



~ Commemorative National Tournament Issue ~

ROSTRUM

A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

VOLUME 85 ■ ISSUE 1 ■ SEPTEMBER 2010



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NATIONAL FORENSIC LEAGUE

— 1925 ~ 2010 —



2011 LFG/NFL NATIONAL SPEECH & DEBATE TOURNAMENT

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Congratulations to all of the staff, students, and coaches attending the 2010 NFL National Tournament, and kudos to all of the award winners. Huge thanks to all of those involved with "Jazzin' it up in KC" for hosting yet another phenomenal NFL National Tournament!

CONGRATS UTNIF ALUMNI!

Misael Gonzalez, Whitney Young Magnet High School (IL)

National Champion, Policy Debate, and Winner of the Unger Cup with his partner Kevin Hirn

Rohan Bhargava, Jackson High School (OH) - 3rd place, International Extemp
John Reynolds, Harlingen South High School (TX) - 3rd place, Prose Interpretation
Kevin Clarke, Dulles High School (TX) - 8th speaker, Policy Debate
Greg Hietala, Desert Vista High School (AZ) - 10th place, Public Forum Debate
Daniel Kane, Anderson High School (TX) - 11th place, Congressional Debate Senate
Robyn Sellman, Coon Rapids High School (MN) - 11th place, Lincoln Douglas Debate
Wade Johnson, Lone Peak High School (UT) - 11th place, Dramatic Interpretation
Andrew Cornish, Hallsville High School (TX) - 12th speaker, Policy Debate
Bari Saltman, Berkeley Carroll School (NY) - 13th place, United States Extemp
Chandler Rosenthal, Berkeley Carroll School (NY) - 14th place, Dramatic Interpretation

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Email: jv.reed@mail.utexas.edu





September 2010

Dear National Forensic League Coach:

The impact that you are making on the personal development of your students is something to be proud of. As another speech and debate season begins, you are imparting lessons of leadership, teamwork, and the importance of communication. You are making a difference in the lives of those who represent our future.

As you prepare your team for the 2011 NFL National Tournament in Dallas, know that Lincoln Financial Group proudly supports the National Forensic League and recognizes the efforts of its coaches to continue the tradition of speech and debate. Lincoln Financial's involvement is a highlight of our company's long-time commitment to quality education. I commend you for the countless hours you spend and the dedication you put forth to teach students.

Best of luck to you and your students this year.

Sincerely,

Dennis Glass
Chief Executive Officer

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From the Editor

Dear NFL,

Please join me in thanking everyone in Kansas City for an outstanding national tournament! This year's event was a huge success due in large part to the tireless work of the national tournament staff and our friends around Missouri. For complete tournament results, pictorials, and highlights, see pages 36-101 of this issue.

One standout aspect of this year's tournament was our inaugural service project, which resulted in 525,960 meals being sent to Haiti. This effort marked our largest-scale venture into service-learning, a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. As a leader in the high school academic and arts community, the NFL hopes to model service for teachers, administrators, communities, and national organizations to improve student engagement and civic participation.

The NFL would like to thank Numana, Inc., for assisting with the project's organization and implementation. Most important, the NFL would like to express its thanks to the thousands of students, schools, teachers, coaches, and friends who inspired each other and all of us to connect with our communities. Locally, regionally, nationally, and internationally, they have made a real difference in people's lives. We salute their service.

Sincerely,



J. Scott Wunn
Executive Director
National Forensic League



ROSTRUM

A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

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(USPS 471-180) (ISSN 1073-5526)
Rostrum is published monthly (except for June-August) each year by the National Forensic League, 125 Watson Street, Ripon, WI 54971-0038. Periodical postage paid at Ripon, WI 54971. POSTMASTER: send address changes to the above address.

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 its members. The NFL does not guarantee advertised products and services unless sold directly by the NFL.

Subscription Prices
Individuals: \$10 for one year
\$15 for two years
Member Schools:
\$5 for each additional subscription



TOPICS

September 2010 Public Forum Debate

Resolved: Allowing deep water offshore oil drilling is in the best interest of the United States.

September / October 2010 Lincoln Douglas Debate

Resolved: States ought not possess nuclear weapons.

2010-2011 Policy Debate

Resolved: The United States federal government should substantially reduce its military and/or police presence in one or more of the following: South Korea, Japan, Afghanistan, Kuwait, Iraq, Turkey.

PARTNER CONTEST

2010-2011 International Public Policy Forum

Resolved: NATO military operations in Afghanistan are not justified.

2009-2010 NFL Lincoln Douglas Debate Resolutions

NFL Chapter Voting Instructions

A ballot can be found on page 14 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 ten topics, indicate your first, second, and third choices for each time slot. A first choice will receive 3 points, second choice 2 points, and third choice 1 point. After tabulation, the topic with the highest point total for a given time period will be selected. Members may not repeat topics within a given time period. However, a topic may be reselected for another time period. A minimum of five different topics must be listed on the entire ballot.

Ballots must be received by Friday, September 10, 2010.

Topic Release Information

Lincoln Douglas Topic Release Dates

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

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

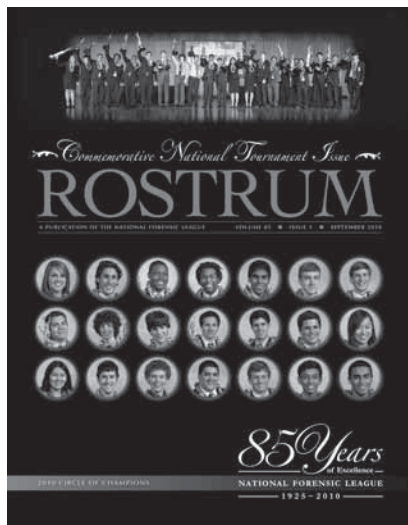
2011-2012 Policy Debate Topic Voting

- Topic synopsis and ballot printed in October *Rostrum*
- Final ballot for Policy Debate topic in December *Rostrum*
- Topic for 2011-2012 released in February *Rostrum*

Other topics are available by visiting www.nflonline.org/Topics.

ROSTRUM

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Pictures, Results, and More!**

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To learn more, visit **RupeScholars.org**

The NFL gratefully acknowledges the support of the Arthur N. Rupe Foundation, which awarded a total of \$53,000 in scholarships to the top fourteen Public Forum Debate teams at the 2010 national tournament. Nearly 5,000 Public Forum debaters participated in the Rupe Qualifying Series and 496 were named Rupe Scholars. In fact, more students now participate in Public Forum Debate than any other speech or debate event.

Rupe Scholars



■ *Michael DiMino and
Bardia Rahmani, 2010
Arthur N. Rupe Foundation Public
Forum Debate champions from
The University School in Ohio*



■ *William Majeune-Fagan
and Trevor Marsden, 2010
Arthur N. Rupe Foundation Public
Forum Debate runners-up from
Lakewood High School in Colorado*



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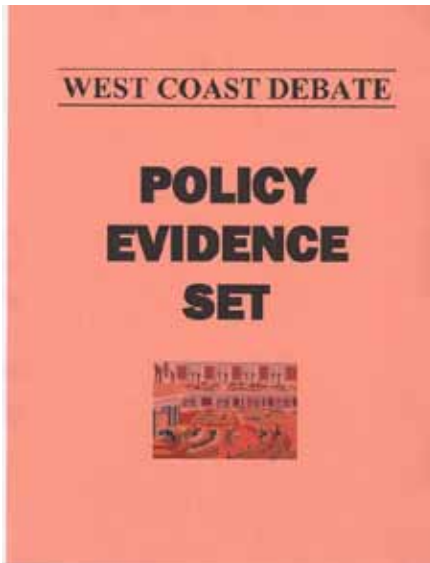
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DEBATES

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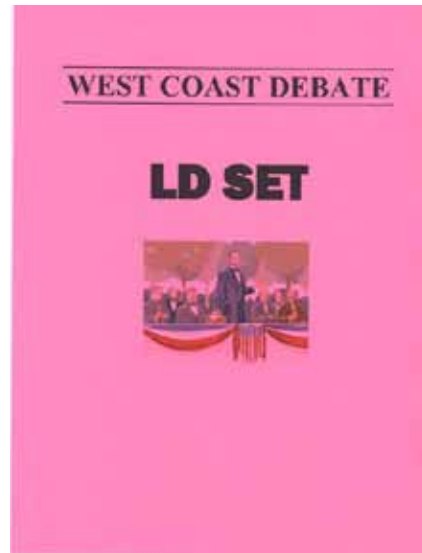
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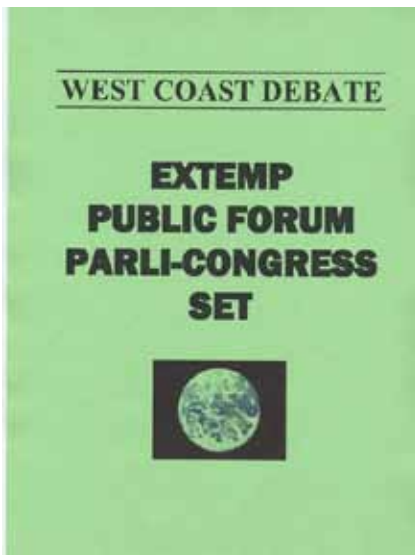
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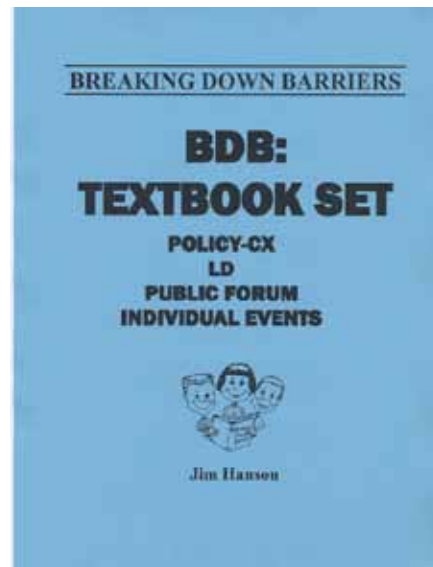
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BACKSTAGE WITH THE BOARD: A Look Behind the Scenes of the Spring 2010 Board of Directors Meeting

by Jenny Corum Billman



Television shows like MTV's *True Life*, CBS's *Undercover Boss*, and the Discovery Channel's *How Stuff Works* attract viewers by revealing the inner workings of familiar people, places, and things. Reality shows like these suggest that viewers seem to have an insatiable curiosity for background information. In this vein, *Rostrum* is taking readers behind the scenes at its most recent board of directors meeting to show how the directors interact, what happens during the meeting, and what doesn't make it into the minutes.

Of course, NFL board meetings aren't really a mystery. Board meeting minutes have been audio-taped for decades, and minutes from the meetings have been published in

Rostrum since its origin. Prospective directors publish candidacy essays before their election, and elected directors' biographies are published online at www.nflonline.org/AboutNFL/Contact. Further, special events like the District Chair Conference and receptions at nationals connect directors and coaches. Still, even with this level of transparency, board of directors meetings may remain somewhat vague in the minds of members.

After attending a number of board meetings, especially the most recent in San Antonio, a few observations become clear. Initially, it is apparent that the directors respect each other and work well together. As the group filed into the designated room on the



first day of their spring meeting—early, it should be noted—they greeted each other as friends. They asked about one another’s families, teams, and alumni. They shared news from their districts and states. When the meeting was called to order at 9 a.m. by President Billy Tate, the friendly conversations subsided. However, the atmosphere of mutual respect remained constant throughout the two-day meeting. Even later, as discussions reached a fever pitch, directors maintained their level of respect for one another, determined to leave the room the same way they went in—as valued colleagues and friends.

Board members are also extremely thoughtful and meticulous in doing

the work of the league. The meeting opened with presentations from members of the national office staff, who explained their departments’ progress toward its established goals as well as plans for next season. After acknowledging the work of the staff, board members efficiently probed the employees with pragmatic, thoughtful questions. As the meeting progressed, the Q & A continued on a number of topics including national tournament planning, honor society protocol, evidence accountability, topic selection, and financial concerns. Many brought evidence from their own programs or regions to illuminate the discussion. With the skill and focus that only seasoned debate coaches possess, the directors

dissected each issue in light of the evidence presented and carefully weighed the costs and benefits to the league.

As their discussions revealed, board members embody a wide range of perspectives, resulting in thorough and well-rounded conversations. Technological considerations, for example, were debated across the room by iPad-toting early adapters as well as pen-and-paper stalwarts. While their backgrounds and experiences diverged, every director seemed to agree that the mission of the league should govern their actions. A substantial amount of discussion occurred over the two days, all of it significant to the mission of the league. Some items of business



Each of the directors has invested a career in coaching, many with the track record and Hall of Fame status to prove it. Each remains passionate about speech and debate education and is sincerely committed to the well-being of the league.

resulted in board action: Other items, after careful consideration, were tabled until the fall meeting.

It is interesting to note that for everyone in the board meeting, the business was personal. Each of the directors has invested a career in coaching, many with the track record and Hall of Fame status to prove it. Each remains passionate about speech and debate education and is sincerely committed to the well-being of the league. Rather than appeal to their credentials, though, the directors frequently cited conversations with their colleagues and districts. A significant amount of correspondence from members was introduced into the meeting, including a petition for a new district and bids for upcoming national tournaments. Years of coaching experience fostered a deep sense of empathy with these, and all, member coaches.

Board members take nominal breaks during their meetings. Besides sporadic five to ten minute recesses, directors emerged from their table midday for a quick lunch in the hotel, just a few steps from the meeting room. During lunch, it was not unusual to see board members excuse themselves to type a proposal for the group, bring out a napkin to diagram a motion, or join together over sandwiches to deliberate the best possible alternative to a presented

situation. As soon as the board members finished their meals and/or collaboration, they would return to the meeting room—generally ahead of schedule—to formalize their work. The pace was intense, but the directors were determined to make the meeting as beneficial to the league as possible.

At the end of the meeting, staff dutifully turned the audio recorders off. Board members packed their belongings, carefully sorting their materials and returning wayward materials to the appropriate owners. Some turned their cell phones back on and called their families. Others wandered out in clusters, bound for a pizza dinner and further conversation. Each appeared somewhat drained by the two full days of meeting, but gratified by the progress made. While the meeting itself may not have garnered much attention (no reality show yet!), the work done by the board will greatly impact the league in 2010-11 and beyond. After all, as every tournament host knows, work behind the scenes is absolutely critical to ensuring that the people in the spotlight—our coaches, students, and alumni—receive the support and recognition they deserve. ■

For a detailed description of action items, see the board of directors minutes on pages 11-13.



NFL Board of Directors Spring Minutes

May 13-14, 2010
San Antonio, TX

The NFL Board of Directors held its spring meeting in San Antonio, TX, on May 13-14, 2010. Present were President Billy Tate, Vice President Don Crabtree, Harold Keller, Kandi King, Pam Cady Wycoff, Tommie Lindsey, Jr., Pam McComas, Timothy Sheaff, and alternate Chris McDonald. Chris McDonald sat for Brother Kevin Dalmasse until his arrival. Present, representing the national office, were Executive Director Scott Wunn, Cherian Koshy, Adam Jacobi, and Jenny Billman.

Old Business

Moved by Crabtree, seconded by Tate

“The minutes from the fall 2009 Board of Directors meeting, as presented in *Rostrum*, shall be accepted.”

Passed: 9-0

National Tournament Reporting

Executive Director Scott Wunn and Vice President Don Crabtree provided an overview and update of the 2010 national tournament in Kansas City. Mr. Wunn announced that a new national tournament service project was scheduled in which members will package food as part of Haitian relief efforts.

Mr. Wunn also provided an update on the 2011 Dallas national tournament.

National Office Reports

The executive director and members of the national office staff presented reports on several areas of the league including public relations and marketing, programs and education, information service technology, and financial development. The executive director concluded with a state of the league report outlining several key areas of interest and concern for the league.

District Petition

Moved by Keller, seconded by Lindsey

“Grant the petition by the coaches of Western Colorado to form a new NFL district.”

Passed: 9-0

The board noted that schools in Western Colorado faced intense geographic challenges to attending the Colorado Grande district tournament. After reviewing materials submitted by coaches in both the existing and petitioning district, the board accepted the petition for a new district.

Future National Tournament Bids

Moved by Wycoff, seconded by McComas

“Accept the bid for Indianapolis to host the 2012 NFL national tournament.”

Passed: 9-0

Indianapolis will host the 2012 national tournament.

Moved by Keller, seconded by McComas

“Further discussion for additional tournaments starting in 2013 should be postponed until the fall meeting.”

Passed: 9-0

Discussion occurred about several national tournament bids for 2013, 2014, and 2015. Due to the period of time before these tournaments and the desire of the board to obtain more information about the bids, these bids will not be evaluated until the fall board of directors meeting. In the meantime, the executive director will be clarifying issues with the existing bids and accepting additional bids.

Establishment of the NFL Foundation

Moved by Wycoff, seconded by Sheaff

“The NFL board endorses the creation of an NFL Foundation to serve as the NFL’s affiliated charity. As a separate 501(c)3 it will be dedicated to the development of funding for NFL mission based efforts.”

Passed: 9-0

Board of Directors Minutes *(continued)*

Moved by Wycoff, seconded by McComas

“The executive director, with advisement from the league attorney, the president, the current Development Committee, the Governance Committee, and key nonprofit advisors, will create the framework for the NFL Foundation including articles of incorporation, constitutions, and by-laws. This framework will be presented for approval at the fall 2010 NFL board meeting.”

Passed: 9-0

Moved by Wycoff, seconded by King

“The executive director will secure potential board members for approval at the fall 2010 NFL board meeting.”

Passed: 9-0

The above series of actions sets into motion the creation of a philanthropic foundation that will have as its core mission to provide charitable assistance for the advancement of the NFL mission.

Public Forum Debate

Moved by Wycoff, seconded by King

“Adopt the following process for selecting Public Forum Debate topic areas and resolutions:

- A. There shall be no general topic area or specific topic repeated within any one school year.
- B. The Public Forum Debate Wording Committee will be selected to determine the resolution wording. Members of the committee will have expertise in the semantics of wording debate resolutions.
- C. The NFL national office will accept topic ideas throughout the year from the debate community, augmented by an aggressive and active call for ideas from June 1 to August 1.
- D. The executive director shall retain the control over topic area selection and final wording approval.
- E. No organization providing funding to the National Forensic League through sponsorship or a grant will be allowed to unilaterally dictate a specific topic area.
- F. No organization providing funding to the National Forensic League through sponsorship or a grant shall be allowed to determine the wording of a resolution.
- G. No grant or sponsorship dollars will be accepted from any organization that does not maintain the honor and integrity of the National Forensic League in accordance with the codified NFL sponsorship policies.”

Passed: 9-0

Partnerships

Moved by Keller, seconded by Crabtree

“Adopt the proposal to partner with the American Legion.”

Passed: 9-0

The board has agreed to work in partnership with the American Legion to promote its national oratorical contest. Beginning in 2011, the three national finalists of the National American Legion Oratorical Contest will be invited to attend the NFL national tournament provided they were members of the NFL prior to the contest.

