expects to involve thousands of debaters representing 35 countries. As always, the contest is free and open to public and private schools.

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

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.



Plano Senior High School was named the runner-up in the 2008-09 competition

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.

Visit www.bickelbrewer.com/debate and register your team by October 15, 2009.

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 Maxcy 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.



Judges Elaine McArdle, journalist and writer, and Mark Oppenheimer, editor of the New Haven Review and a former coach of the Yale Debate Association, question the students during the final round of competition

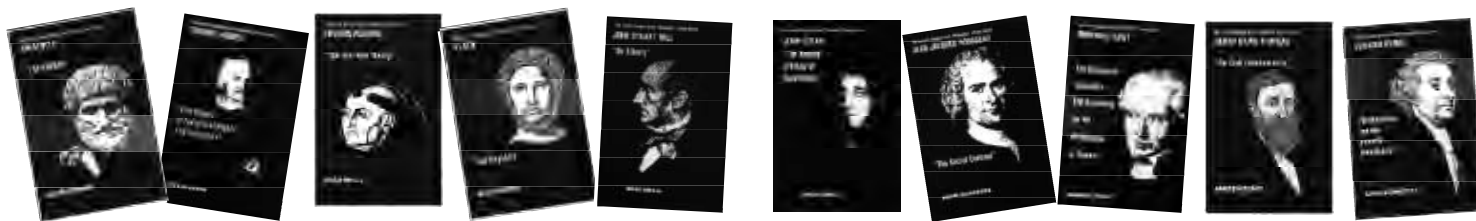


Plano Senior High School debater Gursimran Singh answers questions from the judges during the final round of the 2008-09 NPPF.



Debaters from Glenbrook North High School, Northbrook, IL, prepare for the NPPF semi-finals in New York

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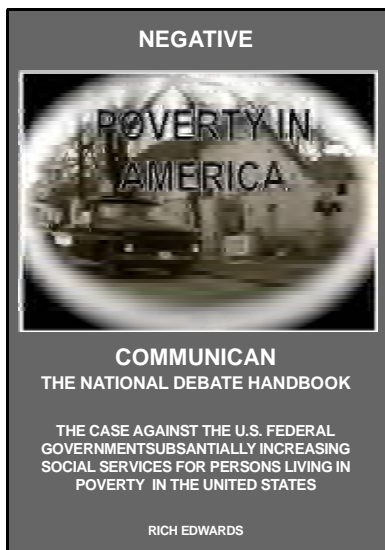
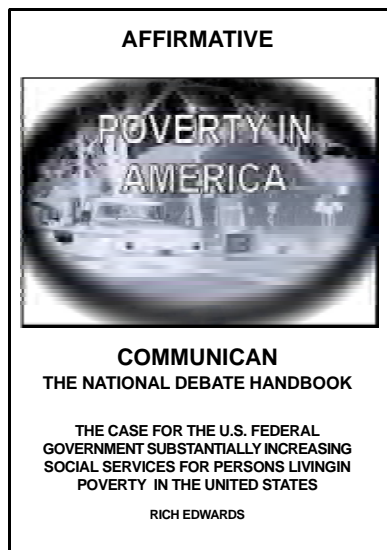
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2009 Youth Leadership Summit

by Adam J. Jacobi



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



2009 YOUTH LEADERSHIP SUMMIT PARTICIPANTS, NEW YORK CITY

remember the park's past life from several years ago. The summit wrapped up with the "City Lights" cruise, awards ceremony and dance.

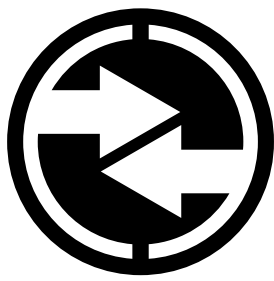
The following NFL schools (coaches noted in parentheses) proudly represented the United States among delegations hailing from as far as Moldova and South Korea. Their depth of involvement in **The People Speak Global Debates** not only earned them NFL incentives, but this all-expense-paid experience 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 for further details.





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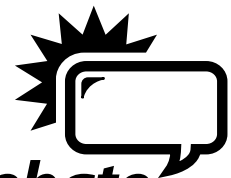
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2009 Julia Burke Award



Katryna 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 Katryna'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. Katryna 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.



Katryna Cadle



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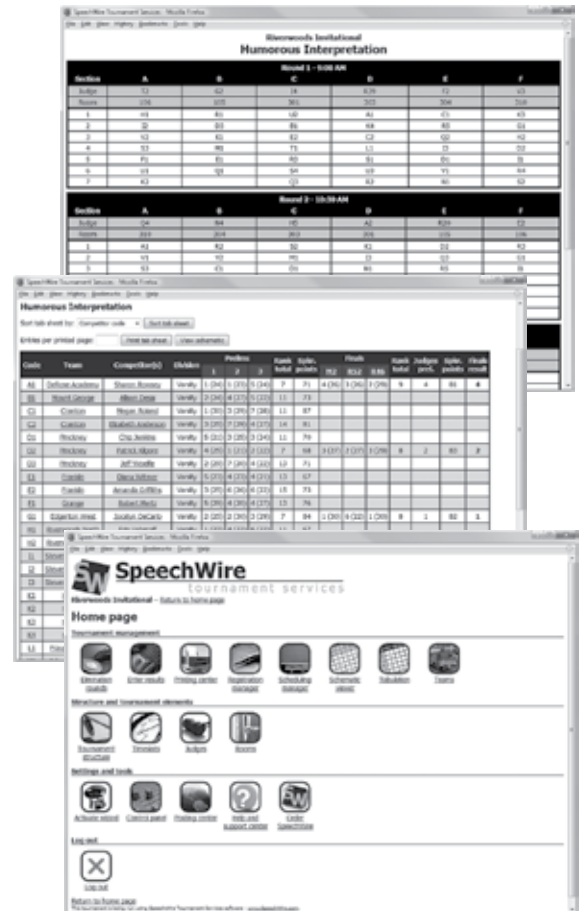
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How are YOU Giving Youth a Voice?

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.



NFL Executive Director J. Scott Wunn and NFL Executive Board President Billy Tate, Jr., present Lenny Pippin with the Humanitarian Award



Mr. H. Thomas “Tommy” Wells and wife Jan taken at reception

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.

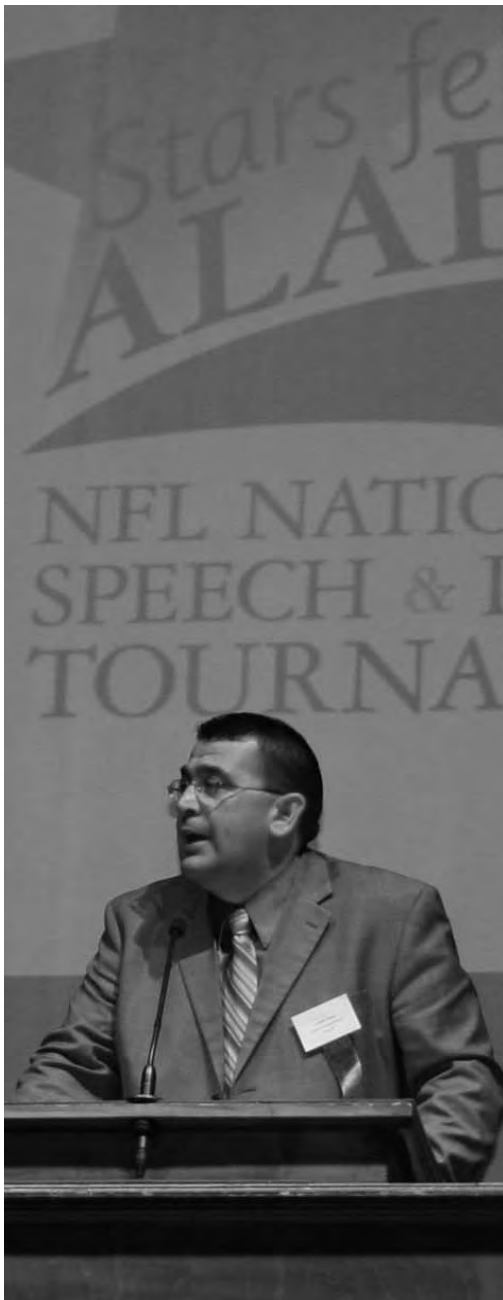
When Matt Entenza took the stage on Friday, June 19th, to accept the Alumni Lifetime Achievement Award, his son – 2009 National Tournament competitor, Steve Quam – looked on with pride. Scott Wunn, NFL Executive Director, had described Matt’s lifetime of public service while introducing him that evening, 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.



Matt Entenza during acceptance speech

2009



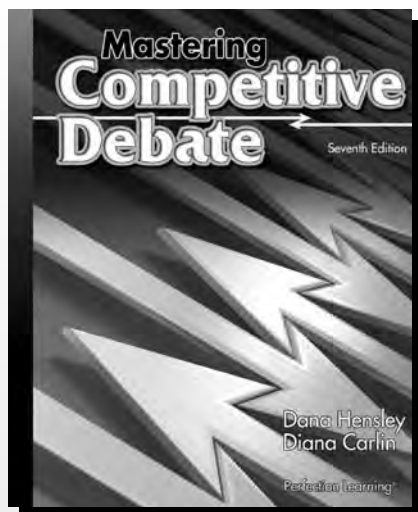
ALABAMA



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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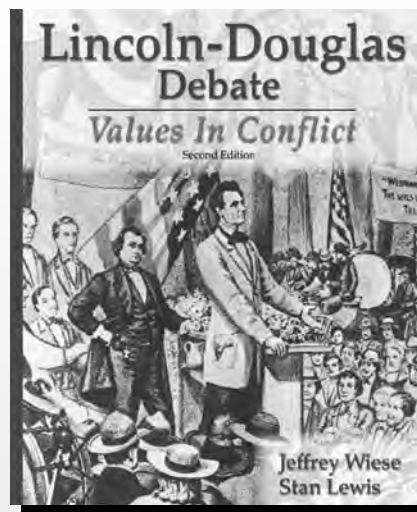
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in Alabama

By Bethany Rusch



(left to right) Daniel Beaty, Nick Kanellis, Dan Johnson, Josh Gad, and Maria Thayer

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.



(left to right) Russ Armstrong,
Nick Kanellis, and Peter McNerney

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.



Jen Kober



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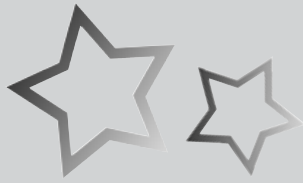
Jason Mehta & Family



in a word...

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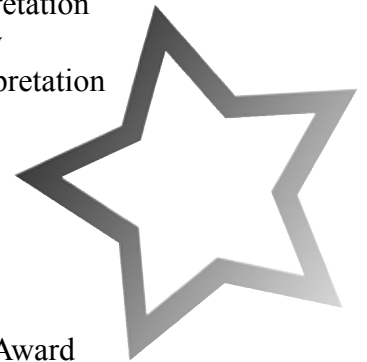
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MINNESOTA

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 tenets of the NFL Code of Honor. The NFL celebrates Mr. Entenza's lifetime achievements.