Event Information

Moved by Wycoff, seconded by Crabtree

“To investigate a proposed prose and/or poetry event introduced by the executive director and survey the membership for feedback.”

Passed: 9-0

A variety of options for enhancing the national tournament experience were discussed ranging from an at-large bid system to the addition of a prose and/or poetry main event.

NFL Point Recording and Awards Recognition

Moved by Wycoff, seconded by King

“The NFL shall lift the 750 point cap on NFL point recording within individual categories and the 1,500 point cap for total points recorded. All points shall be recorded within three categories: Debate, Speech, and Service.”

Passed: 9-0

At 3 p.m., Director Lindsey departed to catch a flight and Mr. McDonald sat in his absence.

Moved by Keller, seconded by McDonald

“The NFL will establish an award that recognizes the top one percent of student members per state with the highest number of points. Points may be accumulated until July 15. This award is open to all current NFL members.

The NFL will continue to recognize the top 25 student point winners in the nation annually. This award will now be termed ‘National NFL All American.’”

Passed: 9-0

Moved by Sheaff, seconded by McDonald

“In debate, Policy, Lincoln Douglas, and Public Forum rounds shall be worth 6 points for a win and 3 points for a loss (status quo). Congressional Debate shall be limited to 24 points per day (status quo). Parliamentary Debate and any other state sanctioned forms of debate should be given 4 points for a win and 2 points for a loss.

In speech, NFL main events should be given 6 points for 1st, 5 points for 2nd, 4 points for 3rd, 3 points for 4th, and 2 points for 5th, 6th, and 7th. Non-NFL main events (Impromptu, Storytelling, Prose, Poetry, Declamation, etc.) should receive 5 points for 1st, 4 pts for 2nd, 3 pts for 3rd, 2 points for 4th, and 1 point for 5th, 6th, and 7th.”

Passed: 9-0

Moved by Wycoff, seconded by King

Students should receive student service citations for every 100 service points they receive.

Passed: 9-0

Moved by Wycoff, seconded by McComas

“To direct the national office to prepare options for delineating communication directed service vs. non communication-directed service to be presented at the fall 2010 board meeting.”

Passed: 9-0

Discussion of the definition of published material was raised. The board continues to look into the definition of “published” and whether an interpretation committee is needed to look into this issue.

Meeting was adjourned at 5 p.m. by President Billy Tate.



2010 Board of Directors Election Results

The NFL announces that Don Crabtree (MO), Pamela McComas (KS), Timothy Sheaff (IA), and David Huston (TX) have been elected to the NFL National Board of Directors. Incumbents Crabtree, McComas, and Sheaff will continue their tenures on the board for an additional four years, while newly elected member David Huston will begin his first term in office on September 1, 2010. James W. “Jay” Rye, III, of Alabama will serve as alternate.

Other directors include William Woods Tate, Jr., (TN), Kandi King (TX), Pam Cady Wycoff (MN), Tommie Lindsey, Jr., (CA), and Bro. Kevin Dalmasse, FSC (DC). ■

2010-2011 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. Repeating topics within a given time slot is not acceptable.

ALL BALLOTS MUST BE FAXED (920-748-9478) OR POSTMARKED BY FRIDAY, SEPTEMBER 10, 2010
- - Only Chapter Advisors are permitted to vote - -

List of topics:

- A. Resolved: When forced to choose, a just government ought to prioritize universal human rights over its national interest.
- B. Resolved: The abuse of illegal drugs ought to be treated as a matter of public health, not of criminal justice.
- C. Resolved: In political campaigns within the United States, corporations ought to be afforded the same First Amendment free speech protections as individuals.
- D. Resolved: The United States is justified in using private military firms abroad to pursue its military objectives.
- E. Resolved: On balance, Internet neutrality is desirable.
- F. Resolved: Progressive income taxes are just.
- G. Resolved: Justice requires the recognition of animal rights.
- H. Resolved: In the United States, juveniles charged with violent felonies ought to be treated as adults in the criminal justice system.
- I. Resolved: The constitutions of democratic governments ought to include procedures for secession.
- J. Resolved: Secular ethics ought to be prioritized over religious ethics in the legislative process.

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

('10 -'11) November/December topic:

1. _____
2. _____
3. _____

('10 -'11) January/February topic:

1. _____
2. _____
3. _____

('10 -'11) March/April topic:

1. _____
2. _____
3. _____

('10 -'11) NFL Nationals topic:

1. _____
2. _____
3. _____

('11 -'12) September/October topic:

1. _____
2. _____
3. _____

Chapter Advisor Name: _____ Chapter Advisor Signature: _____

School _____ District _____

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January 7-9, 2011

SERVING OTHERS, SAVING LIVES:

The 2010 NFL National Service Project

In just 12 short hours, students, coaches and friends at the NFL national tournament in Kansas City, Missouri, made history by participating in the NFL's first-ever national service project. Partnering with Numana, Inc., a nonprofit hunger relief organization with the mission to empower people to save the starving, the NFL enacted a service learning project designed to provide food where food insecurity exists. Not only did the project supply 525,960 life-giving meals to those in need, it also put a real-world face on students' research, writing, and speaking throughout the year.



by Jenny Corum Billman



THE GOAL

The NFL vision is that every child in the United States will be empowered to become an effective communicator, ethical individual, critical thinker, and leader in a democratic society. For this reason, the NFL is always looking for new ways to help students establish meaningful connections with content material. Research indicates significant connections between service learning and student engagement, retention, and participatory citizenship. For students, these positive correlations are critical to long-term academic success in high school and beyond. For the 2010 national service project, the NFL focused on two significant outcomes: meeting community needs, and improving student engagement and long-term interest in service learning.

Community Needs

Even as NFL students prepare for competitions including nationals, others around the world are faced



"It was thrilling to work side by side with, and to get to know, people from all across our vast nation all with one common goal: to save the starving," said Nicholas Adams, Pennsylvania District Student of the Year. "The hundreds of student volunteers embodied the true mission of the NFL, to unite in building a stronger tomorrow together."

with more exigent concerns. In fact, food and water security is perhaps most unappreciated by wealthier countries such as our own. Tragically, food insecurity lays the bedrock for civil and political unrest and devastates populations. The numbers are striking. More than 25,000 people die each day of hunger around the world. One in six members of the global community lacks access to proper food. One child dies every six seconds, six hundred each hour, or nearly six million per year.

In Haiti, a nation devastated by natural disaster, low literacy, and high unemployment, starvation is the single most preventable cause of death. Amid an economic crisis, food prices continue to rise with rice increasing more than 27% since 2006.

A single Numana package takes seconds to create, but feeds six people a healthy and nutritious meal. Students worked in teams that included both friends and new acquaintances, students and adults. An average table produced more than 100 meals per hour. At the end of

the event, the 82nd Airborne Division of the US Army transported the packaged meals within 48 hours to the citizens of Haiti.

Student Engagement

As one of its primary goals, the NFL sought to demonstrate the relationship between the topics used in speech/debate and real-world needs. Specifically, many NFL students discussed a variety of socially relevant issues including poverty and recovery in Haiti during the 2009-10 year. The meal packaging event provided students the opportunity to develop a sense of what people like them are facing in places where food supplies are insecure.

Many of these students appreciated the opportunity to serve in conjunction with the national tournament. One student remarked, "We talk about service all year, and this is a great opportunity to take all of the people in one place and do something really big." Uniquely, the national tournament creates an opportunity for thousands of students who are committed to pursuing academic and competitive excellence to join together and participate in a large-scale project. Further, it provides students with an opportunity to meet peers from across the nation with common interests. The service learning project enhanced this opportunity by widening that interest base through working with other students toward a common goal.

THE EVENT

Pre-Planning

The search for an appropriate project with scope, relevance to students, and significant infrastructure was key to meeting the goals for NFL's first national service project. Fortunately, Numana's mobile meal packaging infrastructure was an ideal match. The NFL provided the floor space, tables, chairs, and electrical access while Numana provided the raw meal materials, packaging



National qualifiers and coaches from Canton McKinley High School in Ohio were the first to serve in the NFL's inaugural national service project. The Canton McKinley contingent included Coach Manuel Halkias, assistant Nicole Shaydle, sophomore Constance Savo, and senior Kayley Miller. "It's important to give back," coach Halkias explained, his team nodding in agreement. Savo continued, "Speech is always about helping people, whether it's coaches helping us or us helping others. You're always helping someone."

station equipment, and volunteer leaders. Site visits were conducted on both sides to determine the feasibility of the floor space as well as the availability and initial interest on the part of NFL leadership and volunteers.

Eight weeks before the event, the NFL launched its effort to secure the 6,000 volunteers necessary to reach the packaging goal of one million meals. With 3,000 student volunteers and approximately 2,000 teachers, coaches, and other guests, the NFL participation alone would be insufficient to reach the goal. As such, the NFL prioritized obtaining 100% participation from its members and reaching out to the wider community to participate in the project.

NFL staff created a Web portal to allow teams to sign up for an hour-long slot during the day from 7 a.m. to 7 p.m. Flyers were distributed to the more than 20 hotels where schools were staying for the week. Press releases were sent to major media outlets. E-mail prompts and reminders were sent to schools as well as community groups. On the day before the event, NFL and Numana staff members set up the packaging stations, checkout stations, and various other necessities.

Event Day

The service event was held on the same day as registration. Each of the 950 schools participating in the tournament were required to register in a single location, which provided the opportunity to hold a service learning opportunity in the same venue.

Each of fifty work stations was comprised of two large wooden tables with supplies provided by Numana and would accommodate twelve volunteers. As students entered the work area, they received a hair net, gloves, and apron. Each member also went through a brief training provided by Numana involving how to conduct their work station. Each person at the work station had a different job: Some workers were in charge of pouring the ingredients into each bag; others monitored weighing of



SERVICE PROJECT • SERVICE PROJECT • SERVICE PROJECT

each bag; others sealed each bag; and others boxed the meals. Periodically, a Numana employee would sound a gong to represent 10,000 meals bagged.

NFL points were awarded to student volunteers during the project to bolster participation. NFL staff recorded student data throughout the day to ensure the points were properly allocated. Twenty \$100 scholarships were also provided by Lincoln Financial Group, which were awarded by NFL volunteers based upon the amount of time spent in service.



Park Hill School District Deputy Superintendent Mark T. Miles assists students in packaging meals at the NFL's national service project.

While many service-learning opportunities do not engage teachers and administrators, several hundred teachers and more than two dozen administrators participated in the project alongside students. In fact, teachers and school administrators who traveled with their teams were tremendously motivating to student volunteers. Working side-by-side with students, teachers and administrators developed deeper relationships.

- Organizationally, the NFL met the challenge of hosting a large-scale service learning event. Unanimously, all parties expressed sincere interest

in continuing the tradition of holding a service project at the national tournament. In the days after the event, teachers flooded the NFL with ideas for next year's project as well as letters of support for the event.

At the end of the 12-hour event, 595,625 meals were packaged. These meals would feed 3,573,750 people. The meals were delivered within 48 hours to the people of Haiti along with bottled water to create the meals.

THE SUCCESS

Evaluating the success of a large-scale service learning project requires assessing the original goals of the project relative to the outcomes. The project experienced a variety of levels of successes relative to these goals. For example:

- Students were more likely to view their participation in the honor society as valuable to them and of personal interest. The NFL believes that this will relate positively to retention and involvement as well as to students acting as ambassadors for their programs, their schools, and forensics.
- Students suggested that they were more likely to participate in service learning in the future. Numerous students described the experience as a positive one that encouraged them to seek out opportunities in the future. Additionally, several teachers inquired about hosting a similar packaging event at their school.
- Students were more likely to develop positive relationships with other students. The principle of the packaging event is that many hands are involved in the production of a single meal. The emphasis on teamwork helped build positive relationships between team members. Since eight volunteers were required to fill each station, many students from different schools were also required to work together.
- Teachers and school administrators were more likely to build stronger relationships with students, each other, and build interest in service learning.

THE FUTURE

The NFL/Numana service learning project engaged NFL members and represented one of the most successful single-day events in Numana's history. It created solidarity among would-be rivals and excitement to serve among all who participated. Almost unanimously, volunteers requested that the NFL hold another service learning opportunity in Dallas in 2011.

In preparation for the 2011 event, the NFL will be seeking partners who have similar high organizational infrastructure capacity, a project that is easily portioned so that students may vary their level of participation, and an opportunity that serves the goals of student engagement and community needs. ■

Jenny Corum Billman is the Coordinator of Public Relations for the NFL. She holds an MA and a BA in Communication, both from Western Kentucky University, where she was a four-year member of the forensic team and a Scholar of the College.

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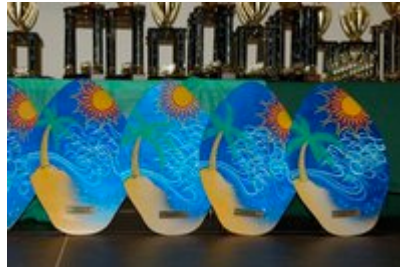
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Bickel & Brewer / NYU International Public Policy Forum Celebrates Global Competition

by David Huston

(above) The debate team from Samuel Marsden Collegiate School in New Zealand prepares for the semifinal debates during IPPF Finals Weekend.

(opposite) Team Singapore took home the grand prize during the 2009-10 IPPF. In addition to being named the competition's first international champion, the team also received \$10,000 and the Bickel & Brewer Cup.

A WHOLE NEW WORLD

The world is now officially taking notice of a different type of debate competition—the Bickel & Brewer / New York University International Public Policy Forum (IPPF). After eight years as a national contest, the IPPF recently expanded to involve international teams. It remains the only competition that gives students the opportunity to participate in written and oral debates on issues of public policy.

As an IPPF advisory board member, I had the privilege of judging the semifinal debates this past spring. Marking the first time that international teams qualified for the trip to IPPF Finals Weekend in New York, these international debaters truly added new challenges and accomplishments to the competition. IPPF Finals Weekend also marked the first time that the IPPF crowned an international team, Team Singapore, as competition champion (*see sidebar*).

The competition is now gearing up for another exciting year—and inviting all National Forensic League (NFL) schools to participate. The IPPF is open to all schools—public and private—for free. High school teams compete for NFL points and more than \$50,000 in awards and scholarships. But it is the competition's format that brings schools back year after year—a format that allows students to compete regardless of the type of debate in which they specialize.

“The written format [in the early rounds] makes the IPPF unique in the world of competitive debate,” says Noel Selegzi, president of the board of the International Debate Education

Association (IDEA) and fellow IPPF advisory board member. “I believe the IPPF is different in requiring students to gain such an in-depth knowledge of a debate topic.”

Founded in 2001 by the law firm of Bickel & Brewer, the IPPF began with just 20 entries. Today, the competition annually includes more than 230 schools from the United States and more than 30 foreign countries.

The competition begins in October, when students establish their team and register for the contest. There is no set limit on the number of students per team in the initial rounds, which enables coaches to involve their entire debate program in the IPPF experience.



The deadline for registering and submitting a qualifying round essay is October 28. Essays can be no more than 2,800 words, taking either an affirmative or negative perspective on the 2010-11 IPPF topic: “Resolved: NATO military operations in Afghanistan are not justified.”

Following the submission of all the entered essays, the essay review committee determines the “Top 32” teams. The schools then enter into

“The cultural advantage of the IPPF is not that teams must come up with solutions, but that they are asking one another questions to help create a global understanding of our problems.”

~ Holly Jenkins, coach of Samuel Marsden Collegiate School in New Zealand

a single elimination, written debate tournament.

“The writing aspect of the IPPF was definitely unique,” says Scott Epstein, debate coach at Atlantic Community High School in Florida. “There was time to research and present rebuttals, rather than in tournaments where if you are not automatically prepared with one, you lose the clash. This is much more realistic to the real world, where it doesn’t matter if you simply have more information on hand at a local high school on a Saturday—it matters if you are right.”

During the single-elimination rounds, teams present their arguments via e-mail after they have been assigned either the negative or affirmative stance on the topic. A series of papers are then volleyed back and forth.

“This particular competition increases involvement for my students who participate in several other school activities and do not have time to attend debate tournaments several weekends each month,” Christina Tallungan, director of debate at Notre Dame High School says. “These students have found this competitive debate outlet perfect since they can write and work toward one large competition at the end of the year.”

The debates are reviewed in the order they are received by a panel of judges. Winners are chosen for each debate based on six criteria: clarity of argument, evidentiary support, depth of evidence, refutation, quality of writing, and punctuation and grammar. This format of competition is used for

Team Singapore Named 2009-10 IPPF Champion

During the 2009-10 competition, the IPPF cemented its claim that it is an international contest. During the final round, Team Singapore emerged victorious after a 90-minute debate against Henry Clay High School from Lexington, KY.

As the IPPF’s first international team to take home the grand prize, Team Singapore was awarded the “Bickel & Brewer Cup” and a \$10,000 grand prize at a special awards ceremony in New York City. More than 125 guests attended the ceremony, which featured a keynote address from Gen. Wesley K. Clark, USA (ret.).

Team Singapore was joined at the IPPF Finals Weekend by Samuel Marsden Collegiate School from New Zealand, along with six American teams to round out the top eight: McNeil High School (Austin, TX); Henry Clay High School, Atlantic Community High School (Boca Raton, FL); Notre Dame High School (Sherman Oaks, CA); Cherry Creek High School (Greenwood Village, CO); and Suncoast Community High School (Riviera Beach, FL).

Tallungan believes that the growing number of international teams in the competition enriches the overall experience.

“The cross-cultural experience was valuable because the students got to talk to students from Singapore and New Zealand and learn about their debate experiences,” Tallungan says. “My students were very intrigued by the speaking styles and argumentative focus of the team from Singapore.”

Holly Jenkins, the coach of New Zealand’s Samuel Marsden Collegiate School, believes opening the lines of communication between US and foreign schools offers students the opportunity to break down barriers and begin looking at the world through a different lens.

“The cultural element of the IPPF increases the caliber of the competition and recognizes that the world needs international approaches to international problems,” says Jenkins. “The cultural advantage of the IPPF is not that teams must come up with solutions, but that they are asking one another questions to help create a global understanding of our problems.” ■



“The IPPF has introduced a new form of international debate that is attractive to teachers and students the world over.”

~ Noel Selegzi, IDEA board president

both the “Top 32” and the “Sweet 16” rounds.

“The IPPF has introduced a new form of international debate that is attractive to teachers and students the world over,” says Selegzi. “Teachers and debate coaches like that the format is research based and that their students have to do independent research. And, of course, the prizes so generously offered by Bickel & Brewer are an added incentive.”

The format continues until the final eight teams emerge. “Elite 8” schools earn an all-expense-paid trip to New York City to compete in oral debates in front of a prestigious panel of judges. Last year’s panel included NFL Executive Director Scott Wunn, New York University President John Sexton, Gen. Wesley K. Clark, USA (ret.), and contest founder and Bickel & Brewer partner William A. Brewer III.

For the 2010-11 competition, the IPPF finals will take place at the famed Harold Pratt House in New York on April 9, 2011. The semifinals and final debates will be broadcast live online at Bickel & Brewer’s Web site.

“All the students I have had participate in the IPPF reported overwhelmingly positive experiences. They recognized growth in their writing skills, ability to develop persuasive and logically coherent arguments, and their confidence to



Notre Dame High School in California was among eight debate teams to be invited to last year’s IPPF Finals Weekend in New York. The team received recognition from (l-r) Bickel & Brewer Partner John W. Bickel, II, NYU President John Sexton, General Wesley K. Clark (ret.), and Bickel & Brewer Partner William A. Brewer III.



Judges for the semifinal round included (l-r) David Huston, Colleyville Heritage High School debate coach; Alfred “Tuna” Snider, professor of forensics at the University of Vermont; and Will Baker, director of debate at New York University.

speak in front of people who have experience in a particular field,” says Tallungan. “I currently have six students who are already researching to prepare for this year’s competition since they had such a positive experience last year.”

As the IPPF competition has grown, so too has its roster of supporters. The IPPF is endorsed by the National Association for Urban Debate Leagues, the International Debate Education Association, the Associated Leaders for Urban Debate, and the National Debate Coaches Association, among others.

Tallungan, who has coached three teams to the IPPF semifinals in the last four years, says she highly recommends the competition.

“There are only benefits to getting your students involved in this

competition,” Tallungan says. “There is no entry fee, students become better writers and critical thinkers, and if you make it to the elimination rounds, your team has the opportunity to earn cash awards and prizes. There are a lot of positives.”

Having been involved in the competition for the past eight years, I can attest to the value of the unique format to any debate, speech, or social studies program. You will find the competition a great challenge and rewarding opportunity during your competitive season. Enter the competition; you will be glad that you did. ■

David Huston is an IPPF advisory board member, debate coach at Colleyville Heritage High School, and member of the NFL board of directors.

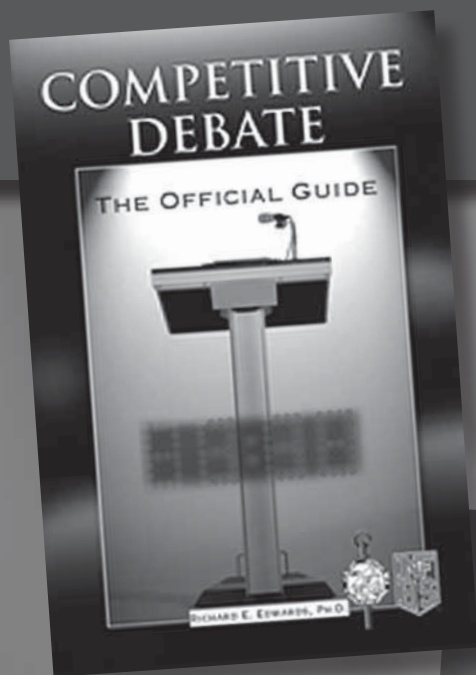
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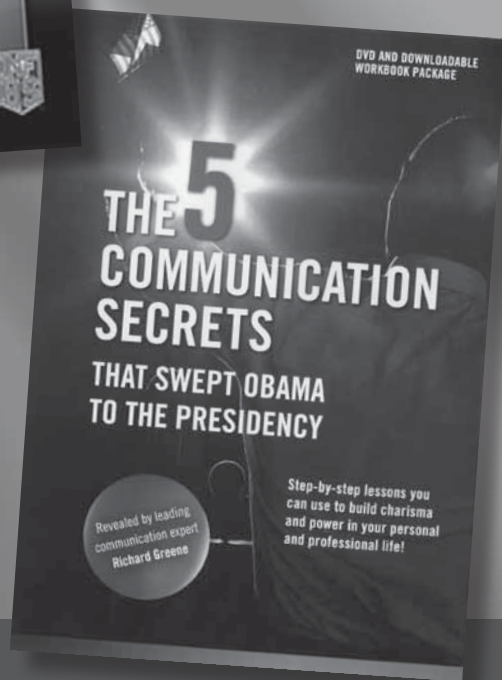
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Michelle is the 2006 NFL Public Forum National Champion and winner of the 2006 NFL Ivy Scholars Outstanding

Performance in Debate. She instructed at a national debate camp for two years as the Public Forum Director. She was a guest lecturer at the 2010 Harvard Institute. Michelle founded Finalist Files in 2006 as a means to advance Public Forum Debate.

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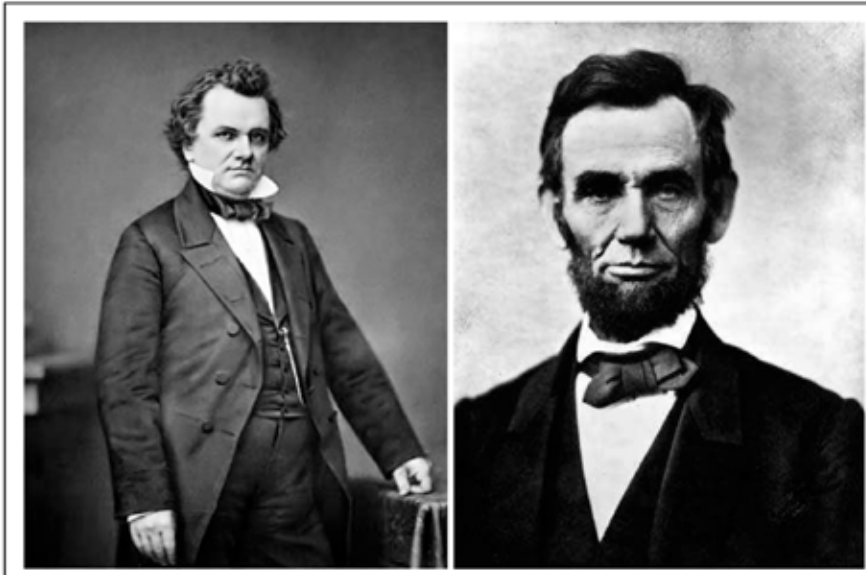
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LD Wording Committee: Topic Submission and Selection Procedures

*by Lowell Sharp
and Lydia Esslinger*

At the conclusion of the LD Wording Committee's four days of meetings at the 2010 national tournament, members of the committee suggested that an article explain how we function and offer suggestions concerning submission of topics. The first part of this essay will review how the committee works and the second part will include suggestions to coaches and students who wish to submit topics.

Committee Members and Procedure

The LD Wording Committee is appointed by the president of the NFL. The committee consists of 11 active debate coaches, two of whom are co-chairs and nine who are appointed for staggered three-year terms. Committee work begins during the school year as coaches and students submit proposals for topics; these come in the shape of fully fleshed out wordings or specific topic areas. (Last year the committee received 117 proposals.) Those proposals are then compiled (every submission is included), and each committee member is randomly assigned an equal number of topics (this year that number was approximately 13) to consider prior to meeting at the National Tournament. Each committee member researches to see if the proposed area or topic fits the following guidelines which have

been developed and adopted by the committee of coaches.

In wording and proposing the final list of resolutions the LD Wording Committee will strive to meet the following goals:

1. All proposed resolutions on the final list encourage value debate.
2. All proposed resolutions on the final list center debate on a definable value conflict.
3. All proposed resolutions on the final list have a conflict in the resolution which is immediately accessible.
4. All proposed resolutions on the final list balance burdens in the debate and encourage debaters to defend a holistic position.
5. Proposed resolutions on the final list cover a diversity of issues.

When the committee meets at the national tournament, the first task on Monday morning is for groups of three to select the best topics from their group's assignment and begin to suggest rewordings. (At a later time, each committee member has the prerogative to reintroduce a topic which was dropped by a small group.) The rest of the committee's meeting time—from Monday to Thursday—is spent discussing the soundness of the resolutions, refining the wording



“Any additional information helps us better understand what those who submitted topics had in mind.”

and reducing the proposed list to between 18 and 20 topics. When all are satisfied with the wording of 18 to 20 resolutions, committee members vote, each member independently ranking each resolution one through whatever is the total number of proposed resolutions. The votes are tallied, and those topics placing in the first standard deviation are kept for the final list of ten. Those topics finishing in the bottom standard deviation are dropped. Those topics in the middle are then discussed and voted on by the committee once again. Those with the lowest total ranks are added to the final list to make ten topics for the nationwide coaches' vote—through the ballot in *Rostrum* or the ballot published on the NFL Web site. The voting procedure has been refined in recent years to allow coaches to vote for specific topics to be used at specific times of the year.

The committee strives to maintain transparency by having its members' names and meeting place published

in the tournament program book, inviting any and all to attend sessions, by soliciting opinions about proposed wordings from both coaches and students during the national tournament, and by encouraging committee members to talk with other coaches and interested parties when the committee is not in session.

Submission of Topics

How does one submit topics for the consideration of the committee?

Currently, any student or coach may submit topics at any time until May 15 for possible use the following year. Submission is via e-mail to the national office (nfl@nflonline.org). In order for one's submission to be fully understood by committee members, we encourage the following format:

1. Identify a topic area.
2. Provide one or more possible wordings for that topic area.
3. Describe what may be the value conflict(s).

4. Indicate possible affirmative arguments.
5. Indicate possible negative arguments.
6. List some research sources.

Please note, completion of the entire submission format is not required. Members of the committee realize that not everyone has the time or inclination to do so. We will continue to carefully consider one-line submissions, but any additional information helps us better understand what those who submitted topics had in mind. ■

***Lowell Sharp** is the head speech and debate coach at Golden High School in Colorado. A member of the NFL Hall of Fame, he also serves as district chair for the Rocky Mountain-South district. **Lydia Esslinger** is the head speech and debate coach at Syosset High School in New York. She is a six-diamond coach and a member of the NFL Hall of Fame.*

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- Vol. III: Topicality of Substantially Reducing U.S. Military Presence in South Korea, Afghanistan, Kuwait, Japan, Iraq, Turkey
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Jazzin' it up in KC

NFL Nationals 2010



REACHING THE PINNACLE:

2010 National Tournament Pictures, Results, and More!

39 ■ National Winners

68 ■ Looking Back

84 ■ Results

Cover Story



The 2010 “Jazzin’ it up in KC” National Tournament was hosted by the Park Hill and North Kansas City school districts in Kansas City, Missouri June 13-18. A total of 3,141 students attended from across the country and as far away as China.

The Lincoln Financial Group/National Forensic League National Speech & Debate Tournament is the largest academic competition in the world. To attend, students must place among the top competitors at one of NFL’s 106 district tournaments. Qualifiers to the national tournament compete for more than \$200,000 in college scholarships and the chance to earn one of the most prestigious titles in high school academics: NFL national champion.



(above) Grand National Sponsor Lincoln Financial Group’s Vice President Garry Spence was the keynote speaker for the 2010 national awards assembly.

(right) The 2010 LFG / NFL Circle of Champions.



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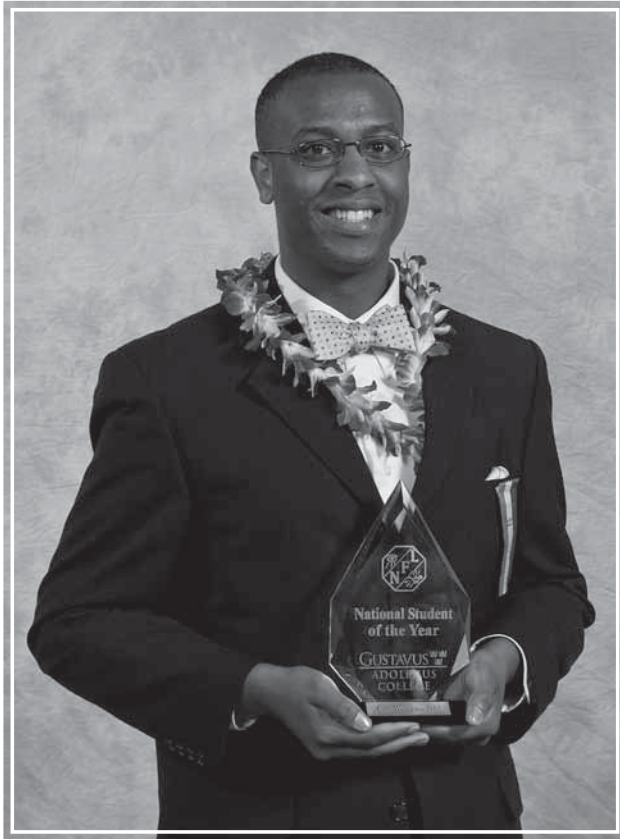
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National Student of the Year



Cory Williams
Hattiesburg High School, MS
Coach: Scott Waldrop

The National Student of the Year Award is considered one of the most prestigious individual student honors presented by the NFL. It acknowledges the graduating senior 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 \$1,000 scholarship and will represent the league in various public capacities throughout the 2010-2011 school year.

This year, **Cory Williams** of Hattiesburg High School, MS, earned the coveted distinction.

A total of six finalists participated in an interview process with the national panel of judges who selected the NFL's 2010 National Student of the Year. Other finalists included:

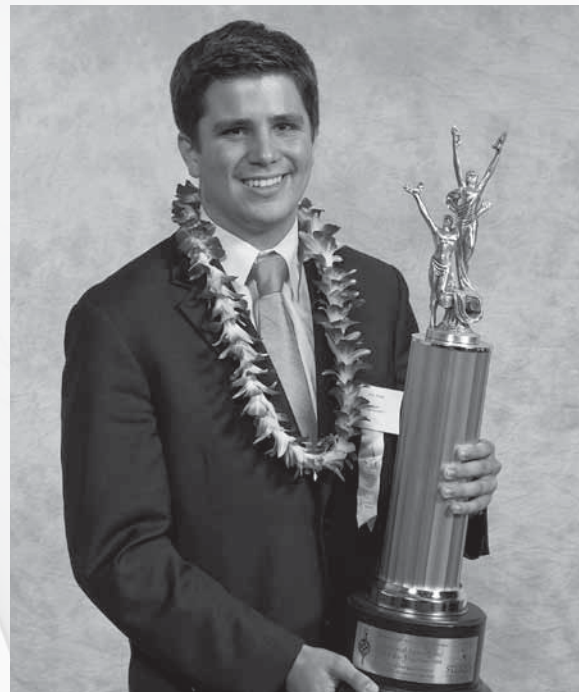
Zach Beattie, Savannah R3 High School, MO;
Sonia Chokshi, Hillsborough High School, FL;
John W. Ford, Galveston Ball High School, TX;
Jane Kessner, Walt Whitman High School, MD; and
Todd Wells, Garden City High School, KS.



Kristofer Kracht, Director of Forensics at Gustavus Adolphus College, presents the National Student of the Year Award to Cory Williams during the 2010 awards assembly.



Outstanding Representative
Rep. Louise Lu
 Bellaire High School, TX



Outstanding Senator
Sen. Benjamin J. Tyler
 Belen Jesuit Prep School, FL

Senator John C. Stennis Congressional Debate

• REPRESENTATIVES •

1. Rep. Louise Lu
 Bellaire High School, TX
Coach: Jay Stubbs

2. Rep. Sebastian DeLuca
 Monte Vista High School, CA
Coach: David Matley

3. Rep. Erik Bakke
 West Springfield High School, VA
Coaches: Mark Bakke and Patricia Hagy

4. Rep. Frances Rodriguez
 St. Thomas Aquinas High School, FL
Coaches: Jennifer Kwasman and Jared Sonnenklar

5. Rep. Evan Ribot
 Adlai Stevenson High School, IL
Coach: Carly Wells

6. Rep. Joseph Puma
 Stuyvesant High School, NY
Coaches: Tim Janas and Julie Sheinman

Senator John C. Stennis Congressional Debate

• SENATORS •

1. Sen. Benjamin J. Tyler
 Belen Jesuit Prep School, FL
Coach: Luis M. Dulzaides

2. Sen. Anna Tsiotsias
 Nova High School, FL
Coach: Lisa Miller

3. Sen. Rylan Schaeffer
 Mountain View High School, CA
*Coaches: Stephanie Schaeffer, Daniel Schaeffer,
 Sharon Moerner, and Karen H. Keefer*

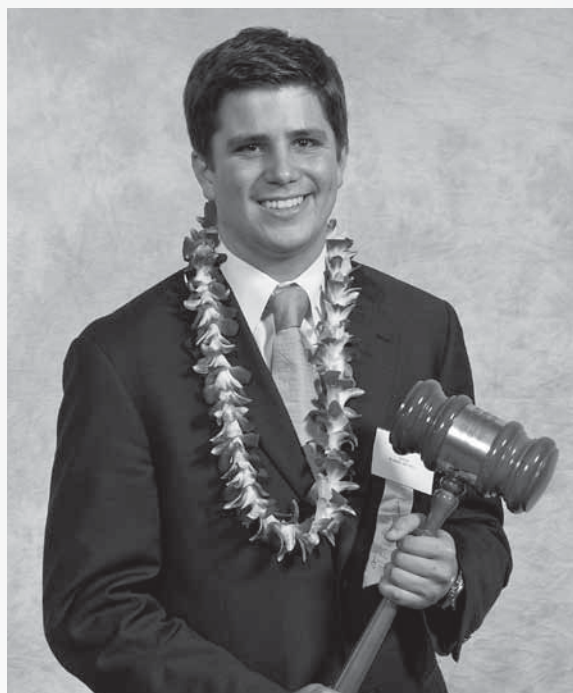
4. Sen. Adam F. Potrzebowski
 Chesterton High School, IN
Coaches: Scott A. Woodhouse, Robert Kelly, and Chris Lowery

5. Sen. Danneile Davis
 Suncoast Community High School, FL
Coaches: Traci Lowe and Paul L. Gaba

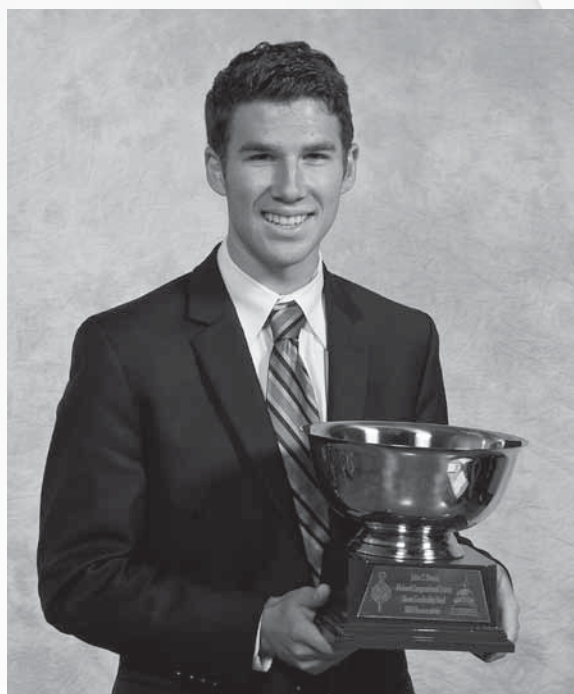
6. Sen. Florence Chen
 Penn High School, IN
Coach: Dawn Troyer