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ALABAMA

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**JAMES M. COPELAND
COACH OF THE YEAR AWARD
PAM CADY WYCOFF
MINNESOTA**

SPECIAL RECOGNITION AT NATIONALS

TED W. BELCH AWARD

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**

The Harold C. Keller Public Service Leadership Award

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

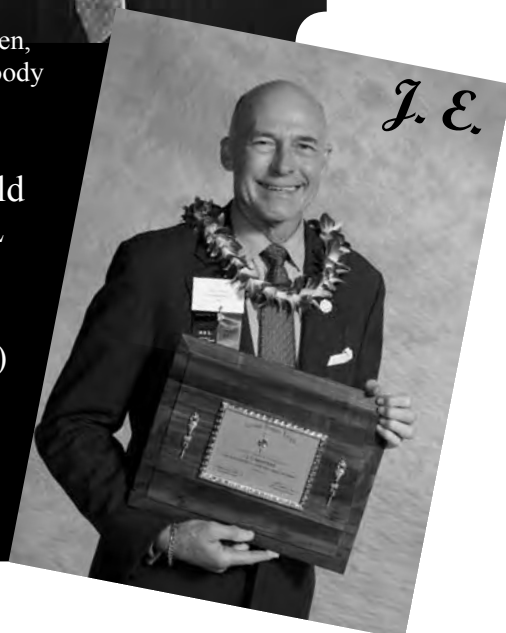
people of Alabama provides an excellent example of the NFL Code of Honor in action. For his determination to live a life of service, the NFL is proud to recognize Joshua Segall as the 2009 Keller Public Service Award winner.



NFL 2009 Hall of Fame Inductees



(left to right) J. E. Masters, Jan Heiteen, Eric DiMichele, and Judge Charles Coody



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

congratulations

MILESTONE DIAMOND COACHES!



EIGHTH DIAMOND

(at left)

Roger Brannan from Manhattan High School in Kansas was awarded his eighth diamond at the 2009 NFL National Tournament in Alabama.



(at right)

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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CIRCLE OF CHAMPION COACHES**



The 2009 Circle of Champion Coaches include Adam Jenkins (Impromptu), Doug Springer (Storytelling), Vicki Fellers (Expository), David Chamberlain (Commentary), Sal Tinjero (Prose), Daniel Dominguez & Krystle Sims (Poetry), Kathi Wells (Student Congress Senate), Julie Sheinman (Student Congress House), Jeff Welty (Public Forum Debate), Chuck Ballingall & Nick Fiori (Policy Debate), Stacy Thomas (Lincoln Douglas Debate), Bill Healy (United States Extemp), Sharon Volpe (International Extemp), Joseph Wycoff & Pam Cady Wycoff (Original Oratory), James Fedje (Humorous Interpretation), Matthew Madsen (Dramatic Interpretation), and Tommie Lindsey, Jr. (Duo Interpretation).

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.



PI KAPPA DELTA BRUNO E. JACOB AWARD



Students: Megan Adamczewski, Arlan M. Brooks, Jeffrey Deuberry, Alec Donelson, Tyler Fabbri, Jackson Fox, Manhar Grewal, Spencer Hadley, Matthew Keeley, Elisabeth Kindmark, Dakota McCoy, Hayley Miller, Luke Morgan, Siva Muthusamy, Adam Potrzebowski & Aris Ringas.

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.

	<u>Total Rounds</u>
WINNER CHESTERTON HIGH SCHOOL, CHESTERTON, IN	1,378

TOP TEN CONTENDERS FOR 2010

Neosho HS, MO	1376
Lincoln East HS, NE	1360
Parkview HS, MO	1292
Appleton East HS, WI	1291
Albuquerque Academy, NM	1288
Plano Sr. HS, TX	1270
Holy Ghost Prep, PA	1268
Regis HS, NY	1195
West HS-Iowa City, IA	1189

COACH EARNS 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



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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Debate Central partners with Chris Burk, Director of Debate at UT Dallas to give you FREE CX cards each month and answer your questions about debate!

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NATIONAL STUDENT OF THE YEAR



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



LEADERSHIP HUMILITY INTEGRITY SERVICE RESPECT

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



JANE BRUCE
OGDEN HS, UT



LINDSEY WHITE
EASTVIEW HS, MN

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



EVAN LARSON
BELLARMINE COLLEGE PREP, CA



STACEY CHEN
NORTH ALLEGHENY SR. HS, PA

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

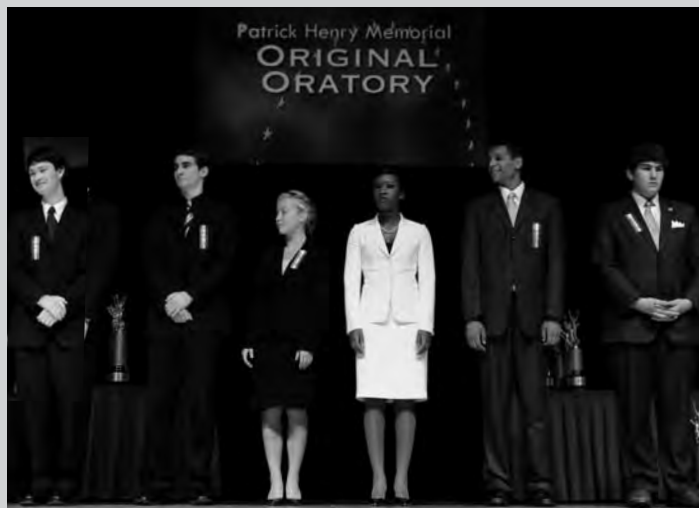
2. Will Rafey
Bellarmine College Prep, CA
Coach: Bill Healy

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



JOHN HOFMEISTER
APPLE VALLEY HS, MN

Original Oratory

*presented by Patrick Henry
Memorial Foundation Auxiliary*



Congratulations!

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



ISMAEL WILLIAMS & DRAKE POUGH
JAMES LOGAN HS, CA

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
6. **Luke Fernandez & John Reynolds**
Harlingen High School South, TX
Coach: Lee Ann Ince



THE NATIONAL FORENSIC LEAGUE HONOR CODE

INTEGRITY

HUMILITY

LEADERSHIP

SERVICE

RESPECT

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



VIJAY SRIDHARAN
BELLARMINE COLLEGE PREP, CA

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.

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



SEAN HERNANDEZ & REID EHRLICH-QUINN
DAMIEN HIGH SCHOOL, CA

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

6th Place Tie
6. Colin Quinn & Will Thibau
Glenbrook South HS, IL
Coach: Tara Tate

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



JOSH ZOFFER & ROBERT KINDMAN
DURHAM ACADEMY, NC



SHIVANI VOHRA
HOCKADAY SCHOOL, TX

Planet Debate Ted Turner Public Forum Debate

- 1. Josh Zoffer & 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
- 6. Katherine E. Thornton & Marshall Cottrell**
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

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schappau@nova.edu

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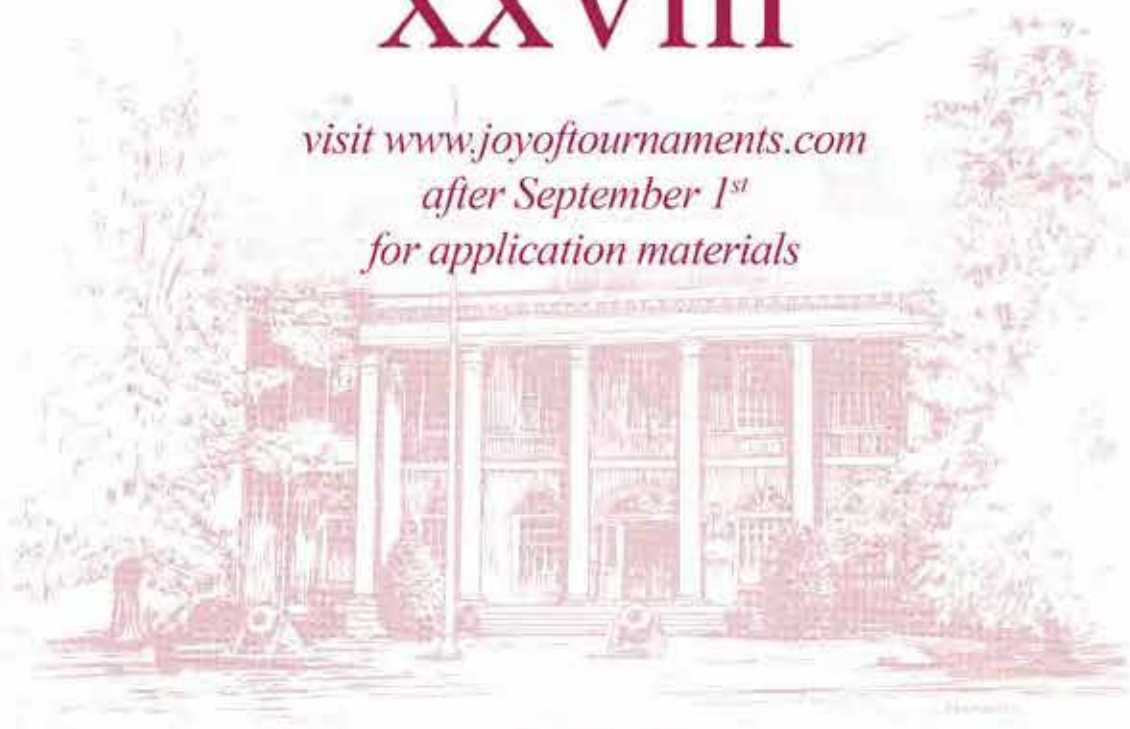
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January 8-10, 2010

OUTSTANDING SENATOR



SENATOR ROBERT COLONEL
WINTER SPRINGS HS, FLORIDA

John C. Stennis Student Congress Senators

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

OUTSTANDING REPRESENTATIVE



REP. HARLAN DOWNS-TEPPER
STUYVESANT HS, NY

John C. Stennis Student Congress Representatives

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

THE UNIVERSITY OF ALABAMA

The Bama Bowl



The University of Alabama is the proud sponsor of the final round winners of Duo, Dramatic, and Humorous Interpretation.



DRAMATIC INTERPRETATION

Elias Abdalla

Gregory Portland High School, TX

Coach: Charlotte Brown



HUMOROUS INTERPRETATION

Ryan Vasquez

Bellarmino College Prep, CA

Coach: Kim C. Jones

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





John Hofmeister
Apple Valley HS, MN
Original Oratory

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.

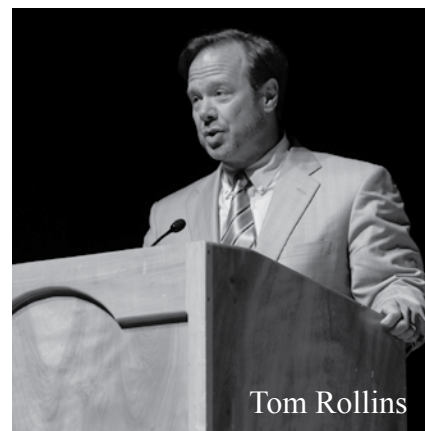
2009 JAMES J. UNGER CUP



James J. Unger

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

(NDT) 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.



Damien High School, CA
2009 James J. Unger Cup Recipients

2009 MEHTA INTERNATIONAL BOWL

Sponsored by Jason Mehta & Family



*Jason Mehta
Sponsor*

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.forensiconline.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.



Stacey Chen
North Allegheny Sr. HS, PA
International Extemporaneous Speaking

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.