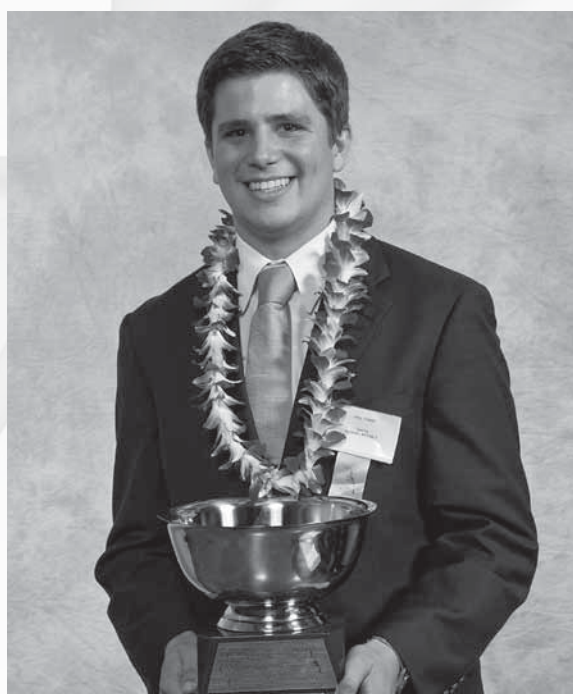
Final Session Presiding Officer – House
Rep. Stephen Kui
Monte Vista High School – Danville, CA



Final Session Presiding Officer – Senate
Sen. Benjamin J. Tyler
Belen Jesuit Prep School, FL



Leadership Bowl – House
Rep. Sebastian DeLuca
Monte Vista High School, CA



Leadership Bowl – Senate
Sen. Benjamin J. Tyler
Belen Jesuit Prep School, FL

Congressional Debate

Policy Debate Top Speakers

*presented in memory of
Phyllis Flory Barton*

*(2nd through 6th presented by
The Julia Burke Foundation)*

1. Max Birnbaum

Winston Churchill High School, TX

Coaches: Kandi King and Shannon D. Percy

2. Laura Johnson

St. Paul Central High School, MN

Coach: Peter Nikolai

3. Katelin Morey

Hutchinson High School, KS

Coach: Kelly Michael Thompson

4. Richard Day

Glenbrook South High School, IL

Coaches: Tara Tate and Brian Peterson

5. Drew Scott Bonnet

Emporia High School, KS

Coach: Grant Geis

6. Tamar Kaplan

Highland Park Senior High School, MN

Coach: Allison Heille Jenson



Max Birnbaum

Winston Churchill High School, TX



Misael Gonzalez and Kevin Hirn

Whitney Young Magnet High School, IL

Policy Debate

*presented by the
Bickel & Brewer Foundation*

1. Misael Gonzalez and Kevin Hirn

Whitney Young Magnet High School, IL

Coach: Jonathan Voss

2. Mario Feola and Andrew Arsht

Rowland Hall—St. Mark, UT

Coach: Michael Shackelford

3. Vinay Sridharan and Alexis Shklar

Glenbrook North High School, IL

Coach: Michael Greenstein

4. Will Miller and Andrew Kamel

Kent Denver School, CO

Coach: Kurt Macdonald

5. Sharon Kann and Tracey Cook

Washington High School—Cedar Rapids, IA

Coach: Warren Sprouse

6. Will Thibeau and Richard Day

Glenbrook South High School, IL

Coach: Tara Tate



Michael P. DiMino and Bardia R. Rahmani
University School, OH



Benjamin Sprung-Keyser
Harvard-Westlake School, CA

Public Forum Debate

*presented by the
Arthur N. Rupe Foundation*

1. Michael P. DiMino and Bardia R. Rahmani
University School, OH
Coach: Peter Paik

2. William R. Majeune-Fagan and Trevor William Marsden
Lakewood High School, CO
Coach: Gregory N. Davis

3. Jake Bailey and Chelsea Ponick
Park Hill South High School, MO
Coach: Jennifer Holden

4. Devin Kelsey and Aaron Sowards
Parkview High School, MO
Coach: Nancy Wedgeworth

5. Neel Rao and Jackson Arn
Chaparral High School, AZ
Coach: Michael Neer

6. Thomas Pigott and Douglas Peters
Delbarton School, NJ
Coach: Bro. Kevin M. Tidd, OSB

Lincoln Douglas Debate

*presented by
Lincoln Financial Group*

1. Benjamin Sprung-Keyser
Harvard-Westlake School, CA
Coach: Michael Bietz

2. M. Blake McCracken
Bartlesville High School, OK
Coach: Linda Shipley

3. Erik Keith Legried
The Blake School, MN
Coach: R. Shane Stafford

4. Ted Ellsworth
Skyline High School, ID
Coach: Michael Harvey

5. Salman Husain
Wichita East High School, KS
Coach: Vickie Fellers

6. Anna Lyons
West Des Moines Valley High School, IA
Coach: David McGinnis

2010 UNGER CUP

*presented by the
James J. Unger Memorial*



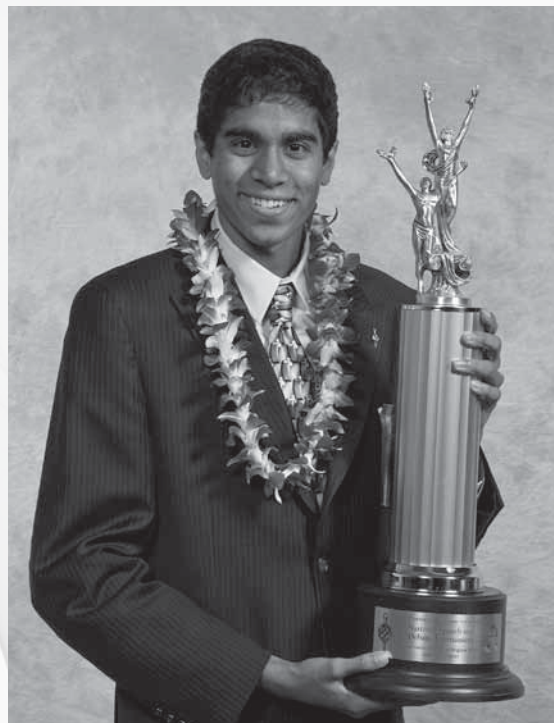
The Unger Cup, named in honor of one of America's finest debaters and coaches, former Georgetown Director of Forensics, Professor James J. Unger, is awarded each year at the NFL national tournament by Professor Unger's alumni and friends to the Policy Debate program which has placed the highest, cumulatively,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



This year, James M. Copeland presented the 2010 Unger Cup to Jonathan Voss, coach of Whitney Young Magnet High School in Illinois.



Misael Gonzalez and Kevin Hirn
Whitney Young Magnet High School, IL
Coach: Jonathan Voss



Vinay Nayak
Hinsdale Central High School, IL

Original Oratory

*presented by the Patrick Henry
Memorial Foundation Auxiliary*

1. Vinay Nayak
Hinsdale Central High School, IL
Coach: Paul Woods

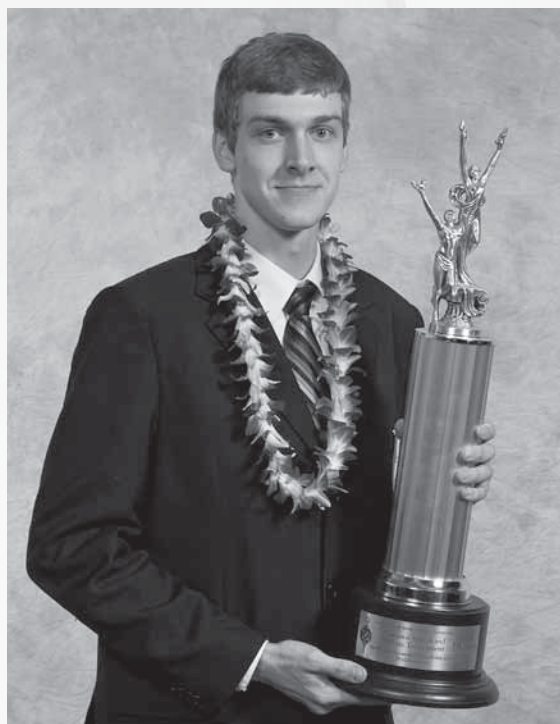
2. Miles Bridges
James Logan High School, CA
*Coaches: Tommie Lindsey, Jr.,
Eric Trabucco, and Randall McCutcheon*

3. Amy Shackleford
Trinity Preparatory School, FL
Coach: David Kraft

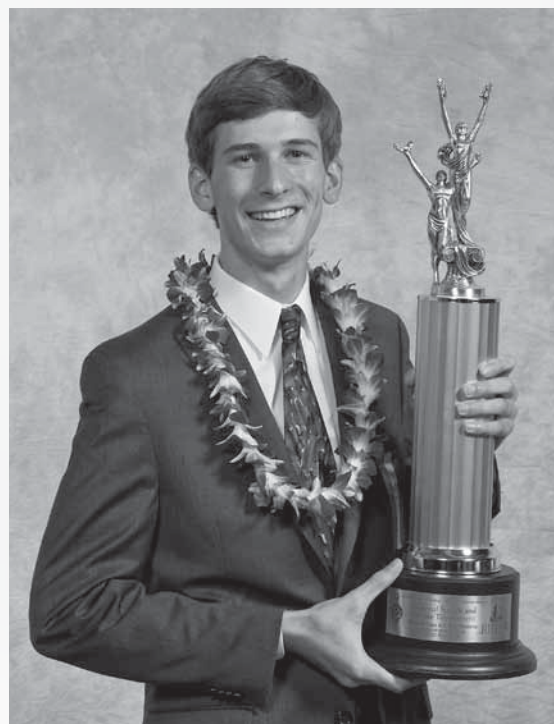
4. Alphonse Mshomba
Holy Ghost Prep, PA
Coaches: John J. Buettler and Tony F. Figliola

5. Chris Moncrief
Bronx Preparatory Charter School, NY
Coach: Andrew M. Simon

6. Joe Nelson
Sacred Heart High School, MA
Coach: Daniel Sapir



Tyler D. Fabbri
Chesterton High School, IN



Jacob F. Baker
Bellarmine College Prep, CA

United States Extemp
presented by
Carmendale Fernandes

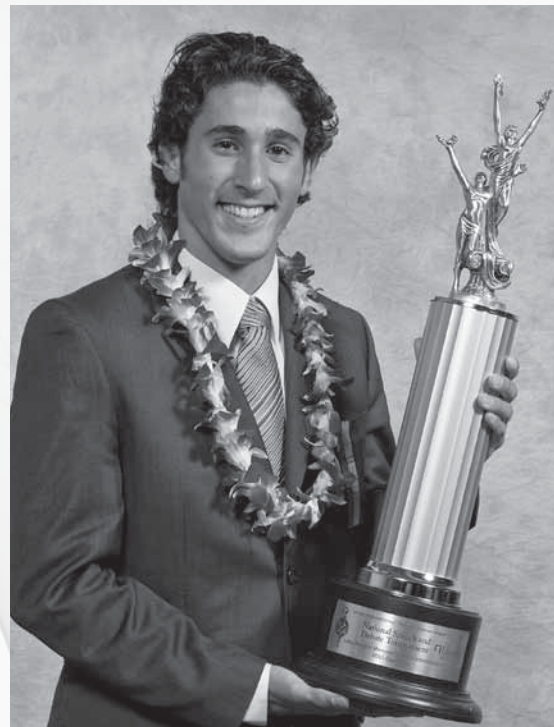
- 1. Tyler D. Fabbri**
Chesterton High School, IN
Coach: Robert Kelly
- 2. Dylan Slinger**
Lakeville South High School, MN
Coach: Andrew Charrier
- 3. Oscar Wang**
San Marino High School, CA
Coach: Matthew T. Slimp
- 4. Alexis Elliott**
Liberty Senior High School, MO
Coach: Sean Nicewaner
- 5. Haley Wheat**
Whitehouse High School, TX
Coach: Seth Phillips
- 6. Meera Sury**
Roseville Area High School, MN
Coach: Emily Faltesek

**A. C. Eley Memorial
International Extemp**
presented by Ripon College

- 1. Jacob F. Baker**
Bellarmine College Prep, CA
Coach: Bill Healy
- 2. James Mohan**
Danville High School, KY
Coach: Steve Meadows
- 3. Rohan Bhargava**
Jackson High School, OH
Coach: Leslie Mann
- 4. Steven Elliott**
Lakeville North High School, MN
Coach: Elizabeth Vieira
- 5. Jonathan A. Lewallen**
Wichita East High School, KS
Coach: Vickie Fellers
- 6. Sesenu Woldemariam**
Lamar High School, TX
Coach: Eloise Weisinger Blair



Lindsey White
Eastview High School, MN



Michael Carone
Monsignor Farrell High School, NY

Humorous Interpretation *presented by* Western Kentucky College

1. Lindsey White
Eastview High School, MN
Coach: James Fedje

2. Zade Shakir
Leland High School, CA
Coaches: Gay Brasher, David Kraft, and Oliver Valcorza

3. Tyler Rife
Oakwood High School, OH
Coach: Brianna Doyal

4. Adam DeGonda
Bloomington Jefferson High School, MN
Coach: Scott Sieling

5. Andrew Langdon
Plymouth High School, IN
Coach: David McKenzie

6. Harris Alterman
Denver East High School, CO
Coach: Matt Murphy

Dramatic Interpretation *presented by the* Lanny D. Naegelin Memorial

1. Michael Carone
Monsignor Farrell High School, NY
Coach: Andrew Frank Monteleone

2. Sarah Brazier
Wadsworth City School, OH
Coaches: Victoria Mathews and Sotery Zulia

3. Michael Dahlgren
Holy Ghost Prep, PA
Coaches: Tony F. Figliola, Jess Watkins, and John J. Buettler

4. Bryan Porter
Apple Valley High School, MN
Coaches: Pam Cady Wycoff and Joseph Wycoff

5. Jedidiah Duarte
East High School–Pueblo, CO
Coach: Nancy Groves

6. Cory Williams
Hattiesburg High School, MS
Coach: Scott Waldrop



Austin Groves and Darius Wilson
Blue Springs High School, MO

**Sandra Silvers Memorial
Duo Interpretation**
presented by Colorado College

- 1. Austin Groves and Darius Wilson**
Blue Springs High School, MO
Coach: Jacquelyn Young
- 2. Joseph Geoghan and Daniel Marcel**
Holy Ghost Prep, PA
*Coaches: Tony F. Figliola, Tyler Dailey,
John J. Buettler, Lou Cardenas, and Nick Fox*
- 3. Coleton Schmitto and Alexa Rocero**
James Logan High School, CA
Coaches: Tommie Lindsey, Jr., Chris Marianetti, and Robert Marks
- 4. Sam Sulam and Jordan Phillips**
Ribet Academy College Prep, CA
Coach: Erik R. Miller
- 5. Ismael Williams and Drake Pough**
James Logan High School, CA
Coaches: Tommie Lindsey, Jr., Chris Marianetti, and Robert Marks
- 6. Joshua Evans and Lauren Stopfer**
Eagan High School, MN
Coach: Drew Hammond



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Forensic League
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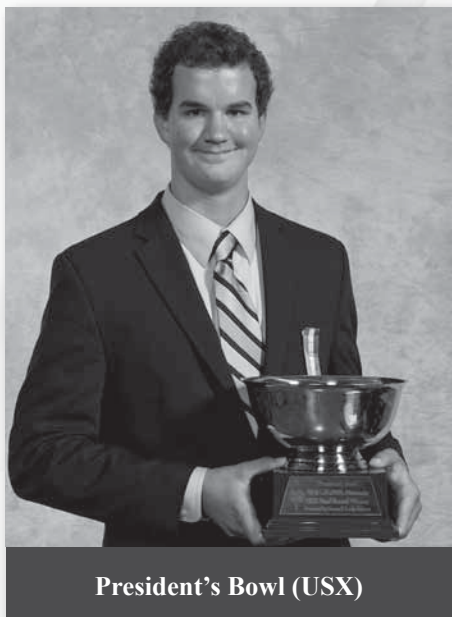
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SERVICE

RESPECT

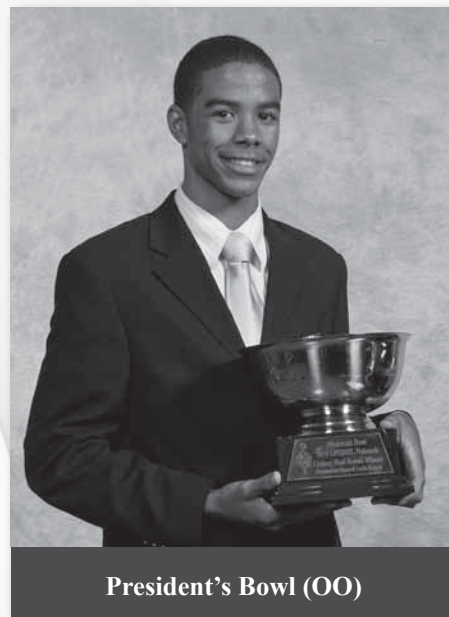
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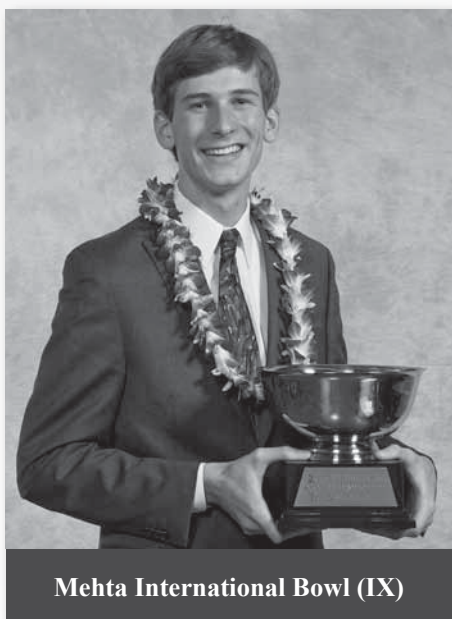
President's Bowl (USX)

Dylan Slinger
Lakeville South High School, MN
Coach: Andrew Charrier



President's Bowl (OO)

Miles Bridges
James Logan High School, CA
*Coaches: Tommie Lindsey, Jr.,
Eric Trabucco, and Randall McCutcheon*



Mehta International Bowl (IX)

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

2010 MEHTA INTERNATIONAL BOWL

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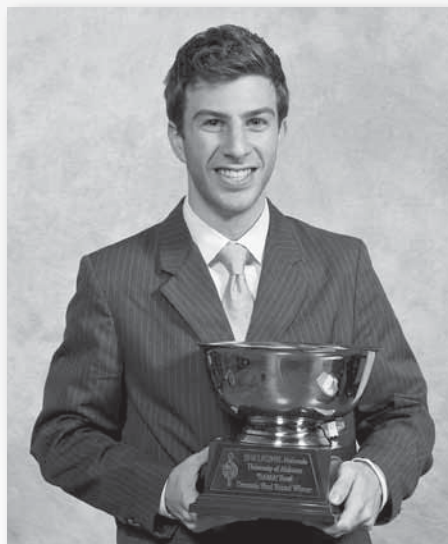
2010 BAMA BOWLS

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Bama Bowl (Humorous)

Lindsey White
Eastview High School, MN
Coach: James Fedje



Bama Bowl (Dramatic)

Michael Dahlgren
Holy Ghost Prep, PA
*Coaches: Tony F. Figliola,
Jess Watkins, and John J. Buettler*



Bama Bowl (Duo)

Austin Groves and Darius Wilson
Blue Springs High School, MO
Coach: Jacquelyn Young

SUPPLEMENTAL RE-REGISTRATION



Tejus Pradeep
Ridge High School, NJ

Supplemental Debate *presented by* Colorado College

1. Tejus Pradeep

Ridge High School, NJ

*Coaches: Laurie Johnson, David A. Yastremski,
Lynne Coyne, and Suzanne Musyinski*

2. Erin Morris

Kickapoo High School, MO

Coach: Teresa Sparkman

(tie) 3. Patrick Wilke

Claremont High School, CA

Coach: David Chamberlain

(tie) 3. Brittany Marie Donnellan

Central High School–Springfield, MO

Coach: Jack Tuckness

(tie) 5. Karl S. Bennicoff-Yundt

Central High School–Springfield, MO

Coach: Jack Tuckness

(tie) 5. Dana L. Leib

Shawnee Mission East High School, KS

Coach: Trey Witt

(tie) 5. Chris Holweger

Neosho High School, MO

Coach: David L. Watkins



Nat Zegree
Portage Northern High School, MI



AJ Taula
Blue Springs High School, MO

Prose
presented by
Western Kentucky University

1. Nat Zegree
Portage Northern High School, MI
Coach: Laurel Scheidt

2. Johari Mackey
Thornwood High School, IL
Coaches: Cheryl Frazier and Lauren Wells

3. John Reynolds
Harlingen High School South, TX
Coach: Lee Ann Ince

4. Zach Eisenstein
Sacred Heart High School, MA
Coach: Daniel Sapir

5. Michael Mazzella
Desert Vista High School, AZ
Coach: Erik Dominguez

6. Robert Jackson
Hastings High School, TX
Coaches: Lillian Ogunbanjo and John Augillard

Poetry
presented by
Western Kentucky University

1. AJ Taula
Blue Springs High School, MO
*Coaches: Sherri Shumaker, Jacquelyn Young,
and Lauren Schuberth*

2. Durrell Jamerson
Ben Davis High School, IN
Coaches: Stacy Endman, Andrew Stuckey, and Fred Douse

3. Taylor Walker
Henry W. Grady High School, GA
Coaches: Mario L. Herrera and Mary (Lisa) E. Willoughby

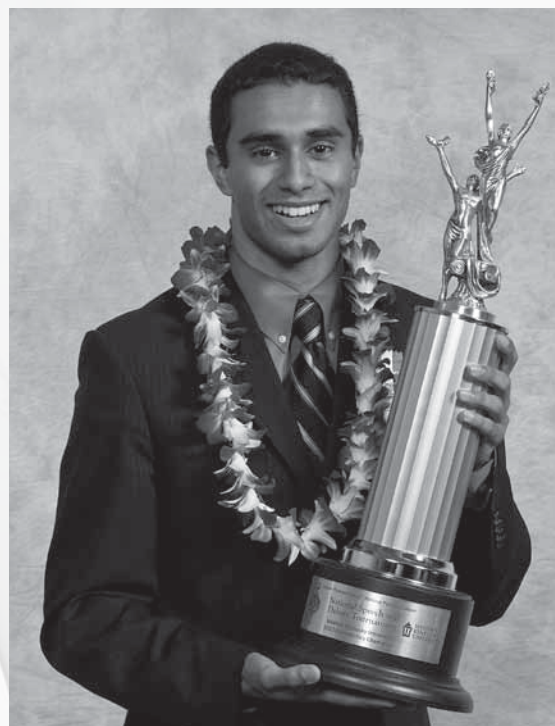
4. Malcolm Minor
Malcolm X Shabazz High School, NJ
Coaches: Felicia A. Bateman and Jessica Wellington

5. Andrea Platt
Michael Krop High School, FL
Coach: Mary A. Schick

6. James Bedell
Pine View School, FL
Coach: Shari Dodd



Karen Zhou
Lakeville North High School, MN



Rohun Pai
Ridge High School, NJ

Expository *presented by* *Western Kentucky University*

1. Karen Zhou
Lakeville North High School, MN
Coaches: Elizabeth Vieira and Jennifer Baese

2. Tim Bourn
Downers Grove North High School, IL
Coaches: Missy Carlson and Bill Fleming

3. Lindsey Elizabeth Olson
New Trier Township High School, IL
Coaches: Joseph Griffith, Linda Oddo, and Monica O'Connor

4. Alexandria Y. Diaz
Garden City High School, KS
Coaches: Russ Tidwell, Jesse Bernal, and Jenny J. Regier

5. Emily Huxman
Maize South High School, KS
Coach: Wesley Rice

6. Alexandra Davila
Fullerton Joint Union High School, CA
Coach: Sal Tinajero

Commentary *presented by* *Western Kentucky University*

1. Rohun Pai
Ridge High School, NJ
Coach: David A. Yastremski

2. Eli Bernstein
Belleville West High School, IL
Coaches: Adam Jenkins and Russ Reidelberger

3. Nathaniel Haas
Reno High School, NV
Coaches: Rebekah Foster and Christy Briggs

4. Louis Li
Monte Vista High School–Danville, CA
Coach: David Matley

5. Davis L. Mattek
Salina High Central, KS
Coach: Nicholas E. Owen

6. Trevor Griffin
Virgin Valley High School, NV
Coach: Michelle Utke



Adam Conner
Loyola-Blakefield High School, MD



Zachary Kantack
Brookings High School, SD

Impromptu
presented by
Western Kentucky University

1. Adam Conner
Loyola-Blakefield High School, MD
Coach: Charles Donovan

2. Nick Simpson Hall
Valencia High School, CA
Coaches: Kim Forbes and Joseph Marcucilli

3. Mitch Murdock
Kingston High School, WA
*Coaches: Tom Wiley, Dr. Deborah MacKinnon,
Spencer Rockwell, Jeanette Roberts, and Scott Murdock*

4. Safeena Mecklai
Mira Loma High School, CA
Coaches: Neil Forester and Brooke Bingaman

5. Nikki Sachdeva
Plano East Senior High School, TX
Coach: Stephen Horn

6. Cat Hilbert
Fishers High School, IN
Coaches: Matthew (Matt) Rund and Windi Hornsby

Storytelling
presented by
Western Kentucky University

1. Zachary Kantack
Brookings High School, SD
Coaches: Sally Pies and Judy Kroll

2. Dana Masters
Independence Truman High School, MO
Coaches: Kim Lenger and Christine Adams

3. Tosh Alexander Hall
Community Charter Early College High School, CA
Coaches: Sarah Rosenberg and Luis Cardenas

4. Jyoti Karki
Roseville Area High School, MN
*Coaches: Bret Hemmerlin, Jessica Fedje,
Ryan Weldon, and Britt Logan*

5. Yusuf Agunbiade
Ben Davis High School, IN
Coaches: Stacy Endman, Andrew Stuckey, and Fred Douse

6. Erica Bridge
Brookfield East High School, WI
Coach: Mary Wacker

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Program and Coaching Resources

The NFL offers a number of resources and partnerships to bring the highest quality services and projects to the classroom.

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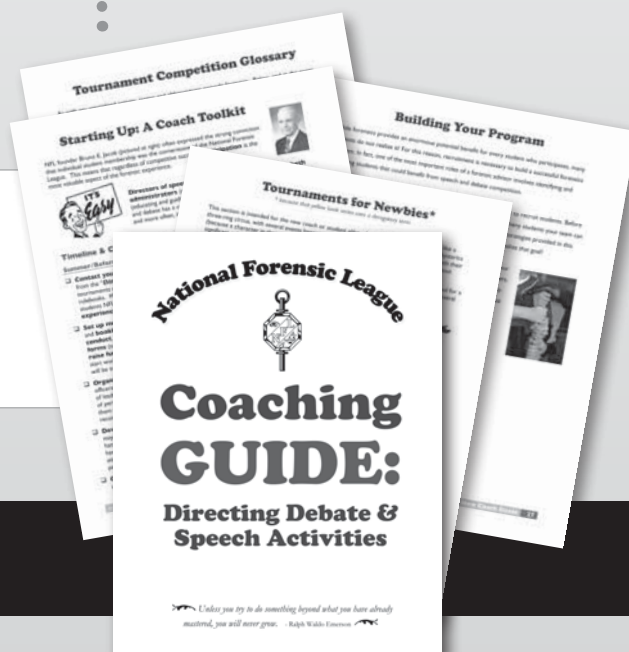


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Unless you try to do something beyond what you have already mastered, you will never grow. ~ Ralph Waldo Emerson



2010 Circle of Champion Coaches

(pictured below, left to right)

- Andrew Frank Monteleone, NY (*Dramatic Interp*)
- Jonathan Voss, IL (*Policy Debate*)
- Sally Pies, SD (*Storytelling*)
- Jennifer Baese, MN (*Expository*)
- David A. Yastremski, NJ (*Commentary and Supplemental Debate*)
- Lynne Coyne (*Supplemental Debate*)
- Kandi King, TX (*Policy Debate Top Speaker*)
- Shannon D. Percy, TX (*Policy Debate Top Speaker*)
- Jay Stubbs, TX (*Congressional Debate – House*)
- Bill Healy, CA (*International Extemp*)
- Michael Bietz, CA (*Lincoln Douglas Debate*)
- Charles Donovan, MD (*Impromptu*)
- Paul Woods, IL (*Original Oratory*)
- Peter Paik, OH (*Public Forum Debate*)
- David Matley, CA (*Congressional Debate – Final Session Presiding Officer – House*)
- Luis M. Dulzaides, FL (*Congressional Debate – Senate*)
- Robert Kelly, IN (*United States Extemp*)
- Jacquelyn Young, MO (*Duo Interpretation*)
- James Fedje, MN (*Humorous Interp*)

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





Senator John C. Stennis Congressional Debate
Outstanding Representative

Rep. Louise Lu
Bellaire High School, TX
Coach: Jay Stubbs



Senator John C. Stennis Congressional Debate
Outstanding Senator

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



Senator John C. Stennis Congressional Debate
Final Session Presiding Officer – House

Rep. Stephen Kui
Monte Vista High School – Danville, CA
Coach: David Matley



Senator John C. Stennis Congressional Debate
Final Session Presiding Officer – Senate

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



Policy Debate Top Speaker Award
presented in memory of Phyllis Flory Barton

Max Birnbaum
Winston Churchill High School, TX
Coaches: Kandi King and Shannon D. Pearcy



Policy Debate
presented by the Bickel & Brewer Foundation

Misael Gonzalez and Kevin Hirn
Whitney Young Magnet High School, IL
Coach: Jonathan Voss



Public Forum Debate
presented by the Arthur N. Rupe Foundation

Michael P. DiMino and Bardia R. Rahmani
University School, OH
Coach: Peter Paik



Lincoln Douglas Debate
presented by Lincoln Financial Group

Benjamin Sprung-Keyser
Harvard-Westlake School, CA
Coach: Michael Bietz



Original Oratory

presented by the Patrick Henry Memorial Foundation Auxiliary

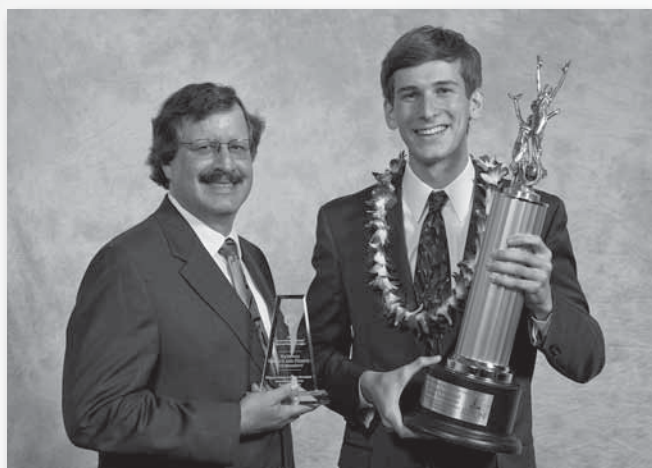
Vinay Nayak
Hinsdale Central High School, IL
Coach: Paul Woods



United States Extemp

presented by Carmendale Fernandes

Tyler D. Fabbri
Chesterton High School, IN
Coach: Robert Kelly



A. C. Eley International Extemp

presented by Ripon College

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





Humorous Interpretation

presented by Western Kentucky University

Lindsey White

Eastview High School, MN

Coach: James Fedje



Dramatic Interpretation

presented by the Lanny D. Naegelin Memorial

Michael Carone

Monsignor Farrell High School, NY

Coach: Andrew Frank Monteleone



Sandra Silvers Memorial Duo Interpretation

presented by Colorado College

Austin Groves and Darius Wilson

Blue Springs High School, MO

Coach: Jacquelyn Young





Supplemental Debate

presented by Colorado College

Tejus Pradeep

Ridge High School, NJ

*Coaches: Laurie Johnson (not pictured),
David A. Yastremski, Lynne Coyne, and
Suzanne Musyinski (not pictured)*



Prose

presented by Western Kentucky University

Nat Zegree

Portage Northern High School, MI

Coach: Laurel Scheidt



Poetry

presented by Western Kentucky University

AJ Taula

Blue Springs High School, MO

*Coaches: Sherri Shumaker (not pictured), Jacquelyn Young,
and Lauren Schuberth (not pictured)*



Expository

presented by Western Kentucky University

Karen Zhou

Lakeville North High School, MN

Coaches: Elizabeth Vieira (not pictured) and Jennifer Baese



Commentary

presented by Western Kentucky University

Rohun Pai

Ridge High School, NJ

Coach: David A. Yastremski



Impromptu

presented by Western Kentucky University

Adam Conner

Loyola-Blakefield High School, MD

Coach: Charles Donovan



Storytelling

presented by Western Kentucky University

Zachary Kantack

Brookings High School, SD

Coach: Sally Pies



2010

SHOW ME EXCELLENCE AWARD



FOUR-TIME QUALIFIERS



Layne Marie Williams	The Montgomery Academy, AL
Oscar Wang	San Marino High School, CA
Jedidiah Duarte	East High School, CO
Benjamin J. Tyler	Belen Jesuit Prep School, FL
Adler Roberts	Blue Valley North High School, KS
Jordan Foster	Boone County High School, KY
James Mohan	Danville High School, KY
Erik Legried	The Blake School, MN
Rachel Markon	Eagan High School, MN
Karen Zhou	Lakeville North High School, MN
Alexis Elliott	Liberty Senior High School, MO
Olivia Tyrrell	Richardton-Taylor High School, ND
Reese Mishler	Owasso High School, OK
Rebecca Patch	North Valley High School, OR
Grant M. DeArmitt	Bellwood-Antis High School, PA
Michael Dahlgren	Holy Ghost Prep, PA
Edward Gray	Norwin High School, PA
Ryan Ortizo	Mount Carmel School, Saipan
Carl Fitz	A & M Consolidated, TX
Kara Tapangan	Harlingen High School South, TX
Rebecca Thomas	Klein High School, TX
Sesenu Woldemariam	Lamar High School, TX
Brooke Addison	Seminole High School, TX
Gabriela Barahona	Spring High School, TX
Nikki Luke	Blacksburg High School, VA
Mark Lindsey	Appleton East High School, WI
Brendan Caldwell	James Madison Memorial High School, WI
Lingran Kong	James Madison Memorial High School, WI



2010 BRUNO E. JACOB / PI KAPPA DELTA TROPHY

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

Endowed by Bruno E. Jacob's collegiate speech society, the Bruno E. Jacob / Pi Kappa Delta Trophy is presented to the school that has accumulated the greatest number of main event rounds at the national tournament. **Neosho High School (MO)** earned this year's award with a championship total of 1,438 rounds.

Students: Jeromy Alexander, Dillon Ezell, Matt Garrity, Lauren Gordon, Chris Holweger, Aaron Kocurek, Bo Mahr, Aleksandra McMahan, Elizabeth Miller, Samuel Parks, Ethan Samuel, Molly Shumaker, and Brad Stout

Coaches: Linda Nielsen and David L. Watkins



**2010 Bruno E. Jacob Commendation and
2010 Albert S. Odom, Jr., Commendation**

David L. Watkins (above, right) of Neosho High School in Missouri accepts both the Bruno E. Jacob and Albert S. Odom, Jr., Commendations from President Billy Tate.

Top Five

Total Rounds

Neosho High School, MO	1,438
Lincoln East High School, NE	1,424
Parkview High School, MO	1,376
Holy Ghost Prep, PA	1,370
Plano Senior High School, TX	1,346



Harold C. Keller
Iowa

Glenda Ferguson
Texas

Ted W. Belch
Illinois

2010 Longevity Awards

Iconic speech and debate coaches Harold C. Keller, Glenda Ferguson, and Ted W. Belch were recognized at the 2010 NFL national tournament for their decades-long commitment to forensic education. The trio, each of whom is a member of the NFL Hall of Fame and a former member of the NFL board of directors, represents exemplary commitment to students over a lifetime.

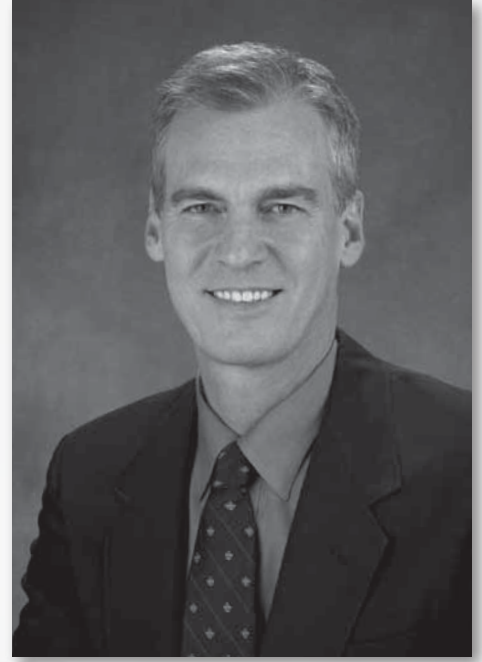
Harold C. Keller has been honored with the Harold Keller Public Service Leadership Award established by the United States Congress, as well as the Capitol Dome Award presented by the John C. Stennis Center for Public Service. He has been recognized as a five-diamond coach, designated as an Outstanding Teacher in Iowa, awarded with the Davenport Jaycees Walter Beuse Award for outstanding contribution to the Youth of the Community, and earned the NFL Distinguished Service Award.