Lovila & Donus Roberts



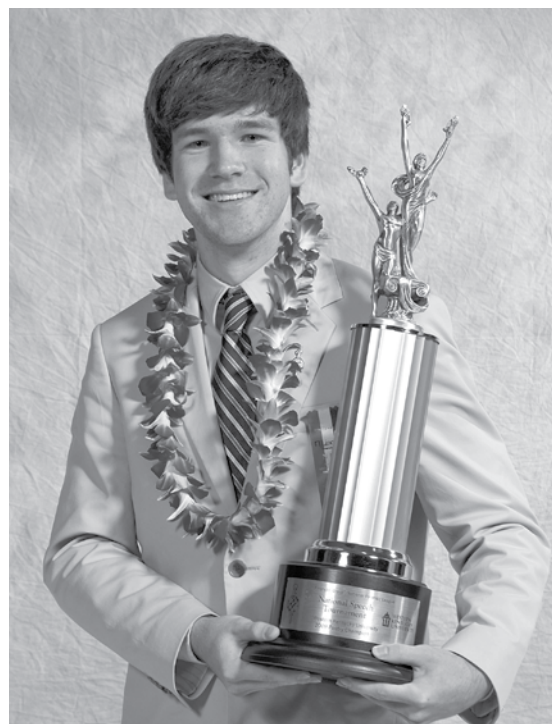
Taman Narayan
Leland HS, CA
U. S. Extemporaneous Speaking



John Hofmeister
Apple Valley HS, MN
Original Oratory



VANESSA GARCIA
FULLERTON JOINT UNION HS, CA



ANDY LARocca
RIVERDALE HS, LA

Western Kentucky University Prose

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

Western Kentucky University Poetry

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

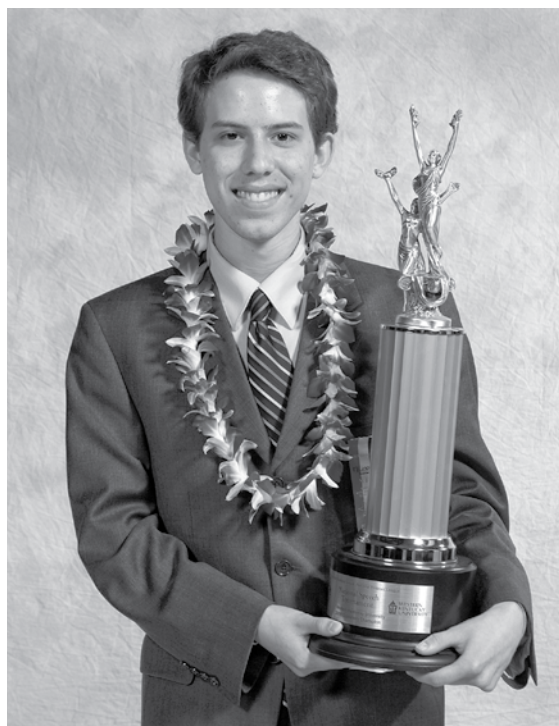
2. Andrew Philip Asper
Ronald Reagan HS, TX
Coach: Katie Vogel

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 & Elighie Wilson



EVAN M. HERNANDEZ
WICHITA EAST HS, KS



(no photo available)

ANUV RATAN
CLAREMONT HS, CA

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 Cuningham
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



JESSICA PETRIE
BELLEVILLE WEST HS, IL



FRANCIS IAN BLAISE AUSTIN
NEW TRIER TOWNSHIP HS, IL

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 & Elighie Wilson
- 3. Rebecca Moberly**
Plymouth HS, IN
*Coaches: David McKenzie,
Charlotte Tyree & Jane Nelson*
- 4. Katie Hoag**
Flathead HS, MT
Coach: Kala French Loughheed
- 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

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

Rossvie 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

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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	\$_____
OR same items available individually: (on printed copies of 4 or more of the same item, all copies are at lower price)						
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	\$_____

PUBLIC FORUM DEBATE (NFL TOPICS)

Basic Subscription (all 8)	___ copies (\$192/\$96)	___ \$168	___ \$144	___ \$264	___ \$240	\$_____
OR same items available individually: (on printed copies of 4 or more of the same item, all copies are at lower price)						
Sep PF topic	___ copies (\$24/\$12)	___ \$21	___ \$18	___ \$33	___ \$30	\$_____
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	\$_____
Jan PF topic	___ copies (\$24/\$12)	___ \$21	___ \$18	___ \$33	___ \$30	\$_____
Feb PF topic	___ copies (\$24/\$12)	___ \$21	___ \$18	___ \$33	___ \$30	\$_____
Mar PF topic	___ copies (\$24/\$12)	___ \$21	___ \$18	___ \$33	___ \$30	\$_____
Apr PF topic	___ copies (\$24/\$12)	___ \$21	___ \$18	___ \$33	___ \$30	\$_____

TOTAL ** \$_____

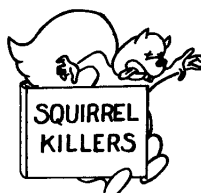
NAME _____
 ADDRESS _____
 CITY, STATE, ZIP _____
 E-MAIL ADDRESS _____

** Plus 10% shipping and handling costs up to a maximum of \$25, IF PAYMENT DOES NOT ACCOMPANY ORDER (but no shipping or handling costs on e-mail orders). Credit extended to schools/coaches only.

___ Charge to Visa/MasterCard # _____ Exp Date _____



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Wichita KS 67208-0173



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FAX 316-685-6650
debate@squirrelkillers.com
http://www.squirrelkillers.com

Coaches and Champions



PHYLLIS FLORY BARTON
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



PLANET DEBATE TED TURNER
PUBLIC FORUM DEBATE

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



LINCOLN FINANCIAL GROUP
LINCOLN DOUGLAS DEBATE

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

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.





PATRICK HENRY MEMORIAL
ORIGINAL ORATORY

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



UNITED 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)



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



(no photo available)

WESTERN KENTUCKY UNIVERSITY
EXTEMP COMMENTARY

ANUV RATAN
CLAREMONT HS, CA
Coach: David Chamberlain



Registration Day

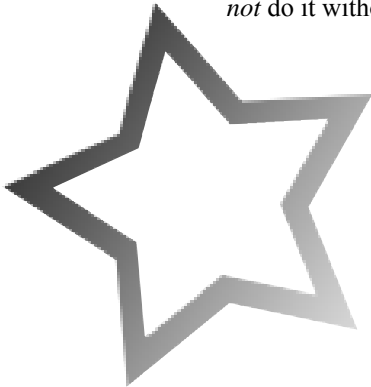
BIRMINGHAM, ALABAMA



NFL STAFF



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!*





William Woods Tate, Jr., President | Don Crabtree, Vice President

Harold C. Keller | Kandi King | Tommie Lindsey, Jr. | Pamela K. McComas | Timothy E. Sheaff | Pam Cady Wycoff

Brother Kevin Dalmasse, F.S.C. | Christopher McDonald, Alternate



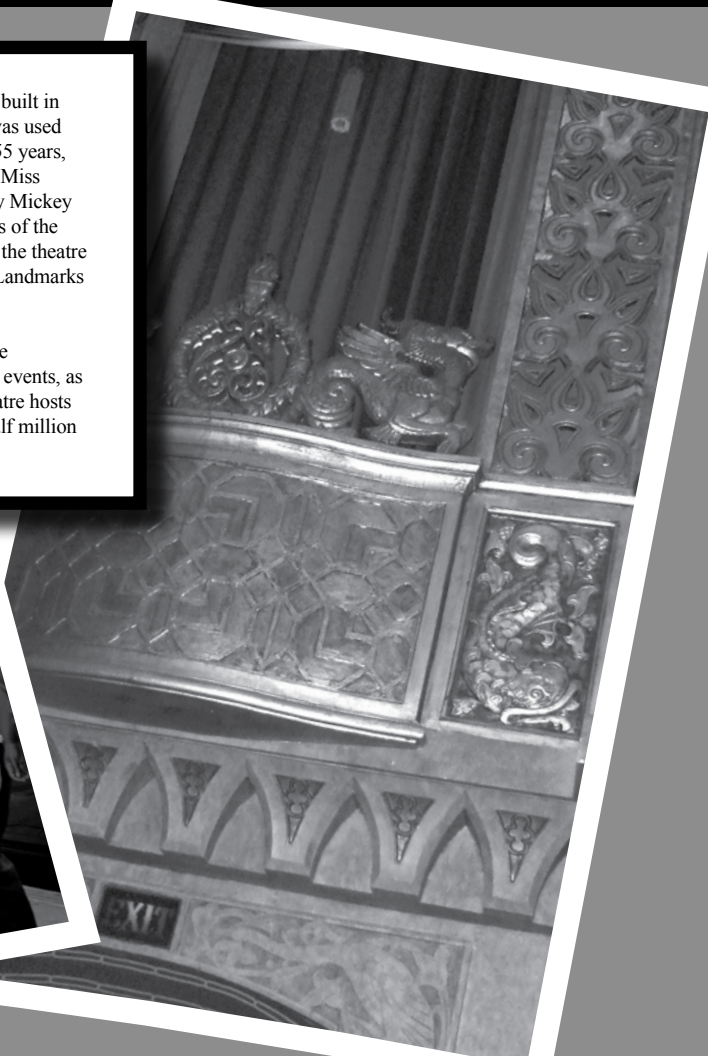
Full House



*Host Party
Alabama Theatre*

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**

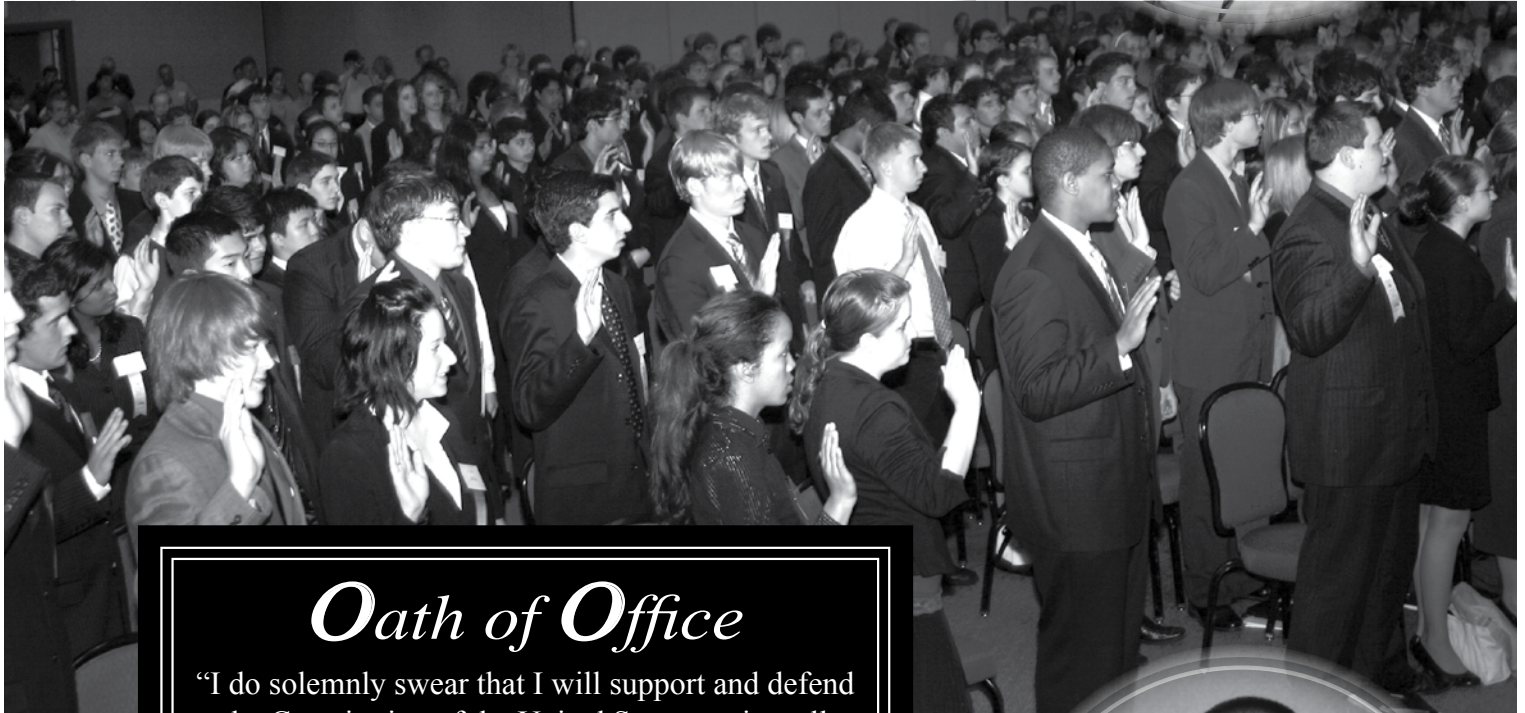


HOST PARTY



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

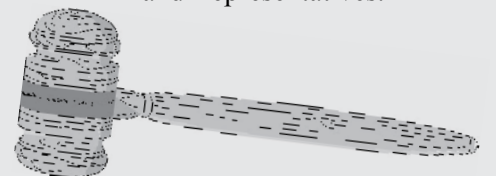
"I do solemnly swear that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will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

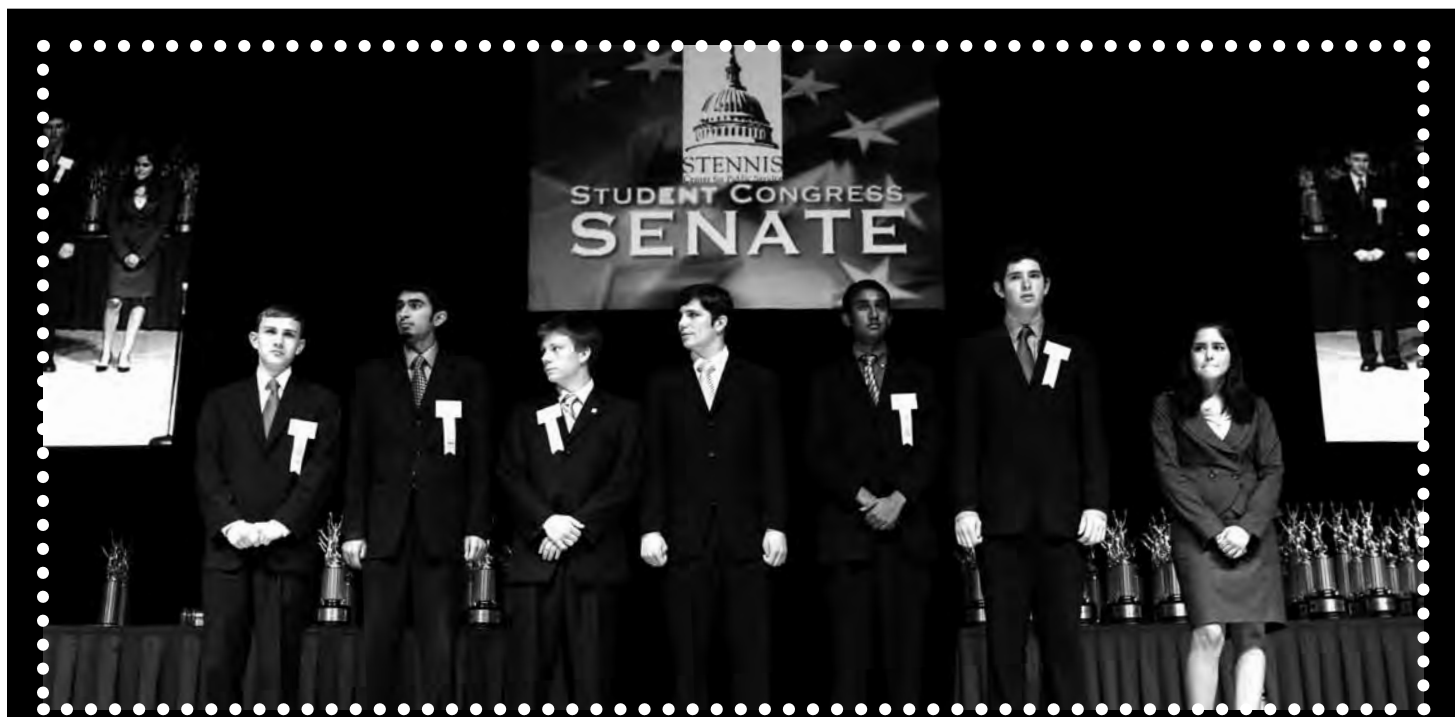


(pictured left)
The Honorable Rex G. Buffington, II, Executive Director of the Stennis Center for Public Service, addresses the Student Congress finalists.



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





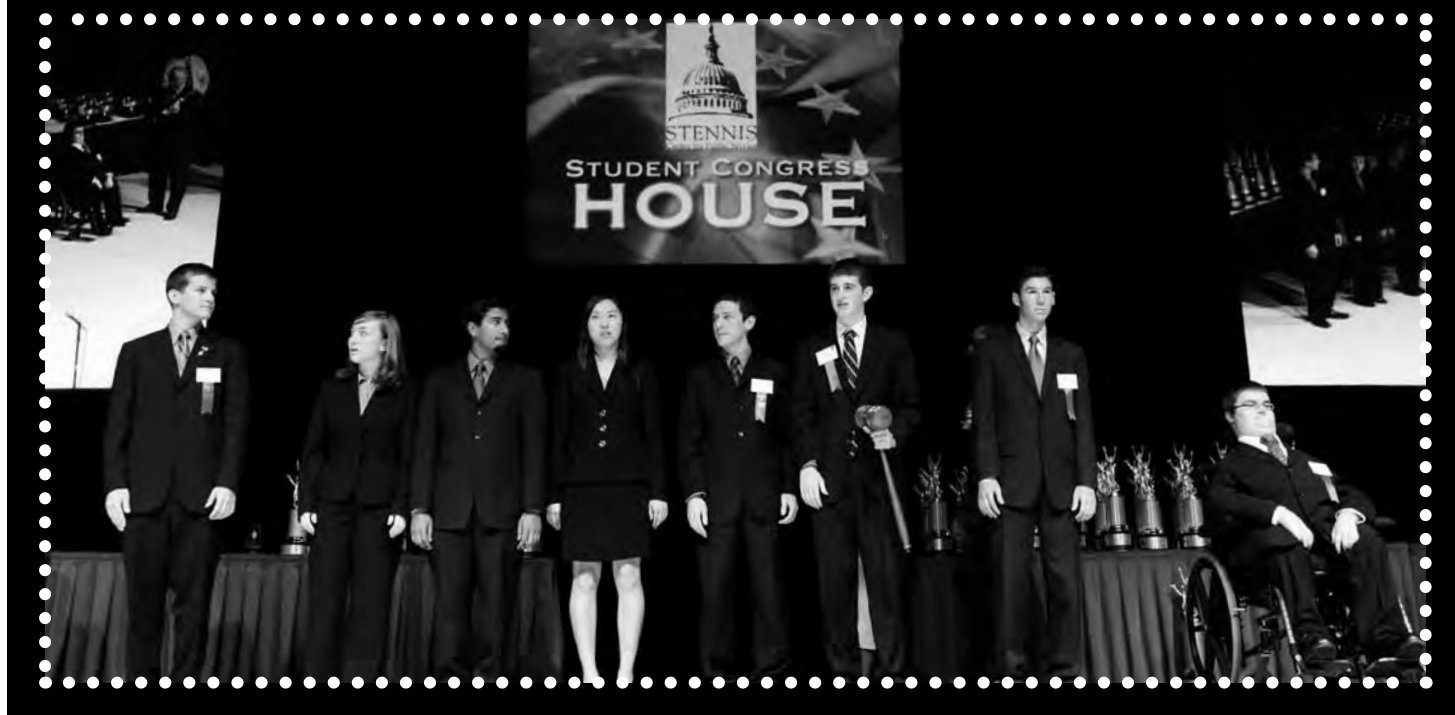
REGISTRATION



IN SESSION



POSTINGS





CONGRATULATIONS!



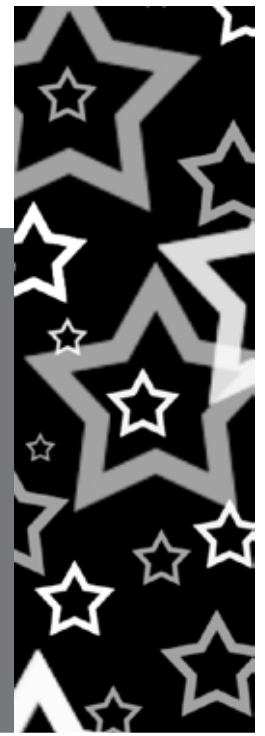
2009



The Coveted Award...

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

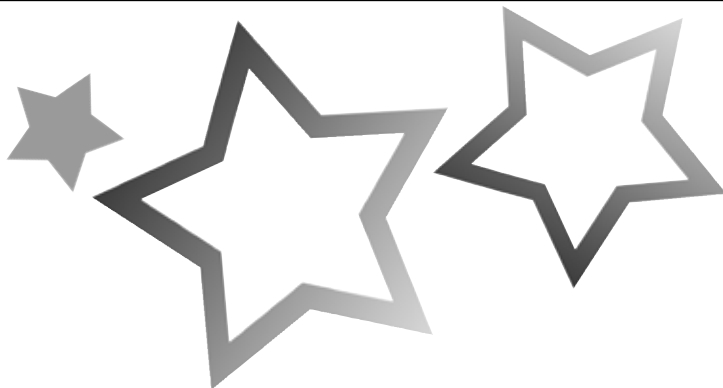


a civilized existence, proper procedure, social order, and the seeking of the best common good for society, remaining blind to biases and prejudices.

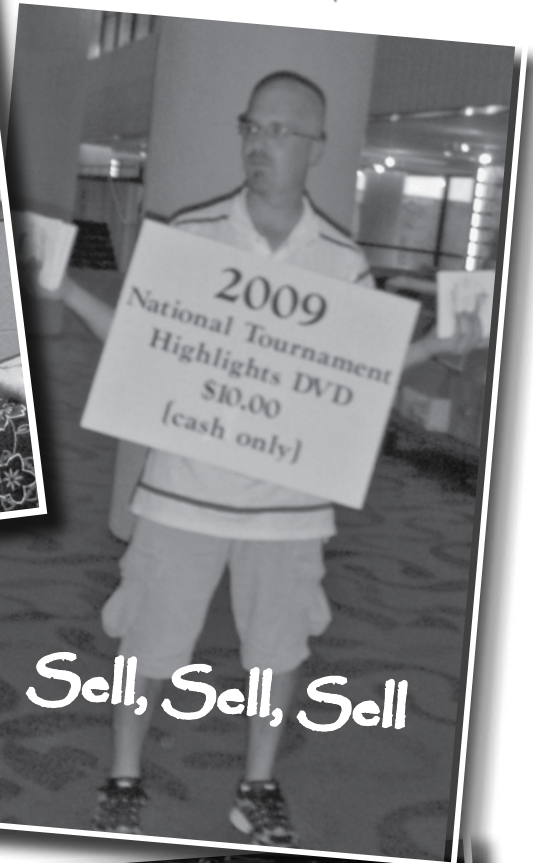
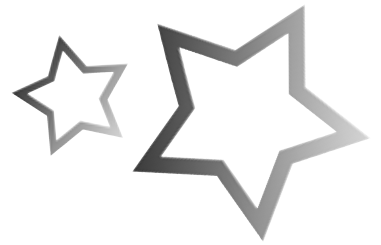
The Congressional participants expressed the feeling that similar tenets were applicable to their simulated legislative process.



A Congressional Event



Gotcha!



Sell, Sell, Sell



My backpack is in which tub?