Glenda Ferguson was elected to the NFL Board of Directors in 1993 and served 16 years in this capacity. During her tenure on the board, she was a chief advocate for coach education and programs to ensure coach retention. In addition, she served periodically as district chair in the North Texas Longhorns and West Oklahoma districts. Mrs. Ferguson has coached many students to elimination rounds at the NFL national tournament including a 3rd place Policy Debate team and a top speaker. She is a three-diamond coach.

Ted W. Belch compiled the most successful string of national high school debate championships in history during his 25-year career at Glenbrook North High School in Chicago. During this time he championed for Duo Interp, Storytelling, and Public Forum Debate; wrote and implemented rule changes for Policy, Lincoln Douglas, and Interpretation; and clarified online research. "Retiring" to Las Vegas, Nevada, he served as one of the hosts of the 2008 Desert Lights National Tournament. He is a five-diamond coach.



Governor Mark Parkinson (above, left) receives the Harold C. Keller Public Service Leadership Award from Harold C. Keller (center) and the honorable Rex G. Buffington, II (right).



Governor Mark Parkinson
Kansas

2010 Harold C. Keller Public Service Leadership Award

At the 2010 “Jazzin’ it up in KC” NFL National Tournament, Kansas Governor Mark Parkinson earned recognition as the recipient of the Harold C. Keller Public Service Leadership Award. This honor, named for NFL Hall of Fame Coach Harold C. Keller, recognizes former Congressional Debate participants who have made significant contributions to their community, state, or nation through public service leadership.

Governor Mark Parkinson participated in the 1975 NFL National House of Representatives in Indianapolis, Indiana, elected as presiding officer for his chamber. He graduated from Wichita Heights High School with 633 NFL points, reaching a degree of Special Distinction. He graduated summa cum laude from Wichita State University and was first in his class from the University of Kansas School of Law.

After serving several terms in the Kansas state Senate and House of Representatives, Mark Parkinson became the forty-fifth governor of Kansas on April 28, 2009. His record, both as a legislator and executive, is best captured by the *Topeka Capital Journal*, which named him the 2009 “Kansan of the Year,” citing his bipartisan support and ability to move the state forward, despite challenging economic times.

Governor Parkinson’s lifelong commitment to leadership and service provides an excellent example of the NFL Code of Honor in action. For this reason, the NFL is proud to recognize Mark Parkinson as the 2010 Harold C. Keller Public Service Leadership Award honoree.

Honors and Awards



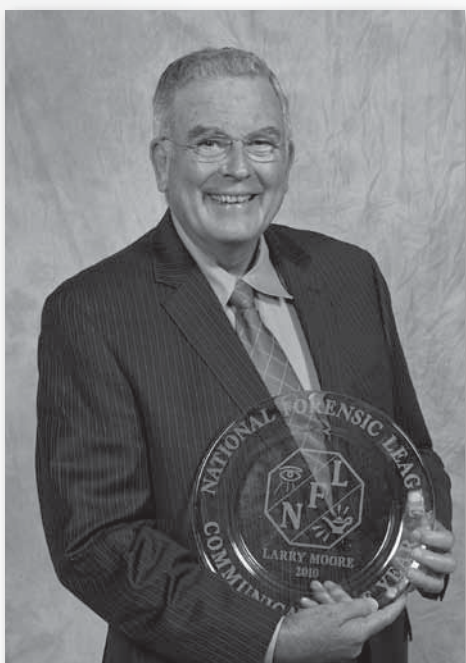
**Alumni Lifetime
Achievement Award**

Nadine Strossen
New York



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

Judy Woodring
Kentucky



**National Forensic League
Communicator of the Year**

Larry Moore
Missouri



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

Kandi King
Texas



**James M. Copeland Award
Coach of the Year**

Kim Jones
California



**Ted W. Belch
Coach Award**

Jonathan Voss
Illinois



**Pelham
Commendation**

Eric DiMichele
New York



**Sixtieth NFL National Tournament
(Wooster High School)**

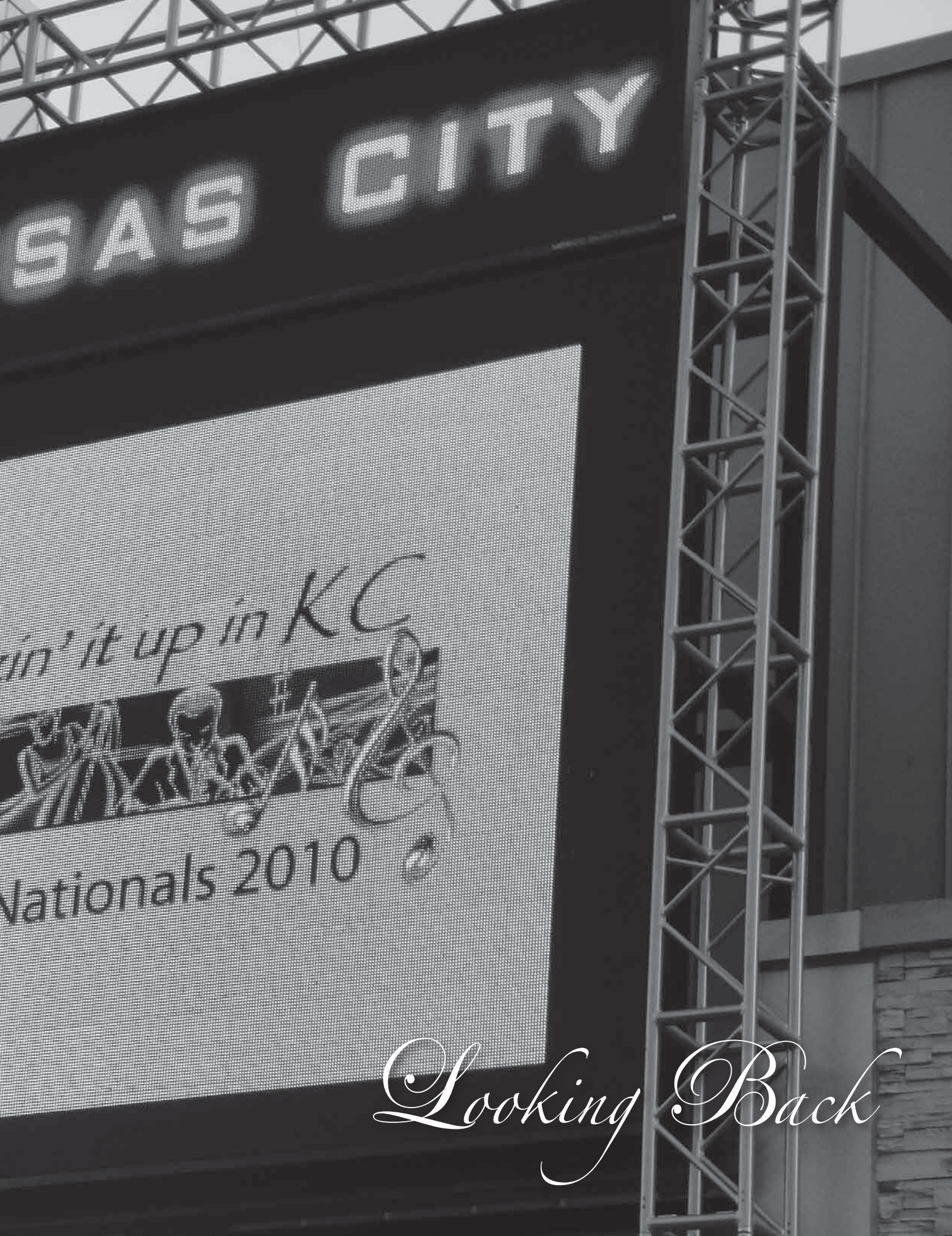
Ned W. Lauver
Ohio

KAN

Jazzin' it up in KC
5.1.10
NFL Nationals 2010

Jazz
5.1.10
NFL M

Jazzin' it up in KC
5.1.10
NFL Nationals 2010



SAS CITY

in' it up in KC

Nationals 2010

Looking Back



Registration Day





KANSAS CITY, MO

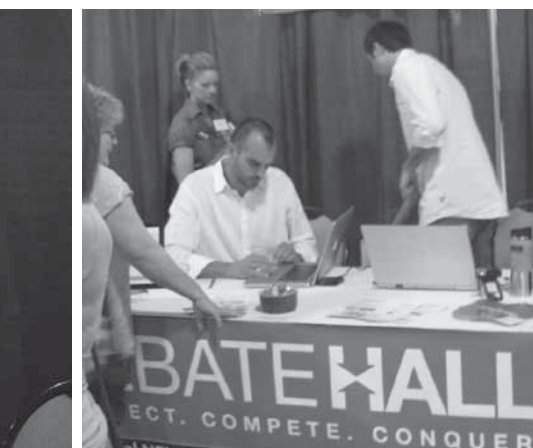


VENDORS



2010 Vending Expo





Thank You

- The Ayn Rand Institute
- Apollo Debate
- Bickel & Brewer Foundation
- CDE
- Dallas Nationals 2011
- Db8 Zone
- DebateHall.com
- Doane College
- Finalist Files, LLC
- Florida Forensic Institute
- The Forensics Files
- George Mason University
- Gustavus Adolphus College
- Interp Store
- Kansas Wesleyan
- Kansas City Local Hosts
- National Debate Coaches Association
- NFHS
- Ohio University
- Ozark Candy Company
- Park University
- The Perfect Performance
- PF Researcher
- Planet Debate
- Ripon College
- SNFI
- SpeechGeek / DebateChamps
- SpeechWire Tournament Services
- Summit Debate
- Team USA
- Truman State University
- University of Alabama
- UPS
- Victory Briefs
- Washburn University School of Law
- Western Kentucky University



Vendors were invited to take part in the NFL's annual vending expo at the KCI Expo Center in Kansas City, MO. Held in conjunction with the national tournament registration and the inaugural service project, the vending expo offered students, parents, and coaches the opportunity to browse products and services within the greater forensic community.



Cat Horner-Bennett, New Mexico



Rosella Blunk, South Dakota



Pauline Carochi, Colorado



Dale DeLetis, Massachusetts



Cathy Wood, Kansas



Inductees

Hall of Fame **2010**

Cat Horner-Bennett, New Mexico ❖

Rosella Blunk, South Dakota ❖

Pauline Carochi, Colorado ❖

Dale DeLetis, Massachusetts ❖

Cathy Wood, Kansas ❖





The 2010 Hall of Fame inductees were honored during an evening banquet held at Piropos Grille in Parkville, MO. Guests enjoyed a delectable buffet, live music, and good fellowship.



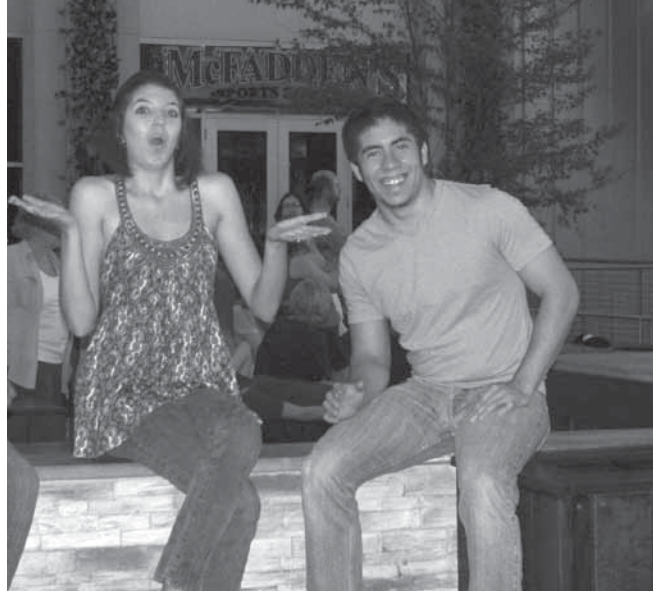


2010



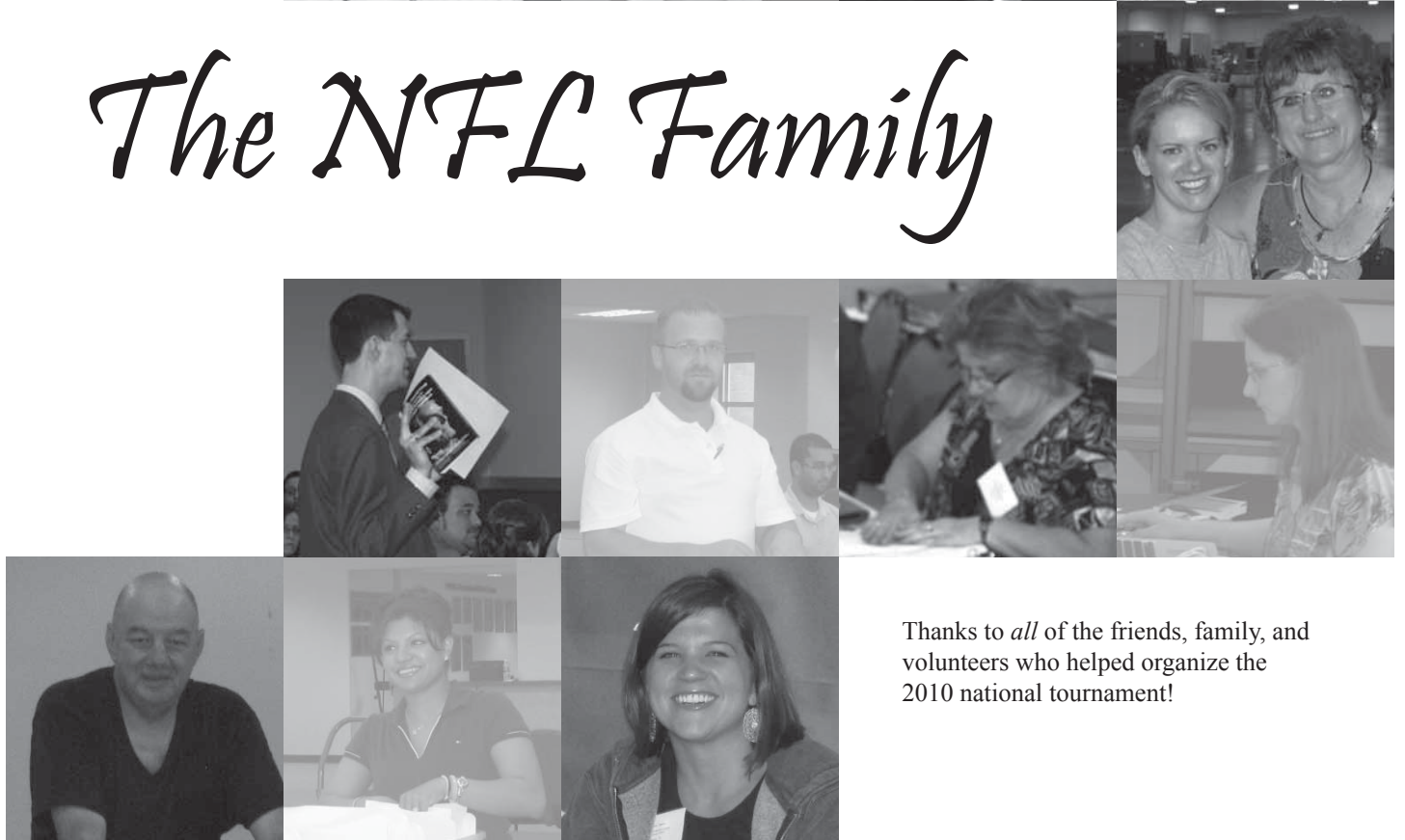
Host Party





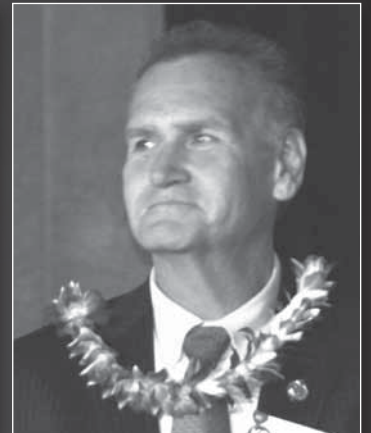


The NFL Family



Thanks to *all* of the friends, family, and volunteers who helped organize the 2010 national tournament!

BOARD OF DIRECTORS *in Action!*

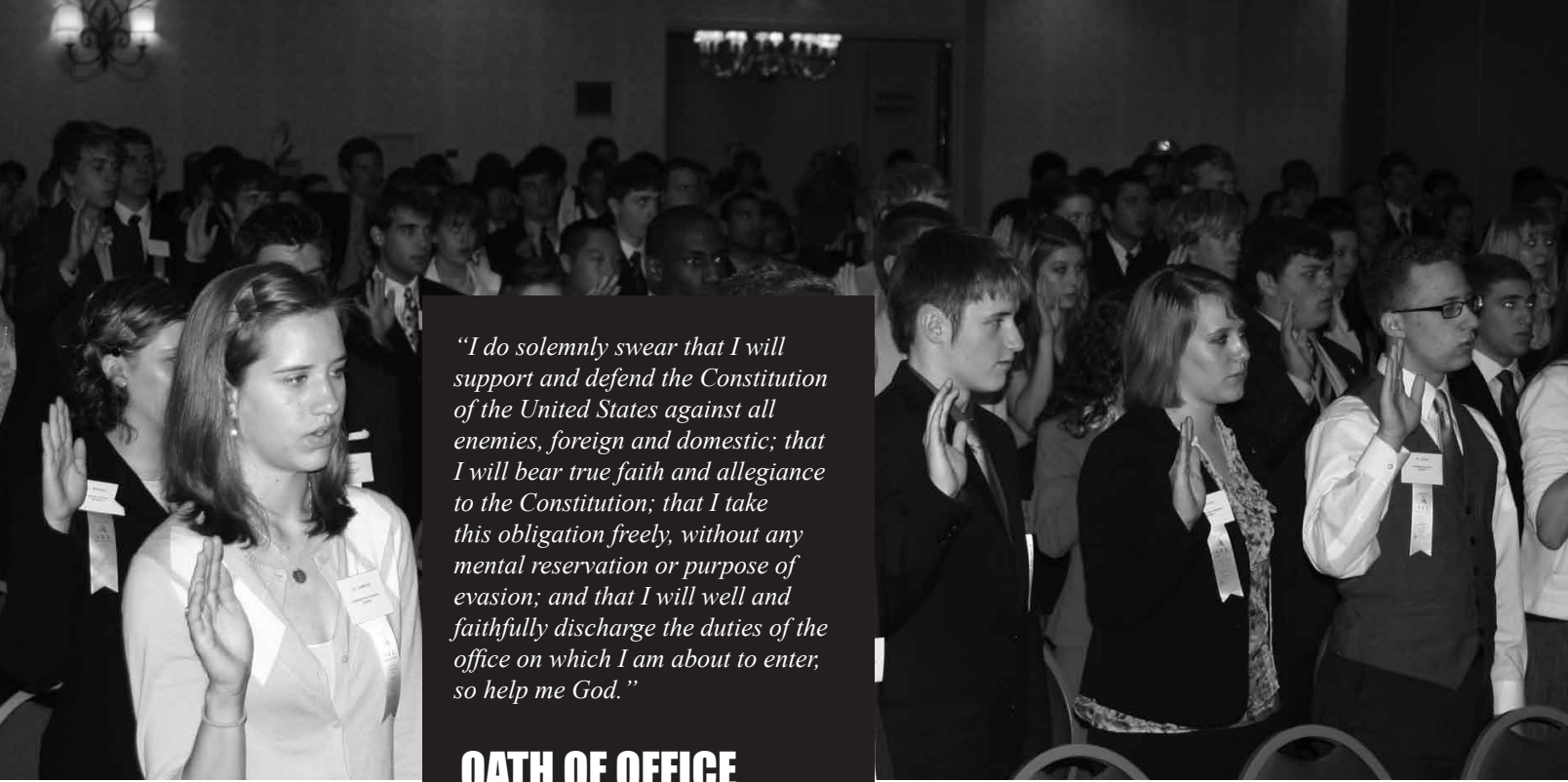


Jazzin' it up in KC

NFL Nationals 2010

❁❁❁❁❁
*Thank
you for
everything
you do
for the
league!*





"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."

OATH OF OFFICE



Congressional Debate



Senate



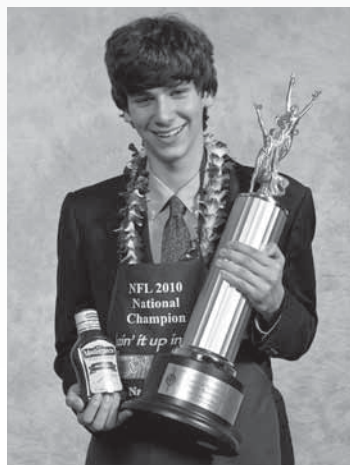
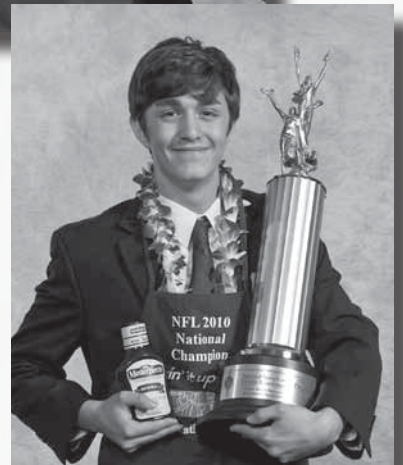
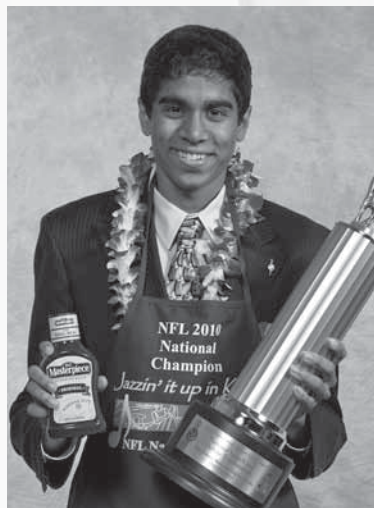
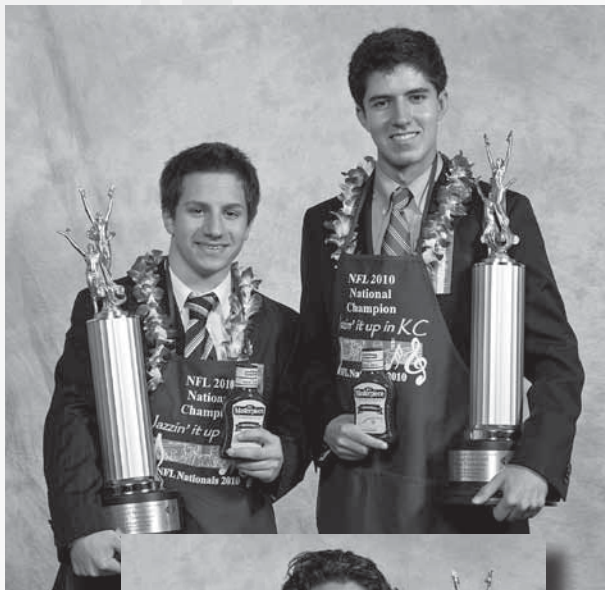
*Final
Session*

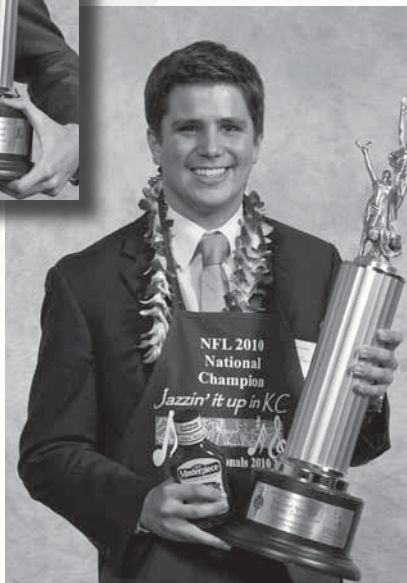
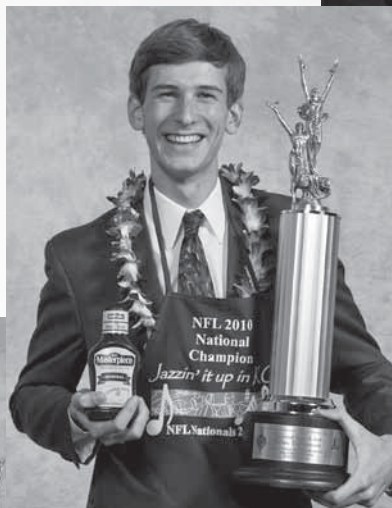
House



Congratulations

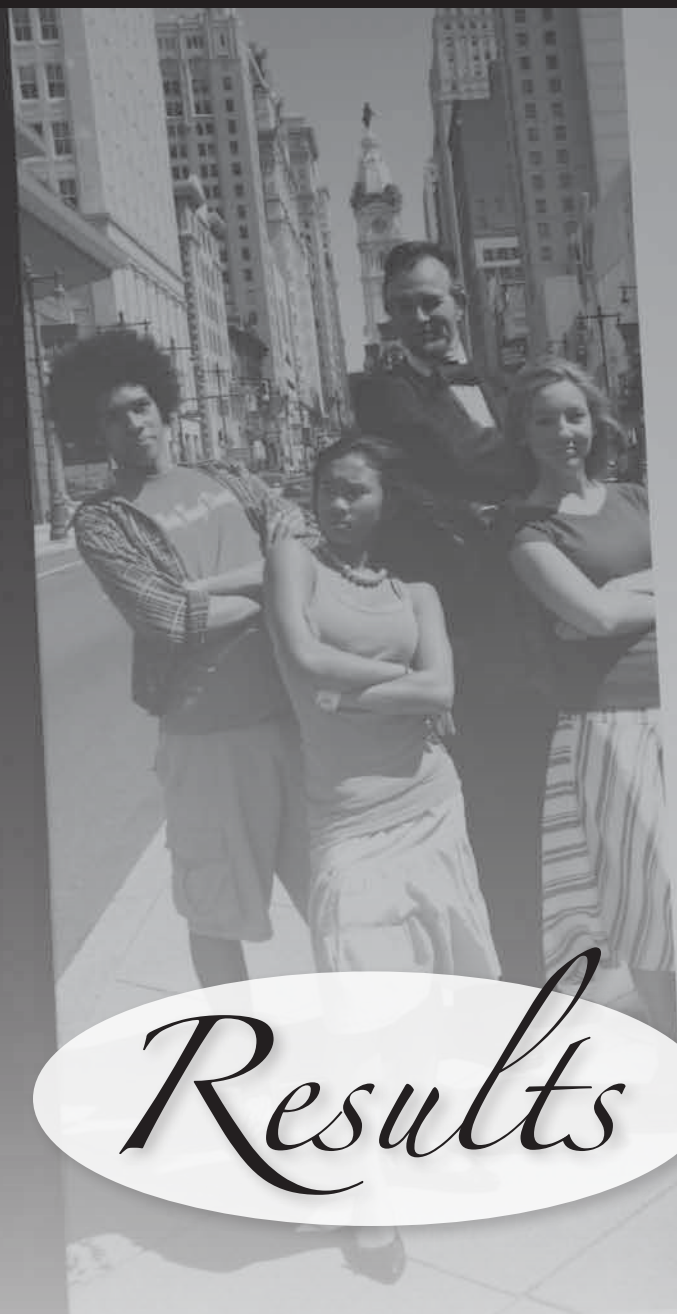
Is there
anything
sweeter
than the
taste of
victory?





In addition to the NFL's coveted trophies, each national champion was given a custom-printed apron and bottle of KC Masterpiece® barbeque sauce during the 2010 "Jazzin' it up in KC" awards assembly.

For complete results online, visit
www.nflonline.org/Main/CompleteTournamentResults2010



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Results

2005 National Forensic League/Lincoln Financial Group® National
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LEAGUE
Training youth for leadership

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2010 School of Excellence Awards

SPEECH	School	Accepting Coaches
California	Bellarmino College Prep	Kim C. Jones
California	Gabrielino High School	Derek Yuill
California	James Logan High School	Tommie Lindsey, Jr.
Florida	Nova High School	Lisa Miller
Indiana	Plymouth High School	Charlotte Tyree and David McKenzie
Minnesota	Eagan High School	Joni Anker
Minnesota	Lakeville North High School	Jennifer Baese
Minnesota	Roseville Area High School	Bret Hemmerlin
Ohio	Cardinal Mooney High School	April Sauline
Pennsylvania	Holy Ghost Prep	Tony Figliola
South Dakota	Sioux Falls Lincoln High School	Bryan Hagg and Tony Martinet

DEBATE	School	Accepting Coaches
Arizona	Brophy College Prep	Elizabeth Clarke
Arizona	Desert Vista High School	Erik Dominguez
California	Damien High School	Chuck Ballingall
California	Leland High School	Aaron Blumenthal
California	Monte Vista High School	David Matley
Colorado	Cherry Creek High School	Martha Benham
Colorado	George Washington High School	Maryrose Kohan
Florida	Ft. Lauderdale High School	James Wakefield
Maryland	Walt Whitman High School	Anjan Choudhury
Minnesota	Eagan High School	Christopher McDonald
Missouri	Ladue Horton Watkins High School	Megan McCorkle
Missouri	Park Hill South High School	Jennifer Holden
Missouri	Parkview High School	Nancy Wedgeworth
Ohio	University School	Peter Paik
New Jersey	Delbarton High School	Bro. Kevin Tidd, OSB
Texas	Bellaire High School	Jay Stubbs
Texas	Winston Churchill High School	Dylan Percy

ALL EVENTS	School	Accepting Coaches
Minnesota	Eagan High School	Joni Anker and Christopher McDonald

FORMULA FOR SCHOOL OF EXCELLENCE AWARDS:

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

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

8 points for Congress semis; 10 for Final Session; 13 for placing 1st through 6th

POINT TOTALS NECESSARY TO WIN SCHOOL OF EXCELLENCE AWARDS:

Debate: **40** rounds (includes LD, Public Forum, Policy, and Congress)

Speech: **50** rounds (DI, HI, Duo, OO, USX, IX)

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

WHO BROKE AND WHY

Humorous Interp: At the end of round 6, 60 contestants advanced to rounds 7-8 with a cume of 36. Eight 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 35. Six contestants were tied for 57th place. Four of those contestants advanced; to advance those contestants needed: two 1st places and three 2nd places.

Duo Interp: At the end of round 6, 60 contestants advanced to rounds 7-8 with a cume of 34. Five contestants were tied for 60th place; three of those contestants advanced; to advance, those contestants needed at least two 1st places.

Original Oratory: At the end of round 6, 60 contestants advanced to rounds 7-8 with a cume of 36. Nine contestants were tied for 57th place. Four of those contestants advanced; to advance, those contestants needed: four scores of 1, one score of 2, and two scores of 3.

United States Extemp: At the end of round 6, 60 contestants advanced to rounds 7-8 with a cume of 28. Five contestants were tied for 59th place. Two 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 28, clean break.

Congressional Debate: Cumulative rank totals determined advancement and placing at each level. After 4 preliminary sessions, the top 8 senators and top 6 representatives advanced to semifinals from each chamber. After semifinals, the top 6 students from each chamber advanced to finals.

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

Public Forum Debate: At the end of round 6, 77 teams advanced to rounds 7-8 with 8 winning ballots or more.

Lincoln Douglas Debate: At the end of round 6, 76 contestants advanced to rounds 7-8 with 8 winning ballots or more.

RESULTS AND POINTS

PRELIMINARY ROUNDS

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

Extemp / OO: Two judge total of... 2 or 3 = 10 points
4 or 5 = 9 points
6 or 7 = 8 points
8 or 9 = 7 points
10+ = 6 points

DI / HI / DUO: Two judge total of... 2 or 3 = 9 points
4 or 5 = 8 points
6 or 7 = 7 points
8 or 9 = 6 points
10+ = 5 points

ELIM ROUNDS

CX and LD Debate: Win = 10 points • Loss = 7 points

	1 st	2 nd	3 rd	4 th	5 th / 6 th / 7 th
Extemp / OO:	10 points	9 points	8 points	7 points	6 points
Interpretation:	9 points	8 points	7 points	6 points	5 points
Supplemental:	6 points	5 points	4 points	3 points	2 points

BONUS POINTS

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

Congressional Debate: Points were based on an average of 3-9 points awarded for each speech or complete hour of presiding, independent of ranking. Points did **not** determine advancement; they are simply a record of participation for recording purposes.



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2010

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- Congressional Debate – Senate (2)
- International Extemp
- Lincoln Douglas Debate
- Original Oratory
- Policy Debate
- Public Forum Debate
- United States Extemp

Supplemental / Consolation Events

- Expository, Commentary, Supplemental Debate
- Impromptu

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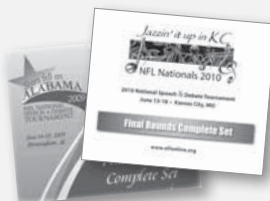
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andrea.neitzel@nationalforensicleague.org

www.nflonline.org

Unsung heroes...

(left to right)
Andrew Underwood,
Logan Cascia, and Billy
Neuson worked behind the
scenes, under the direction of
Mark Ferguson (Glenbrook
High School South, IL), to
produce the still images and
video montages for the final
round stage and national
awards assembly.

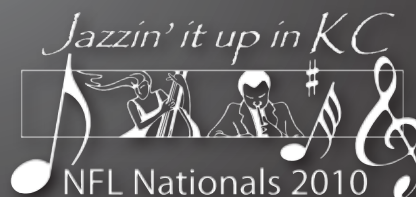


Best District Ad



*Congratulations to our
winner from the 2010 national
tournament program book!*

West Kansas
Chair: Nicholas Owen



*For more information about the 2011 national tournament program book, contact
Sandy Krueger at 920.748.6206 or sandy.krueger@nationalforensicleague.org*