Lincoln Financial Group Drawings



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.*



SPEECH

Arizona	Desert Vista High School	Accepting Coach:	Victor Silva
California	Bellarmino College Prep	Accepting Coaches:	Kim C. Jones & Bill Healy
California	Gabrielino High School	Accepting Coach:	Derek Yuill
California	James Logan High School	Accepting Coach:	Tommie Lindsey, Jr.
Indiana	Plymouth High School	Accepting Coach:	David McKenzie
Minnesota	Eagan High School	Accepting Coach:	Joni Anker
Minnesota	Eastview High School	Accepting Coaches:	James Fedje & Meg Krekeler
Minnesota	Roseville Area High School	Accepting Coaches:	Jodi Kyllonen, Jessica Fedje, & Bret Hemmerlin
Missouri	Liberty High School	Accepting Coach:	Sean Nicewaner
Ohio	Cardinal Mooney High School	Accepting Coach:	April Sauline
Pennsylvania	Holy Ghost Prep	Accepting Coaches:	Tony Figliola & John Buettler
Texas	Harlingen South High School	Accepting Coach:	Lee Ann Ince

DEBATE

California	Bellarmino College Prep	Accepting Coaches:	Kim C. Jones & Christopher Wolf
California	James Logan High School	Accepting Coach:	Tommie Lindsey, Jr.
California	Monte Vista High School	Accepting Coach:	David Matley
Idaho	Hillcrest High School	Accepting Coaches:	Laura Swenson & Amy Walker
Maryland	Walt Whitman High School	Accepting Coach:	Anjan Choudhury
Mississippi	St. Andrew's Episcopal High School	Accepting Coaches:	Dr. Randy Patterson & Mark McNeil
Missouri	Park Hill South High School	Accepting Coach:	Jennifer F. Holden
Nebraska	Lincoln East High School	Accepting Coach:	Douglas Frank
New Jersey	Ridge High School	Accepting Coach:	David Yastremski
New York	Stuyvesant High School	Accepting Coaches:	Julie Sheinman, Tim Janas, Thorn Chen, & Caitlin Halpern
North Carolina	Durham Academy	Accepting Coach:	Jeff Welty
Ohio	Wooster High School	Accepting Coach:	Ned Lauver
Pennsylvania	LaSalle College High School	Accepting Coach:	Raymond Shay
South Carolina	Southside High School	Accepting Coach:	Erickson Bynum
Texas	Bellaire High School	Accepting Coach:	Jay Stubbs
Texas	Northland Christian High School	Accepting Coach:	Kevin Roberts

ALL EVENTS

California	Bellarmino College Prep	Accepting Coach:	Kim C. Jones
California	James Logan High School	Accepting Coach:	Tommie Lindsey, Jr.
Minnesota	Eagan High School	Accepting Coach:	Joni Anker
Texas	Winston Churchill High School	Accepting Coaches:	Kandi King, Brian Eanes' & Dylan Percy

**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!

IPOD WINNERS!

Justin Mulsea, Indiana

Sarah Lavere, Texas

Brandi Berner, Missouri

Rachel Shannon, Kansas

Jared Marr, South Carolina



**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

SUPER CONGRESS

2009 John C. Stennis National Student Congress Final Session Senate Report

Name	School	St	Dist	Points	Special Remarks	Placings
Sen. Robert Colonel	Winter Springs HS	FL	Florida Panther	21		1
Sen. Daniel Blackman	Needham HS	MA	New England	22		2
Sen. Nipun Bhandari	Monte Vista HS - Danville	CA	San Fran Bay	21		3
Sen. Anthony Paranzino	Bellarmine College Prep	CA	California Coast	22		4
Sen. Kalyan Venkertraj	A & M Consolidated HS	TX	Heart of Texas	21		5
Sen. Tom Tasche	Elk Grove HS	IL	Northern Illinois	22		6
Sen. Alicia Nieves	Munster HS	IN	Northwest Indiana	21		7
Sen. Benjamin J Tyler	Belen Jesuit Prep School	FL	South Florida	23	PO	8
Sen. Lauren Linzmeier	Wheeling HS	IL	Northern Illinois	22	N	9
Sen. Alexander Smyk	Ridge HS	NJ	New Jersey	20		
Sen. David Sun	Mark Keppel HS	CA	East Los Angeles	20		
Sen. Christine Ching	West Springfield HS	VA	Virginia	20		
Sen. Lucas A Duplancic	Miramonte HS	CA	San Fran Bay	20		
Sen. Erik Keith Legried	The Blake School	MN	Southern Minnesota	19		
Sen. Bryan Campanello	Carroll HS - Southlake	TX	Heart of Texas	19		
Sen. Grace Zhou	Solon HS	OH	North Coast Ohio	19		
Sen. Stefan Leon	Nova HS	FL	Florida Manatee	19		
Sen. Brady Nails	Hopewell HS	NC	Carolina West	18		
Sen. Aaron Baker	Mountain View HS	AZ	Arizona	18		
Sen. Joshua Wilson	Palisade HS	CO	Colorado Grande	18		
Sen. Anthony Mitchell	Davis HS	UT	Utah Wasatch	18		
Sen. Priya Rajan	Chaminade College Prep	CA	West Los Angeles	18		
Sen. Mary Ankenbruck	Northrop HS	IN	North East Indiana	18		
Sen. Frank Nekrasz	La Salle College HS	PA	Valley Forge	16		

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

Name	School	St	Dist	Points	Special Remarks	Placings
Rep. Harlan Downs-Teppe	Stuyvesant HS	NY	New York City	22	TB	1
Rep. Geoffrey Block	Trinity Preparatory School	FL	Florida Panther	23	PO	2
Rep. Michael Pudlow	Munster HS	IN	Northwest Indiana	23		3
Rep. Rahul Sangal	Plano East Senior High School	TX	North Texas Longhorn	23		4
Rep. Sebastian DeLuca	Monte Vista HS - Danville	CA	San Fran Bay	22	N	5
Rep. Louise Lu	Bellaire HS	TX	South Texas	23		6
Rep. Philip Hayes	Lindale HS	TX	UIL	23		7
Rep. Hannah Hindel	Myers Park HS	NC	Carolina West	23		8
Rep. Jordan Foster	Boone County HS	KY	Kentucky	23		9
Rep. Jessica Berberich	Olathe South HS	KS	East Kansas	22		
Rep. Ainee Athar	Kerr HS	TX	Space City	22		
Rep. Ray Escobar	St Thomas Aquinas HS	FL	Florida Manatee	22		
Rep. Frances Rodriguez	St Thomas Aquinas HS	FL	Florida Manatee	21		
Rep. Monte Nelson	Northrop HS	IN	North East Indiana	21		
Rep. Evan Ribot	Adlai Stevenson HS	IL	Northern Illinois	21		
Rep. Nicole Griffetts	Northrop HS	IN	North East Indiana	21		
Rep. Brittany Stanchik	Desert Vista HS	AZ	Arizona	21		
Rep. Kristen Wright	Liberty Sr HS	MO	Heart of America	21		
Rep. Michelle Wagner	Eagan HS	MN	Southern Minnesota	21		
Rep. Ari B Ruffer	Highland Park HS	IL	Northern Illinois	20		
Rep. Anna Tsiotsias	Nova HS	FL	Florida Manatee	20		
Rep. Aleksander Eskilson	Shawnee Heights HS	KS	Kansas Flint Hills	20		
Rep. Tara Raghuv eer	Shawnee Mission East HS	KS	East Kansas	20		
Rep. Ali Mavrakis	Plano West Sr HS	TX	Lone Star	19		

SENATOR KARL E. MUNDT TROPHY

SCHOOLS ACCUMULATING HIGHEST NUMBER OF CONGRESS POINTS



STUDENTS: GEORGE PHILOPOSE, DANIEL POCUS, AND ALEXANDER SMYK
PICTURED WITH COACH DAVID YASTREMSKI

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

Senate 1				Total	Special
Student Name	School	State	Dist	Score	Remarks
Sen. Lucas A Duplancic	Miramonte HS	CA	San Fran Bay	36	
Sen. Priya Rajan	Chaminade College Prep	CA	West Los Angeles	37	
Sen. Andrew M Carrera	Chaparral HS	CO	Colorado	30	
Sen. Amanda A DeStefano	Wellington HS	FL	Florida Panther	35	
Sen. Alicia Nieves	Munster HS	IN	Northwest Indiana	36	
Sen. Erik Keith Legried	The Blake School	MN	Southern Minnesota	38	
Sen. Brandon Hersey	Hattiesburg HS	MS	Mississippi	31	
Sen. Nick Doty	Lincoln East HS	NE	Nebraska South	34	
Sen. Samantha Sanders	Byram Hills HS	NY	New York State	0	
Sen. Matthew T. Williams	Perry HS	OH	Eastern Ohio	33	
Sen. Charles Gress	St Joseph's Preparatory School	PA	Valley Forge	35	
Sen. Dennis Kerwin	Mauldin HS	SC	South Carolina	32	
Sen. Kalyan Venkertraj	A & M Consolidated HS	TX	Heart of Texas	38	
Sen. John Williams	Bellaire HS	TX	South Texas	35	
Sen. Anthony Mitchell	Davis HS	UT	Utah Wasatch	36	N
Sen. Cassie Medcalf	Sherando HS	VA	Virginia	31	

Senate 2				Total	Special
Student Name	School	State	Dist	Score	Remarks
Sen. Victor Cervantes	Brophy College Prep	AZ	Arizona	31	
Sen. Rylan Schaeffer	Mountain View HS	CA	California Coast	33	
Sen. David Sun	Mark Keppel HS	CA	East Los Angeles	32	N
Sen. Michael Zehner	Moffat County HS	CO	Rocky Mountain North	30	
Sen. Benjamin J Tyler	Belen Jesuit Prep School	FL	South Florida	36	
Sen. Tom Tasche	Elk Grove HS	IL	Northern Illinois	35	
Sen. Daniel Blackman	Needham HS	MA	New England	34	
Sen. Apas Aggarwal	St Andrew's Episcopal School	MS	Mississippi	30	
Sen. Brady Nails	Hopewell HS	NC	Carolina West	35	
Sen. Brendan Flynn	Bishop Gorman HS	NV	Golden Desert	28	
Sen. Emily Graham	Berkeley Carroll School	NY	New York City	32	
Sen. Grace Zhou	Solon HS	OH	North Coast Ohio	34	
Sen. Melanie Daugherty	Atascocita HS	TX	East Texas	25	
Sen. Desiree Reyes	Harlingen HS South	TX	Gulf Coast	25	
Sen. Samuel Scott	Plano Sr HS	TX	Lone Star	33	
Sen. Gabriella Friedman	Nicolet HS	WI	Southern Wisconsin	30	

N=Nominated TB=Tie Break

KARL E. MUNDT MEDAL

2009 John C. Stennis National Student Congress Senate Semi-Final Report

Senate 3					Total Score	Special Remarks
Student Name	School	State	Dist			
Sen. Aaron Baker	Mountain View HS	AZ	Arizona		36	
Sen. Dylan Joshua Byrd	Highland HS	CA	Sierra		30	
Sen. Daniel Tuchler	Fullerton Joint Union HS	CA	West Los Angeles		32	
Sen. Joshua Wilson	Palisade HS	CO	Colorado Grande		37	
Sen. Stefan Leon	Nova HS	FL	Florida Manatee		37	
Sen. Robert Colonel	Winter Springs HS	FL	Florida Panther		38	N
Sen. Jonathan Greening	Starrs Mill HS	GA	Georgia Southern Peach		34	
Sen. Mary Ankenbruck	Northrop HS	IN	North East Indiana		35	TB
Sen. Jonathan Berryman	Yarmouth HS	ME	Maine		32	
Sen. Taylor Thomas	Lakeville North HS	MN	Southern Minnesota		35	
Sen. Caitlin Cruz	Millard North HS	NE	Nebraska		34	
Sen. Cristen Manion	Youngstown Christian	OH	Northern Ohio		33	
Sen. Zachary Schmidt	Wauseon HS	OH	Western Ohio		29	
Sen. Alex Heim	Northland Christian School	TX	East Texas		35	
Sen. Bryan Campanello	Carroll HS - Southlake	TX	Heart of Texas		38	
Sen. Tommie Ethington	Jackson Hole HS	WY	Wind River		34	

Senate 4					Total Score	Special Remarks
Student Name	School	State	Dist			
Sen. Anthony Paranzino	Bellarmino College Prep	CA	California Coast		37	
Sen. Nipun Bhandari	Monte Vista HS - Danville	CA	San Fran Bay		37	
Sen. Margo Berends	Cherokee Trail HS	CO	Colorado		33	
Sen. Mike DeRosa	American Heritage School - Plantation	FL	Florida Manatee		35	
Sen. Lauren Linzmeier	Wheeling HS	IL	Northern Illinois		39	N
Sen. Rohan Goswami	Loch Raven HS	MD	Chesapeake		35	
Sen. Shekar Dukkupati	Joplin HS	MO	Carver Truman		13	
Sen. Sam Hughes	East Chapel Hill HS	NC	Tarheel East		34	
Sen. Alexander Smyk	Ridge HS	NJ	New Jersey		38	
Sen. Jacqueline Morea	Bishop Gorman HS	NV	Golden Desert		34	
Sen. Amitav Chakrabarti	Stuyvesant HS	NY	New York City		35	
Sen. Evan Ecos	Gahanna-Lincoln HS	OH	Western Ohio		34	
Sen. Frank Nekrasz	La Salle College HS	PA	Valley Forge		37	
Sen. Jeremy Scroggs	Coram Deo Academy	TX	North Texas Longhorn		36	
Sen. Alex Chavez	Ysleta HS	TX	West Texas		34	
Sen. Christine Ching	West Springfield HS	VA	Virginia		38	

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

House 1				Total	Special
Student Name	School	ST	District	Score	Remarks
Rep. Brittany Stanchik	Desert Vista HS	AZ	Arizona	36	
Rep. Sean K. Hamamoto	Mark Keppel HS	CA	East Los Angeles	32	
Rep. Neil Malani	Monte Vista HS - Danville	CA	San Fran Bay	33	
Rep. Frances Rodriguez	St Thomas Aquinas HS	FL	Florida Manatee	36	
Rep. Ari B Ruffer	Highland Park HS	IL	Northern Illinois	37	N
Rep. Michael Pudlow	Munster HS	IN	Northwest Indiana	34	
Rep. Christopher L. Clark	Wichita East HS	KS	Sunflower	29	
Rep. Allen Xu	Blue Valley HS	KS	Three Trails	27	
Rep. Jordan Foster	Boone County HS	KY	Kentucky	38	
Rep. Luke Bishop	Savannah R3 HS	MO	Heart of America	32	
Rep. Alexi Antezuez	Gilmour Academy	OH	North Coast Ohio	32	
Rep. Jonathon C. Wilt	La Salle College HS	PA	Valley Forge	32	
Rep. Parker Burns	Carroll HS - Southlake	TX	Heart of Texas	32	
Rep. Louise Lu	Bellaire HS	TX	South Texas	37	
Rep. Erik Bakke	West Springfield HS	VA	Virginia	32	

House 2				Total	Special
Student Name	School	ST	District	Score	Remarks
Rep. Chris Enright	Bellarmine College Prep	CA	California Coast	34	
Rep. Waldo Yan	Gabrielino HS	CA	East Los Angeles	32	
Rep. Sebastian DeLuca	Monte Vista HS - Danville	CA	San Fran Bay	36	
Rep. Anna Tsiotsias	Nova HS	FL	Florida Manatee	37	
Rep. Charles Barr	Ransom Everglades Upper School	FL	South Florida	33	
Rep. Evan Ribot	Adlai Stevenson HS	IL	Northern Illinois	36	
Rep. Rachel A. Shannon	Hutchinson HS	KS	West Kansas	32	
Rep. Amar Mukunda	Walt Whitman HS	MD	Chesapeake	31	
Rep. Michelle Wagner	Eagan HS	MN	Southern Minnesota	35	
Rep. Kathleen Barbosa	Savannah R3 HS	MO	Heart of America	32	
Rep. Benjamin James Berk	Pinecrest HS	NC	Tarheel East	30	
Rep. Joseph Puma	Stuyvesant HS	NY	New York City	32	
Rep. Brett Martz	Jackson HS	OH	Eastern Ohio	31	
Rep. Rahul Sangal	Plano East Senior High School	TX	North Texas Longhorn	38	N
Rep. Ainee Athar	Kerr HS	TX	Space City	35	

N = Nominated TB = Tie Break

KARL E. MUNDT MEDAL

2009 John C. Stennis National Student Congress House Semi-Final Report

House 3					Total	Special
Student Name	School	State	District		Score	Remarks
Rep. Greg Hietala	Desert Vista HS	AZ	Arizona		34	
Rep. Stacey Wong	Granite Bay HS	CA	Capitol Valley		34	
Rep. Robert Sanchez	Schurr HS	CA	East Los Angeles		30	
Rep. Paul Jimenez	Overland HS	CO	Colorado		31	
Rep. Geoffrey Block	Trinity Preparatory School	FL	Florida Panther		36	
Rep. Sanjit Shah	Wheeling HS	IL	Northern Illinois		34	
Rep. Monte Nelson	Northrop HS	IN	North East Indiana		36	
Rep. Tara Raghuveer	Shawnee Mission East HS	KS	East Kansas		36	TB
Rep. Alexander C Donnell	Goddard HS	KS	Sunflower		34	
Rep. David Winer	Walt Whitman HS	MD	Chesapeake		32	
Rep. Kristen Wright	Liberty Sr HS	MO	Heart of America		36	
Rep. Wilson Parker	Asheville HS	NC	Carolina West		33	
Rep. Harlan Downs-Tepper	Stuyvesant HS	NY	New York City		38	
Rep. Chris Hamblin	McNeil HS	TX	Heart of Texas		35	
Rep. Philip Hayes	Lindale HS	TX	UIL		36	N

House 4					Total	Special
Student Name	School	State	District		Score	Remarks
Rep. Kurt E Spindler	Miramonte HS	CA	San Fran Bay		36	
Rep. Joel Wacks	Redlands HS	CA	Southern California		35	
Rep. Devon Tivona	Rocky Mountain HS	CO	Rocky Mountain North		34	
Rep. Ray Escobar	St Thomas Aquinas HS	FL	Florida Manatee		39	
Rep. Jessica Brunelle	Trinity Preparatory School	FL	Florida Panther		36	
Rep. Chris Miller	West Des Moines Valley HS	IA	West Iowa		32	
Rep. Nicole Griffetts	Northrop HS	IN	North East Indiana		36	N
Rep. Jessica Berberich	Olathe South HS	KS	East Kansas		38	
Rep. Aleksander Eskilson	Shawnee Heights HS	KS	Kansas Flint Hills		38	
Rep. Hannah Hindel	Myers Park HS	NC	Carolina West		37	
Rep. Mish Rosete	Taos HS	NM	New Mexico		32	
Rep. Fred DeRitis	St Joseph's Preparatory School	PA	Valley Forge		36	
Rep. James Huffnagle	Battle Ground Academy	TN	Tennessee		24	
Rep. Brian Hodge	Cypress Falls HS	TX	East Texas		31	
Rep. Ali Mavrakis	Plano West Sr HS	TX	Lone Star		37	

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

Extemp / 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

Events	<u>1</u> st	<u>2</u> nd	<u>3</u> rd	<u>4</u> th	<u>5</u> th or <u>6</u> th
Extemp / OO	10	9	8	7	6
Interpretation	9	8	7	6	5
Supplemental	6	5	4	3	2

BONUS POINTS:

Champion	15 points
Runner-Up	10 points
Third	5 points

MAIN EVENTS

BICKEL & BREWER POLICY DEBATE RESULTS

	Prelims	Elims	Semis	Final
Sean Hernandez & Reid Ehrlich-Quinn Damien HS, CA	W	WWWWLW	A (4-1)	Aff (8-3)
Patrick Berger & Justin Chan James Logan HS, CA	W	WWWWWL	N (3-2)	Neg (3-8)

PLANET DEBATE TED TURNER PUBLIC FORUM DEBATE RESULTS

	Prelims	Elims	Semis	Final
Josh Zoffer & Robert Kindman Durham Academy, NC	S	WWWWWL	WW	Con (11-4)
Shruti Jaishankar & Aditya Gulnikar St. Andrew's Episcopal School, MS	W	WWWLWW	WWW	Pro (4-11)

PATRICK HENRY MEMORIAL ORIGINAL ORATORY RESULTS

NAME (In speaker order)	CUME RD 7-10	SEMI RD 11	SEMI RD 12	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
Alphonse Mshomba, Holy Ghost Prep, PA	26	22121	31157	333323323/12	76
Joe Thomas, Eagan HS, MN	34	34352	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	WLWWWW	WWW	Neg (10-3)
Jake Nebel Trinity Preparatory School, FL	W	LWWWWW	WWW	Aff (3-10)

UNITED STATES EXTEMPORANEOUS SPEAKING PRESENTED BY CARMENDALE FERNANDES

NAME (In speaker order)	CUME RD 7-10	SEMI RD 11	SEMI RD 12	FINAL	TOTALS
Taman Narayan, Leland HS, CA	36	16224	21123	322213222/13	79
Alex Draime, Howland HS, OH	26	51112	34211	344453353/14	81
Nicholas Cugini, Cypress Ridge HS, TX	24	21375	22214	425321424/13	80
Evan Larson, Bellarmine College Prep, CA	23	44113	47421	334321114/13	76
Tyler D. Fabbri, Chesterton HS, IN	23	26256	73532	465466435/17	107
John Mern, Taravella HS, FL	27	32436	17474	553454566/15	111

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

Stacey Chen, North Allegheny Sr. HS, PA	21	12124	47153	112524321/13	72
Ryan Pollock, Mt. Lebanon Sr. HS, PA	28	22724	64114	436665656/17	108
Luke R. Brinker, Topeka HS, KS	28	63316	26332	234342255/13	93
Sesenu Woldemariam, Lamar HS, TX	25	64716	33332	535545443/15	101
Jacob Baker, Bellarmine College Prep, CA	25	51231	64221	434423344/13	83
Will Rafe, Bellarmine College Prep, CA	24	25345	12221	222433132/13	73

NAME	(In speaker order)	RESULTS			TOTALS	
		CUME RD 7-10	SEMI RD 11	SEMI RD 12		
LANNY NAEGELIN MEMORIAL DRAMATIC INTERP						
Jacob Abell, Ouray HS, CO	27	22236	31631	222452314/14	81	
Jenny Gladstone, Desert Vista HS, AZ	36	14543	22114	454646665/18	109	
Taylor Misiak, Eastview HS, MN	23	43624	12246	345432455/16	92	
Michael Dahlgren, Holy Ghost Prep, PA	24	24213	53542	443564323/15	89	
Jane Bruce, Ogden HS, UT	29	11121	21124	333253241/12	71	
Elias Abdalla, Gregory Portland HS, TX	30	36465	14325	231115412/12	89	
NAME	(In speaker order)	CUME RD 7-10	SEMI RD 11	SEMI RD 12	FINAL	TOTALS
WESTERN KENTUCKY UNIVERSITY HUMOROUS INTERP						
Lindsey White, Eastview HS, MN	22	11142	22254	223232111/12		63
Andrew Langdon, Plymouth HS, IN	32	11421	11122	445534565/17		89
Whitney Hartzell, O’Gorman HS, SD	35	42235	55421	545665363/17		111
Ryan Vasquez, Bellarmine College Prep, CA	30	25721	21215	221112122/8		72
Joe Brenckle, Louisville Senior HS, OH	28	73234	43353	554455344/18		104
Michael Dayne Lathrop, Corpus Christi Carroll HS, TX	18	25512	12142	453242445/14		76
NAME	(In speaker order)	CUME RD 7-10	SEMI RD 11	SEMI RD 12	FINAL	TOTALS
SANDRA SILVERS DUO INTERPRETATION						
Aaron Straka & Lauren Stopfer, Eagan HS, MN	37	31342	22652	252454634/15		102
Brian Johnson & Hanna Durfee, Denfeld HS, MN	27	52521	71642	342345142/12		90
Luke Fernandez & John Reynolds, Harlingen HS South, TX	31	15613	65531	554554435/15		107
Greta Besser & Adam Bouchareb, Lakeville North HS, MN	28	66222	35123	331261551/14		87
Ismael Williams & Drake Pough, James Logan HS, CA	28	53131	14327	423432342/14		85
Joshua Evans & Robert Knapp, Eagan HS, MN	34	22445	14231	436532323/15		93

WHAT DO *YOU*
DO WITH YOUR SUMMER?

Hall of Fame Coach
Ted Belch
basks in the Disney sun!





SEMI-FINAL SPEECH EVENTS

PLACE	NAME	SCHOOL	RD 7-10 CUME	SEMI RD 11	SEMI RD 12	TOTAL
DRAMATIC INTERP						
7.	Austin Groves,	Blue Springs HS, MO	34	63346	43511	70
8.	Katherine Frutchey,	Fullerton Joint Union HS, CA	33	31712	67763	76
9.	Nico Bremand,	James Logan HS, CA	35	42652	35663	77
10.	Rachel Evans,	Roseville Area HS, MN	37	55534	46256	82
11.	Victoria Myrthil,	St. Josephs HS, NY	35	65157	64337	82
12.	Peru Flores,	Odessa Permian HS, NY	33	56465	57475	87
13.	Timothy William Burgess,	Edmond Memorial HS, OK	36	77371	75477	91
14.	Kelly Pierre,	Bozeman HS, MT	35	77777	76752	97
HUMOROUS INTERP						
7.	Tyler Rife,	Oakwood HS, OH	32	34666	33311	68
8.	Frank DiCola,	Iona Preparatory, NY	24	66517	45747	76
9.	Zac Franzen,	Gothenburg HS, NE	32	62146	54476	77
10.	Wade Johnson,	Lamar Consoliated HS, TX	37	73374	76533	85
11.	Elle Pratt,	Fullerton Joint Union HS, CA	32	34655	67665	85
12.	Grigoriy I. Berman,	Eastview HS, MN	34	56377	64637	88
13.	Katherine Western,	Nixa HS, MO	33	57453	77774	89
14.	Becca Musyl,	Kent Denver School, CO	38	47763	36566	91
DUO INTERP						
7.	Airik Ohman & Brooke Nelson,	Roseville Area HS, MN	34	13417	31716	68
8.	Zachary Wahls & Paul McKinley,	West HS- Iowa City, IA	32	26173	26415	69
9.	Joseph Geoghan & Daniel Marcel,	Holy Ghost Prep, PA	28	45236	43474	70
10.	Matt Seely & Zach Snow,	University School, FL	33	44554	56245	77
11.	Evan Adams & Nich Mueller,	Portage Northern HS, MI	37	37366	77163	86
12.	Patrick McDonald & Kate Daugherty,	Mansfield HS, TX	35	64654	47367	87
13.	Daniel Weingarten & James Shechet,	San Marino HS, CA	36	71777	62754	89
14.	Taylor Chertkov & Maya Miesner,	Helix Charter HS, CA	36	77765	53576	94



SEMI-FINAL SPEECH EVENTS

PLACE	NAME	SCHOOL	RD 7-10 CUME	SEMI RD 11	SEMI RD 12	TOTAL
ORIGINAL ORATORY						
7.	Deepti Wadhera,	Syosset HS, NY	36	26124	73346	74
8.	Chris Moncrief,	Bronx Preparatory Charter School, NY	35	75355	42323	74
9.	Briana Collins,	Winston Churchill HS, TX	31	52273	73645	75
10.	Tina Nguyen,	Gabrielino HS, CA	35	77537	24232	77
11.	Tatiana Burton,	Apple Valley HS, MN	34	65641	55762	81
12.	Miles Bridges,	James Logan HS, CA	37	67634	62623	82
13.	Tramanh N. Hoang,	J. Frank Dobie HS, TX	36	44776	36456	88
14.	Ola Abiose,	West HS - Iowa City, IA	36	53462	57777	89
U.S. EXTEMP						
7.	Ryan Pereira,	Nova HS, FL	31	15561	33176	69
8.	Rob Warchol,	Cardinal Mooney HS, OH	28	65562	61562	72
9.	Jessica Petrie,	Belleville West HS, IL	33	53741	16737	77
10.	Philip Gillen,	Regis HS, NY	32	64737	54343	78
11.	Oscar Wang,	San Marino HS, CA	27	32645	65767	78
12.	Amanda Johnson,	Eagan HS, MN	32	73374	56356	81
13.	Brennan Morris,	Randolph Macon Academy, VA	36	47423	75655	84
14.	Katie Hoag,	Flathead HS, MT	35	77657	42645	88
INTERNATIONAL EXTEMP						
7.	Nabeel Zewail,	San Marina HS, CA	33	36261	51443	68
8.	Elliot Velson,	Monte Vista HS-Danville, CA	31	44472	11474	69
9.	Gabriela Barahona,	Spring HS, TX	32	36143	35645	72
10.	Michael Watson,	Desert Vista HS, AZ	36	43533	52716	75
11.	Manish Mehta,	Howland HS, OH	34	51452	73567	79
12.	Rohan E. Bhargava,	Jackson HS, OH	33	17565	25565	80
13.	Rebecca Moberly,	Plymouth HS, IN	30	75657	46657	88
14.	Molly Munson,	Starrs Mill HS, GA	33	77677	77776	101

Lincoln Douglas Debate Octa-Finalists

<u>RANK</u>	<u>NAMES</u>	<u>SCHOOL</u>	<u>STATE</u>
7 th	Justin Letts	Neosho High School	Missouri
8 th	Katelin Whittaker	Liberty Sr. High School	Missouri
9 th	Shawn Tutaja	The Altamont School	Alabama
10 th	Ryan Bennett	Carroll High School - Southlake	Texas
11 th	Devin Race	Westlake High School	Texas
12 th	Michelle Keohane	Apple Valley High School	Minnesota
13 th	Shahbaz Shaikh	James Logan High School	California
14 th	Sean R. Janda	La Salle College High School	Pennsylvania

Policy Debate Octa-Finalists

<u>RANK</u>	<u>NAMES</u>	<u>SCHOOL</u>	<u>STATE</u>
8 th	Mari Vangen-Adams & Jane Olmstead-Rumsey	South High School-Minneapolis	Minnesota
9 th	Jason Bell & Jack Chen	Ladue Horton Watkins High School	Missouri
10 th	Sam Miller & Tyler Gutzman	Vermillion High School	South Dakota
11 th	Zack Maier & Luke Schiel	Parkway Central High School	Missouri
12 th	Nathan Werner & Zach Schmitz	Park Hill South High School	Missouri
13 th	Peter Mardian & Christos Makridis	Brophy College Prep	Arizona
14 th	Matthew Malek & Meagan Sanchez	Crosby High School	Texas

Ted Turner Public Forum Debate Octa-Finalists

<u>RANK</u>	<u>NAMES</u>	<u>SCHOOL</u>	<u>STATE</u>
7 th	Parijat Chakrabarti & Vik Singh	Bellarmino College Prep	California
8 th	Amanda Grayson & William Schreiber	Mountain Brook High School	Alabama
9 th	James Lampariello & Joseph Gasperetti	Regis High School	New York
10 th	Rachel Markon & Christian Reynolds	Eagan High School	Minnesota
<i>Tie</i>	11 th Danielle Taylor & Parsa Salehi	Ridge High School	New Jersey
	11 th Jon Gabriel Luna & Parker Viers	Park Hill South High School	Missouri
<i>Tie</i>	13 th James Cossey & Jonathan Crews	Northland Christian School	Texas
	13 th Joseph "Avalanche" Glickman & Zachary M. Collins	New Trier Township High School	Illinois



2009

RE-REGISTRATION went so smoothly this year.

A huge thank you to everyone involved (*you know who you are!*) who made this year's National Tournament such an enjoyable experience.





SUPPLEMENTAL EVENTS

PROSE RESULTS

NAME (In speaker order)	PRELIM CUME	SEMI	FINAL	TOTALS
Alex Maranto, Stony Point HS, TX	16	142	35465	46
Vanessa Garcia, Fullerton Joint Union HS, CA	15	241	14136	37
Robert Jackson, Hastings HS, TX	18	133	41253	40
Jenna Huebner, Appleton East HS, WI	16	312	66342	43
Alexandra Kattan, Munster HS, IN	16	311	53524	40
Andrew J. Knight, Spring HS, TX	18	233	22611	38

POETRY RESULTS

Andy LaRocca, Riverdale HS, LA	13	352	22121	31
Andrew Philip Asper, Ronald Reagan HS, TX	11	112	14543	32
Jennifer L. McCarthy, Downers Grove South HS, IL	16	223	66434	46
Darius Wilson, Blue Springs HS, MO	13	213	53316	37
Jonathon Spence, Wauwatosa West HS, WI	13	114	35255	39
Kathryn Cotton, Desert Vista HS, AZ	12	631	41663	42

IMPROMPTU RESULTS

NAME (In speaker order)	PRELIM CUME	SEMI	FINAL	TOTALS
Kara Tapangan, Harlingen HS South, TX	5	233	65465	39
Katie Hoag, Flathead HS, MT	5	154	26523	33
Chelsey Rice-Davis, Downers Grove South HS, CA	5	111	52146	26
Rebecca Moberly, Plymouth HS, IN	5	511	43252	28
Jessica Petrie, Belleville West HS, IL	5	142	11311	19
Daniel Raborn, Comeaux HS, LA	6	226	34634	36

STORYTELLING RESULTS

Megan N. Fountain, Montgomery HS, TX	3	251	45444	32
Karina Devine, Eastview HS, MN	8	531	54555	41
Francis Ian Blaise Austin, New Trier Township HS, IL	4	213	21212	18
Tyler Dailey, Blue Springs HS, MO	4	122	32121	18
Hannah Claire Andrews, Ravenwood HS, TN	6	512	66666	44
Emma Cadd, Liberty Sr. HS, MO	5	131	13333	23

EXPOSITORY RESULTS

NAME (In speaker order)	PRELIM CUME	SEMI	FINAL	TOTALS
Madeleine Heil, Presentation HS, CA	17	311	36255	43
Szuyin Leow, Apple Valley HS, MN	10	122	24524	32
Evan M. Hernandez, Wichita East HS, KS	11	454	11112	30
Diana Cater, Silverton HS, OR	10	257	45661	46
Samuel Leake, Sterling HS, KS	11	414	53436	41
Maurice Cunningham, Fullerton Joint Union HS, CA	14	332	62343	40

EXTEMP COMMENTARY RESULTS

Anuv Ratan, Claremont HS, CA	14	144	12113	31
Andrew Connery, Norman HS, OK	13	211	43425	35
Teagan Alexander Lende, Fargo Shanley HS, ND	18	122	35544	44
Kevin Coltin, Brophy College Prep, AZ	14	413	54331	38
William Drevo, Crete HS, NE	14	434	66656	54
Mason Scott Lende, Fargo Shanley HS, ND	14	222	21262	33

IDEA/NJFL Middle School Nationals Results



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

Speech	Debate	Overall
Sidney Lanier MS, TX Coach: Franz Hill	Sidney Lanier MS, TX Coach: Franz Hill	Sidney Lanier MS, TX Coach: Franz Hill
St. Andrew's Episcopal, MS Coaches: Randy Patterson/Mark McNeil	Capitol Debate, MD Coach: Ron Bratt	St. Mary's Hall, TX Coach: Eric Geyer
St. Mary's Hall, TX Coach: Eric Geyer	St. Mary's Hall, TX Coach: Eric Geyer	Ockerman MS, KY Coach: Kathy Bacelieri
Ockerman MS, KY Coach: Kathy Bacelieri	Woodland MS, TN Coach: Jim Jenkins	
The Pike School, MA Coach: Bob Hutchings	Veritas Academy, TX Coach: Lauren Hug	

Student Congress

Place	Contestant	School	Final Round Ranks	Rank Total
1	Alexa Palomo	St. Mary's Hall, TX	6,1,1	8
2	Naveen Kemraj	St. Mary's Hall, TX	4,4,4	12
3	Breanna Steele	Veritas Academy, TX	9,2,2	13 (JP)
4	Austin Triana	St. Mary's Hall, TX	3,7,3	13
5	Peter Oathout	Sidney Lanier MS, TX	2,8,6	16
6	Makenzi Hogan	St. Mary's Hall, TX	7,3,8	18 (JP)

Policy Debate

Place	Contestant	School	Prelim W/L	Elim. Place
1	Aritra Biswas & Shalina Chatlani	St. Andrew's Episcopal, MS	3-2	Champion
2	Austin Triana & Naveen Kemraj	St. Mary's Hall, TX	3-2	Runner-Up
3	Nidhi Muppalla & Niran Lakhanpal	Capitol Debate, MD	5-0	Semifinalist
4	Madeline Houck & Vivian Wang	Capitol Debate, MD	5-0	Semifinalist
5	Kathya Marte & Kingdom Sonogor	Bronx Law, Gov't, Justice, NY	3-2	--
6	Charles Athanasopoulos & Brandon Valdez	Bronx Law, Gov't, Justice, NY	3-2	--

Speaker Awards

1	Nidhi Muppalla	Capitol Debate, MD	90
2	Vivian Wang	Capitol Debate, MD	85.5
3	Shalina Chatlani	St. Andrew's Episcopal, MS	85
4	Niran Lakhanpal	Capitol Debate, MD	84.5
5	Madeline Houck	Capitol Debate, MD	84
6	Yeon Woo Lee	Kugnus ACTS, NJ	83

IDEA/NJFL Middle School Nationals Results

Lincoln-Douglas Debate

Place	Contestant	School	Prelim Record	Elim. Place
1	Ben Liu	Sidney Lanier MS, TX	4-1	Co-Champions
	Michael Portal	Sidney Lanier MS, TX	4-1	
3	Sergio Infante	Sidney Lanier MS, TX	3-2	Semifinalist
4	Carlton Bone	Bak MS of the Arts, FL	3-2	Semifinalist
5	Adam Wesley	Sidney Lanier MS, TX	5-0	Quarterfinalist
6	Rachel Abbott	Twin Creeks MS, TX	4-1	Quarterfinalist

Public Forum Debate

Place	Contestant	School	Prelim Record	Elim. Place
1	Nikita Datta & Viveka Advani	Capitol Debate, MD	4-1	Champion
2	Ashley Alcantara & Tian Wang	Sidney Lanier MS, TX	5-0	Runner-Up
3	Dylan Dickens & Gregory Ross	Sidney Lanier MS, TX	5-0	Semifinalist
4	Gabriel Levine & Daniel Morgan	Sidney Lanier MS, TX	5-0	Semifinalist
5	Tlaloc Ayala & Grant Warren	Sidney Lanier MS, TX	4-1	Quarterfinalist
6	Jennifer Knesbach & Michelle Knesbach	Sidney Lanier MS, TX	4-1	Quarterfinalist

Humorous Interpretation

Place	Contestant	School	Final Round Ranks	Rank Total
1	Jared Naylor	St. Mary's Hall, TX	4,1,1	6 (JP)
2	Dane Schnake	Raymore-Peculiar MS, MO	2,2,2	6
3	Bryce Pryor	Brentwood Academy, TN	1,4,6	11
4	Kent Healy	St. Mary's Hall, TX	5,3,4	12
5	George Gu	The Pike School, MA	6,5,3	14
6	Daniel Laguarda	Sidney Lanier MS, TX	3,6,5	14

Dramatic Interpretation

Place	Contestant	School	Final Round Ranks	Rank Total
1	Dane Schnake	Raymore-Peculiar MS, MO	3,2,1	6
2	Colin Waters	Ockerman MS, KY	2,3,4	9
3	Ani Bilazarian	The Pike School, MA	4,4,3	11
4	Zachary Raleigh	Ockerman MS, KY	1,5,5	11
5	Clay Edwards	Ockerman MS, KY	5,1,6	12
6	Alexis Delagarza	Ockerman MS, KY	5,6,2	13

Duo Interpretation

Place	Contestant	School	Final Round Ranks	Total
1	Bryce Pryor & Parker Evans	Brentwood Academy, TN	1,4,2	7
2	Macy Bayern & Callum Morrison	St. Mary's Hall, TX	3,3,4	10
3	Fatima Jaffer & Joseph Monsour	Lopez MS, TX	4,1,5	10
4	Mide Odunsi & Ruthanna Rubin	St. Mary's Hall, TX	2,6,3	11
5	Zachary Raleigh & Alexis Delagarza	Ockerman MS, KY	6,5,1	12
6	Colin Waters & Brianna Berry	Ockerman MS, KY	5,2,6	13

IDEA/NJFL Middle School Nationals Results

Extemporaneous Speaking

Place	Contestant	School	Final Round Ranks	Rank Total
1	Gregory Ross	Sidney Lanier MS, TX	1,1,4	6
2	Aritra Biswas	St. Andrew's Episcopal, MS	2,3,1	6
3	Pontus Andersson	St. Andrew's Episcopal, MS	5,2,2	9
4	Jennifer Knesbach	Sidney Lanier MS, TX	3,4,5	12
5	Shalina Chatlani	St. Andrew's Episcopal, MS	4,6,3	13
6	Grant Warren	Sidney Lanier MS, TX	6,5,6	17

Impromptu Speaking

Place	Contestant	School	Final Round Ranks	Rank Total
1	Harry Wood	The Pike School, MA	1,3,1	5
2	Sahil Bhaiwala	The Pike School, MA	2,1,2	5
3	Jinah Kim	Sidney Lanier MS, TX	4,4,3	11
4	Sergio Infante	Sidney Lanier MS, TX	6,2,4	12
5	Anastasia Schweiger	Calvary Christian Academy, SP	3,5,5	13
6	Shalina Chatlani	St. Andrew's Episcopal, MS	5,6,6	17

Original Oratory

Place	Contestant	School	Final Round Ranks	Rank Total
1	Caroline Ford	Stonewall Academy, KY	1,2,1	4
2	Julie Moon	The Pike School, MA	4,3,2	9
3	Sahil Bhaiwala	The Pike School, MA	2,4,4	10
4	Tiffany Nwadike	Albright MS, TX	5,1,5	11
5	Gregory Ross	Sidney Lanier MS, TX	6,5,3	14
6	Rachel Cope	The Pike School, MA	3,6,6	15

Poetry Reading

Place	Contestant	School	Final Round Ranks	Rank Total
1	Sahil Bhaiwala	The Pike School, MA	1,6,1	8
2	Caroline Ford	Stonewall Academy, KY	3,3,2	8
3	Angela Lei	The Pike School, MA	2,1,6	9
4	Mary Millis Spooner	St. Andrew's Episcopal, MS	4,5,3	12
5	Brooke Stivers	Ockerman MS, KY	5,2,5	12
6	Erica Guenther	Ockerman MS, KY	6,4,4	14

Prose Reading

Place	Contestant	School	Final Round Ranks	Rank Total
1	Callum Morrison	St. Mary's Hall, TX	3,1,1	5
2	Olivia McMillan	Ockerman MS, KY	1,2,4	7
3	Joseph Monsour	Lopez MS, TX	2,3,5	10
4	Ali Mitchell	St. Andrew's Episcopal, MS	5,4,2	11
5	Chris Steere	St. Andrew's Episcopal, MS	4,5,3	12
6	Ani Bilazarian	The Pike School, MA	6,6,6	18



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Curriculum Corner

by Adam J. Jacobi

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.forensiconline.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.

OVERCOMING 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 poster 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

different audience member for each item (e.g., the actor says “I want a sports car” while looking at the second audience member from the left).

f. Once the actor points to a body part and names it, s/he switches place with an audience member, and the process starts over.

Despite the actor facing the audience against the wall, it helps if the teacher has a secluded area of the classroom, a rolling chalkboard or screen to separate the activity participants from the rest of class, to make the “audience” seem less threatening. Alternatively, the teacher could conduct the activity in the corridor, with the door open to monitor the rest of the class.

Assessments

As a debrief to the activity, the teacher can have students write a short journal entry, or even lead a class discussion on the merits of the activity, and how it builds confidence and an understanding of the dynamics of communication. This activity is an excellent complement to early textbook chapters on the communication process and building confidence (such as found in Glencoe Speech).

CREATING A PERSONABLE CLASSROOM ATMOSPHERE: GETTING TO KNOW YOU

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 communication, the conventions of speech (language).

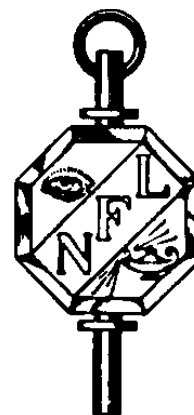
Assessments

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.

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WE CANNOT WAIT TO SEE YOU IN NOVEMBER!

A Guide for Tournament Directors

by Mike Bietz

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.)
- You can't find a judge (you might be able to start flight A with one judge in LD, and then give flight "B" to the original judge when

NDCA COACHES CORNER

found.)

- 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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Congress Connection

Where Congressional Debate Begins: Legislation

by Adam J. Jacobi

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

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

BY DEFINITION...

***Docket:* the full packet of legislation distributed before or at the beginning of a Congress meet.**

***Agenda:* the order set by majority vote and requiring a suspension of the rules to change; also known as "calendar."**

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.

Students Represent the NFL at National Education Conference

By Patricia Hagy

West Springfield High School (VA)

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.

Congress is the one event in forensics that uses a practical, "real-world" framework under which students debate meaningful issues of their own choosing. They exercise a dynamic mix of public speaking, interpersonal negotiation and role-playing personas as they argue vital issues. Introducing legislation not only gives a student the advantage of a guaranteed speech, but the opportunity to flex additional skills in writing and devising a well-organized, thoughtful plan of action to advocate.

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 Metier 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



MARSHALL THOMPSON, DONELLA EVONIUK (ISTE CONVENTION COORDINATOR), AND ERIK BAKKE

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.

The Billman Book Club

Encouraging Life Learning in Leadership

September's Book of the Month:

A Whole New Mind

Pink, D.H. (2006). *A Whole New Mind*. New York: Riverhead Books.

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



*Lifelong left-brainer or routine right-brainer?
New research suggests that the brightest minds lie
somewhere in the middle.*

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*.

Design

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 successfully 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/impromptu 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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