2010 Senator John C. Stennis National Congressional Debate Results

SEPTEMBER 2010 ■ ROSTRUM 89

CONGRESSIONAL DEBATE

2010 Senator John C. Stennis National Congressional Debate Results

Student Name		School Name (sorted by)		State	District	Chambers		Speech Points			Mundt Points		Presiding Officer			Aggregate Ranks			Final Honors
						Prelim	Semi	Final	Prelims	Semis	Finals	Total	Prelims	Semis	Finals	Prelims	Semis	Finals	
Justin Rogers		Buffalo HS		WY	Hole in the Wall	H6			39	0	0	39	PO			73			
Brian Schueler		Buffalo HS		WY	Hole in the Wall	S3			53	0	0	53				73			
Evan Hahnelzel		Bullter HS		KS	West Kansas	H6	H2		41	24	0	65	PO			54	57		
Amber Mawhinney		Bullard HS		CA	Sierra	H6			17	0	0	17				81			
Brandon Battham		Burbank HS		CA	West Los Angeles	H5			49	0	0	49				64			
Dannion Talcott		Campbell County HS		WY	Hole in the Wall	S1			37	0	0	37	PO			76			
Devyn P. Goutrey		Canpus HS		KS	Sunflower	H10			46	0	0	46				67			
Aly Saleh		Canfield HS		OH	Northern Ohio	H10			33	0	0	33				81			
Charles Pierce		Canon City HS		CO	Colorado Grande	H4			40	0	0	40				73			
Paul Seila		Carroll HS - Southlake HS		TX	Heart of Texas	S2	S4	S	56	37	21	114	PO			45	24	81	
Arvind Vankataraman		Carroll HS - Southlake HS		TX	Heart of Texas	S3	S2		58	28	0	86	PO			51	60		
Brennan Mancil		Carrollton HS		GA	Georgia Southern Peach	H3			16	0	0	16				81			
Haley Suwayers		Carthage HS		MO	Carver Truman	H10			46	0	0	46				78			
Alisha Jarwala		Cary Academy		NC	Tarheel East	H1	H4		59	23	0	82				58	63		
Courtney Shipp		Centennial HS		CA	Sierra	H4	H3		50	24	0	74				53	63		
Kelsey White		Centennial HS		CA	Sierra	H5			33	0	0	33				78			
Brian Austin		Centennial HS		CA	Sierra	S7			38	0	0	38				72			
Parker Mills		Central Catholic HS		CA	Big Valley	S4			37	0	0	37				81			
Gody Bean		Central HS - San Angelo		TX	Tall Cotton	H3	H4	H	34	0	0	34				81			
Ben Shantz		Central HS - Springfield		MO	Ozark	H3	H4		56	37	22	115	PO			50	44	74	
Karl S Bennicoff-Yundt		Central HS - Springfield		MO	Ozark	H9			37	0	0	37				69			
Lauren Lea Bamas		Central HS - Springfield		MO	Ozark	S5			39	0	0	39				75			
David Matusiak		Chaminade HS		NY	New York City	H10			42	0	0	42				79			
Kevin Yang		Champlin Park HS		MN	Northern Lights	S1			25	0	0	25				75			
Andrew M. Carrera		Chaparral HS		CO	Colorado	S1			37	0	0	37				72			
Alyson Stewart		Chaparral HS		CO	Colorado	H6			29	0	0	29				81			
Nick Banelli		Cherokee Trail HS		CO	Colorado	H7			41	0	0	41				72			
Margo Berends		Chesteron HS		CO	Colorado	S2			39	0	0	39				70			
Luke S. Morgan		Chesteron HS		IN	North East Indiana	H6	H4	H	59	38	24	121				40	34	61	
Michael Leopold		Chesteron HS		IN	North East Indiana	H7			28	0	0	28				81			
Adam F. Potrzebowski		Chesteron HS		IN	North East Indiana	S3	S4	S	55	36	23	114				28	31	51	4th
Andrew Nam		Claremont HS		CA	Southern California	S3			30	0	0	30				81			
Sydney E. Scott		Claudia Taylor Johnson HS		TX	Central Texas	S8	S2		57	29	0	86	PO			69	58		
Bret Virgin-Downey		Clayton HS		MO	Eastern Missouri	H10			33	0	0	33				75			
William Schedl		Clayton HS		MO	Eastern Missouri	S5			35	0	0	35				78			
Alden Swallow		Clearfield HS		UT	Utah Wasatch	H5			26	0	0	26				81			
Joshua Chaplain		Clovis East HS		CA	Sierra	S8			20	0	0	20				81			
Taylor Richson		Columbia City HS		IN	North East Indiana	S7			60	0	0	60				72			
Dylan Harrell		Cometaux HS		LA	Louisiana	H2			34	0	0	34				76			
Quentin Marquez		Crichton Preparatory School		NE	Nebuska South	H7			37	0	0	37				80			
Joseph Jadowski		Crichton Preparatory School		NE	Nebuska South	S4	S3		55	18	0	73				63	58		
Jonathan Beto		Derby East HS		CO	Rocky Mountain South	H1			46	0	0	46				77			
Elliot Mamet		Derby HS		KS	South Kansas	S6	S2		51	27	0	78				35	51		
Aaron Mikolajcik		Desert Vista HS		AZ	Arizona	S3			44	0	0	44				80			
Brendan Porter		Douglas HS		NV	Sagebrush	H10	H4		35	36	0	71				49	44		
Kevin Kendrick		Douglas HS		NV	Sagebrush	H5			7	0	0	7				81			
Roy Dornbrook		Douglas HS		NV	Sagebrush	H6			38	0	0	38				81			
Evan Kleiner		Douglas HS		NV	Sagebrush	S1			46	0	0	46				81			
Hannah Beck		Douglas MacArthur HS		TX	Central Texas	H5	H4		63	24	0	87	PO			51	50		
Anna Marzel		Duluth East HS		MN	Northern Lights	H6			46	0	0	46				63			
Samuel Seering		Duluth East HS		MN	Northern Lights	S6			42	0	0	42				81			
Ethan Grant		Durham Academy		NC	Tarheel East	H10	H1		54	25	0	79				52	58		
Indira Puri		Durham Academy		NC	Tarheel East	S2	S3		47	27	0	74				56	61		
Eliza McIntosh		East HS		UT	Great Salt Lake	H9			38	0	0	38				77			
Joelynn White		East HS		UT	Great Salt Lake	S4			22	0	0	22				81			
Tim Bedeaux		East Mountain HS		NM	New Mexico	H4			35	0	0	35	PO			81			
John Holt		Eastside Catholic HS		WA	Western Washington	H2			31	0	0	31				79			
Lisa Ramroop		Eastview HS		MN	Central Minnesota	S4			38	0	0	38				79			
Penny V. Snyder		Edmond North HS		OK	West Oklahoma	H1			29	0	0	29				76			
Anusuecia L. Langhorn		Edmond North HS		OK	West Oklahoma	H2			30	0	0	30				71			
Tess Bolkin		Edmond North HS		OK	West Oklahoma	S2			34	0	0	34				74			
Carlin Vance		Edmond North HS		OK	West Oklahoma	S3			24	0	0	24				73			
Adi Soto		El Paso Coronado HS		TX	West Texas	H1			44	0	0	44				67			
Dillon J. Peck		Emerald Ridge HS		WA	Western Washington	H1			31	0	0	31				78			
John James		Evanson HS		WY	Wind River	H9			44	0	0	44				66			
Stefan Norgaard		Fairview HS		CO	Colorado	H8			54	0	0	54				71			

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				Prelim	Semi	Final	Prelims	Semis	Finals		Total	Prelims	Semis	Finals	Prelims	Semis	
Jon Lipp	Fargo Stanley HS	ND	N. Dakota Roughriders	H2			41	0	0	41				72			
Jennifer Vetter	Fargo Stanley HS	ND	N. Dakota Roughriders	S6			31	0	0	31				77			
Catherine Cho	Fargo South HS	ND	N. Dakota Roughriders	H1			0	0	0	0				81			
Yusef Shelby	Fayette County HS	GA	Georgia Southern Peach	S7			17	0	0	17				81			
Evan Galbraith Will	Federal Way HS	WA	Western Washington	S8			0	0	0	0				81			
Patrick James McQuade	Ferwick HS	IL	Northern Illinois	H1	H3		71	35	0	106				30	47		
Josh Pomey	Fernley HS	NV	Sagebrush	S2			10	0	0	10				80			
Boya Abudu	Field Kindley Memorial HS	KS	South Kansas	H2			32	0	0	32				81			
Trifany Lin	Field Kindley Memorial HS	KS	South Kansas	H3			39	0	0	39				65			
Tyler Lee Childress	Field Kindley Memorial HS	KS	South Kansas	S4			40	0	0	40				78			
Cat Hilbert	Fishers HS	IN	Hoosier Heartland	H8			40	0	0	40			PO	64			
Matthew R. Hinojosa	Flower Mound HS	TX	North Texas Longhorn	H1	H1		66	27	0	93				39	44		
Kevin P. Alcantar	Flower Mound HS	TX	North Texas Longhorn	H8			41	0	0	41			PO	60			
Matthew Zuckerman	Fordham Preparatory School	NY	New York City	H8	H3		64	32	0	96				58	57		
Nick D'Angelo	Fordham Preparatory School	NY	New York City	S2	S1		50	37	0	87				54	48		
Aleksey Zebrowski	Franklin HS	TX	West Texas	H10			29	0	0	29				81			
Bri Castellini	Fruta Monument HS	CO	Colorado Grande	H2			51	0	0	51				59			
Daniel Tuchler	Fullerton Joint Union HS	CA	West Los Angeles	S5	S2		47	22	0	69				58	59		
Alosno Pena	Garden City HS	KS	West Kansas	S7			27	0	0	27				81			
Emma Thompson	George Washington HS	CO	Rocky Mountain South	H9			46	0	0	46				79			
Ryan Boyd	George Washington HS	CO	Rocky Mountain South	S3			34	0	0	34				77			
Alexi Antueuz	Gilmour Academy	OH	North Coast Ohio	H5	H4	H	59	42	20	121			PO	41	39	73	
Mary Stupstead	Glacier HS	MT	Montana	S3	S3		44	25	0	69				68	63		
Katherine Robinson	Glacier Peak HS	WA	Puget Sound	S7	S4		54	21	0	75				60	49		
Kevin Douglass	GlenOak HS	OH	Eastern Ohio	H4			19	0	0	19				81			
Neal E. Somerman	Goddard HS	KS	Sunflower	H2	H1		55	24	0	79			PO	58	56		
Nolan Bay	Graham HS	TX	LBJ	H1			41	0	0	41				81			
John Brown	Graham HS	TX	LBJ	H2			47	0	0	47				71			
Zach Berru	Graham HS	TX	LBJ	H10			33	0	0	33				81			
Ishan Gupta	Granite Bay HS	CA	Capitol Valley	H10			32	0	0	32				70			
Dominic DeMarco	Granite Bay HS	CA	Capitol Valley	S3			42	0	0	42				76			
Ryan Eldridge	Grant County HS	KY	Kentucky	S6			44	0	0	44				81			
Darius Roothani	Green Valley HS	NV	Golden Desert	H2			47	0	0	47				70			
Jordan Orris	Green Valley HS	NV	Golden Desert	H3			8	0	0	8				81			
Jordy Barry	Green Valley HS	NV	Golden Desert	S8			43	0	0	43				73			
Annie Elizabeth Connor	Greenwood Laboratory School	MO	Ozark	H6			52	0	0	52				71			
Carl Barr	Hartford HS	VT	Iroquois	S4			33	0	0	33				81			
Jennifer Tran	Hastings HS	TX	Space City	S2			25	0	0	25				76			
Grant Krag	Hattiesburg HS	MS	Mississippi	H3	H2		60	19	0	79			PO	58	61		
Michael Gengler	Helena HS	MT	Montana	S4			31	0	0	31				72			
Alexander Brown	Hempfield Area HS	PA	Pennsylvania	S3			31	0	0	31				81			
Ashley Garza	Hereford HS	TX	Tall Cotton	S1			18	0	0	18				81			
Heather Gotlob	Hillcrest HS	ID	Idaho Mountain River	H6			51	0	0	51				73			
Scott Taylor	Hillcrest HS	ID	Idaho Mountain River	H7			8	0	0	8				81			
Brittany Bair	Hillcrest HS	ID	Idaho Mountain River	S7	S2		48	9	0	57				62	63		
Brian Shue	Holy Ghost Prep	PA	Valley Forge	H7			56	0	0	56				61			
Brady Nails	Hopewell HS	NC	Carolina West	S6	S4	S	64	29	18	111			PO	44	20	80	
Megan Grafsgard	Huron HS	SD	Northern South Dakota	H3			28	0	0	28				76			
Javier Alonso	Immaculata - La Salle HS	FL	South Florida	S3			39	0	0	39				81			
Daniel Plot	Independence Truman HS	MO	Heart of America	H6	H3		50	30	0	80				43	49		
Shawn Dorman	Indianola HS	IA	East Iowa	H2			44	0	0	44				71			
Jordan Lukehart	Indianola HS	IA	East Iowa	H3			27	0	0	27				81			
James Aloys-Smith	Iona Preparatory	NY	New York State	H3			44	0	0	44				76			
Vincent Sauseng	Iona Preparatory	NY	New York State	S1			34	0	0	34				74			
Oliver O'Connor	Jackson Hole HS	WY	Wind River	H8			55	0	0	55				69			
Sandor Langer	Jackson Hole HS	WY	Wind River	S2			32	0	0	32				77			
Okar Mudhar	James Enochs HS	CA	Big Valley	S5			37	0	0	37				67			
Michelle Yang	James Madison Memorial HS	WI	Southern Wisconsin	S7			48	0	0	48				73			
Colbert Ye	Jasper HS	TX	North Texas Longhorn	S6	S3	S	47	36	14	97				60	37	81	
Alyssa Rumsey	John Handley HS	VA	Virginia	S7			42	0	0	42				73			
Sarah Proskio	John Hersey HS	IL	Northern Illinois	S5	S3		58	28	0	86				57	57		
Courtney Bowling	Joplin HS	MO	Carver Truman	H8			14	0	0	14				81			
Connor Behrmann	Juab HS	UT	Sundance	H7			29	0	0	29				81			
Tecin Thomas	Kernston HS	OH	North Coast Ohio	S1	S4		44	19	0	63			PO	58	60		
Christine Umeh	Kerr HS	TX	Space City	H7			31	0	0	31				72			
Anthony Phung	Kerr HS	TX	Space City	S6			43	0	0	43				78			

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				Prelim	Semi	Final	Prelims	Semis	Finals	Total		Prelims	Semis	Finals	Prelims	Semis	Finals	
Hannah Adams	Kickapoo HS	MO	Ozark	H8			25	0	0	25	2				79			
Adam Matula	Kimberly HS	WI	Northern Wisconsin	S5			32	0	0	32	2				70			
Jeff Lancaster	Klein HS	TX	East Texas	H3			28	0	0	28	2				74			
Jakob C. Ogle	Kokomo HS	IN	Hoosier Crossroads	S2			39	0	0	39	2				79			
Daniel Kane	L.C. Anderson HS	TX	Heart of Texas	H7	H2	H	46	31	24	101	10			PO	40	25	65	
Taylor Bui	La Cueva HS	NM	New Mexico	H5			26	0	0	26	4			PO	81			
Audrey M. Sams	La Porte HS	IN	Northwest Indiana	S1	S3		56	28	0	84	7			PO	54	53		
Emily Zollaghar	La Renna HS	CA	West Los Angeles	S1			33	0	0	33	2				71			
Sean R. Janda	La Salle College HS	PA	Valley Forge	S4	S3		56	30	0	86	5				65	48		
Aamir Patel	Ladue Horton Watkins HS	MO	Eastern Missouri	S6			44	0	0	44	2				78			
Paris Saxena	Lake Highland Preparatory	FL	Florida Panther	H1			57	0	0	57	4			PO	62			
Jimmy Bagley	Lake Highland Preparatory	FL	Florida Panther	S1			43	0	0	43	2				78			
Marshall Keskloff	Lake Oswego HS	OR	North Oregon	S1	S4		55	29	0	84	5				48	58		
Michael Sims	Lakeview Academy	GA	Georgia Northern Mountain	H1			38	0	0	38	2				76			
Taylor Thomas	Lakeville North HS	MN	Southern Minnesota	S1	S3		47	27	0	74	9			PO	36	57		
Alex Adamczyk	Lakewood HS	CO	Rocky Mountain South	H10			50	0	0	50	4			PO	59			
Patrick Outbott	Lamar HS	TX	South Texas	H7	H4		59	36	0	95	5				42	48		
Reid Geissen	Lamar HS	TX	South Texas	H8			41	0	0	41	2				81			
Will Ralls	Lamp HS	AL	Deep South	S6			29	0	0	29	2				75			
Dustin O'Quinn	Lee County HS	GA	Georgia Southern Peach	H2			31	0	0	31	2				81			
Danielle Ackler	Lee County HS	GA	Georgia Southern Peach	S3			20	0	0	20	2				81			
Samuel Eames	Lee's Summit HS	MO	Show Me	H4			20	0	0	20	2				81			
Cameron Comer	Lehi HS	UT	Sundance	S1			33	0	0	33	2				81			
Kyle West	Liberty HS	CO	Colorado Grande	S7	S3	S	48	30	22	100	8				54	31	65	
Jessica Gehrig	Liberty Sr HS	MO	Heart of America	H1	H2		52	26	0	78	5				60	56		
Matt Orr	Liberty Sr HS	MO	Heart of America	H2			27	0	0	27	2				75			
Wanufi Teshome	Lincoln Southeast HS	NE	Nebraska South	S5			32	0	0	32	2				78			
Landon Sadler	Lincoln Southwest HS	NE	Nebraska	H10			22	0	0	22	2				81			
Grant Thomas	Lincoln Southwest HS	NE	Nebraska	S1			33	0	0	33	2				68			
Rohan Goswami	Loch Raven HS	MD	Chesapeake	S4	S2	S	64	37	22	123	12			PO	36	37	61	
Josh Green	Lone Peak HS	UT	Great Salt Lake	S3			57	0	0	57	2				76			
Katy Noble	Longmont HS	CO	Rocky Mountain North	S5			21	0	0	21	2				76			
Kate Epstein	Los Gatos HS	CA	California Coast	H8			45	0	0	45	2				68			
Sarah Jiang	Los Osos HS	CA	Southern California	H10	H1		34	19	0	53	5				55	53		
Grant Holyoak	Madison HS	ID	Idaho Mountain River	S8			47	0	0	47	4			PO	79			
Emily Brincka	Magnificat HS	OH	North Coast Ohio	S2	S3		58	29	0	87	5				41	51		
Sean K. Hamamoto	Mark Keppel HS	CA	East Los Angeles	H6	H2	H	59	27	16	102	8				29	48	71	
Avin Huang	Mark Keppel HS	CA	East Los Angeles	S2	S4	S	54	27	16	97	8				59	39	81	
David Sun	Mark Keppel HS	CA	East Los Angeles	S8	S3	S	65	30	15	110	8				32	27	73	
Dennis Kerwin	Mauldin HS	SC	South Carolina	S7	S4	S	47	32	20	99	12			PO	51	43	74	
Eduardo Reyes	Mayde Creek HS	TX	South Texas	S2			36	0	0	36	4			PO	75			
Mark Dipolcido	McDowell HS	PA	Pittsburgh	H5			39	0	0	39	2				80			
Ananda Lambrechts	Milbank HS	SD	Northern South Dakota	S8			23	0	0	23	2				81			
David Ricart	Millard North HS	NE	Nebraska	H9			28	0	0	28	2				81			
Caitlin Cruz	Millard North HS	NE	Nebraska	S3	S1		48	35	0	83	9			PO	62	55		
Martin D. Page	Milton Academy	MA	New England	H2	H3		65	20	0	85	5				42	61		
Anirudh Sapru	Miramonte HS	CA	San Fran Bay	H1			65	0	0	65	4			PO	63			
Brendan D. Bashin-Sullivan	Miramonte HS	CA	San Fran Bay	S7	S1	S	47	30	21	98	8				56	35	76	
Jason Abbott	Moapa Valley HS	NV	Golden Desert	H4			26	0	0	26	2				81			
Sean Qureshi	Monett HS	MO	Carver Truman	S2			32	0	0	32	2				74			
Sebastian Deluca	Monte Vista HS - Danville	CA	San Fran Bay	H2	H2	H	64	42	24	130	14			PO	24	14	52	
Stephen Kui	Monte Vista HS - Danville	CA	San Fran Bay	H3	H1	H	62	36	32	130	14			PO	50	37	62	
Sam Stone	Monte Vista HS - Danville	CA	San Fran Bay	H4	H4		38	27	0	65	5				32	48		
Adam Griffith	Monte Vista HS - Danville	CA	San Fran Bay	S6	S3	S	51	25	14	90	8				39	33	81	
Evan McCarty	Mountain Brook HS	AL	Deep South	H6			46	0	0	46	2				79			
Melodie Lettkeman	Mountain Home HS	ID	Idaho Gem of the Mountain	H9			39	0	0	39	2				81			
Coby L. Bobzien	Mountain Home HS	ID	Idaho Gem of the Mountain	H10			4	0	0	4	2				81			
Jing Xue	Mountain View HS	CA	California Coast	H7			18	0	0	18	2				81			
Rylan Schaeffer	Mountain View HS	CA	California Coast	S1	S1	S	48	33	23	104	8				23	30	47	
Chris Reba	Munster HS	IN	Northwest Indiana	H1			25	0	0	25	2				81			
Yena Choi	Munster HS	IN	Northwest Indiana	H10			31	0	0	31	2				81			
Amir Parkh	Myers Park HS	NC	Carolina West	H8	H2		59	32	0	91	7			PO	38	49		
Chris Holweger	Neesho HS	MO	Carver Truman	H7			46	0	0	46	2				72			
Molly Shumaker	Neesho HS	MO	Carver Truman	S1	S1		48	26	0	74	5				66	61		
Jacob Skala	Newton HS	KS	West Kansas	H4			33	0	0	33	2				80			
Terry Pack	Niles McKinley HS	OH	Northern Ohio	S5			33	0	0	33	4			PO	81			

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James Ducler	Normal Community West HS	IL	Greater Illinois	H3			55	0	0	55	2			65			
Kevin Eighney	North Eugene HS	OR	South Oregon	H4	H1		39	17	0	56	5			62	52		
Kyle Eighney	North Eugene HS	OR	South Oregon	S8			48	0	0	48	2			73			
Youngkwon Bae	North Hills HS	PA	Pittsburgh	H4			41	0	0	41	2			63			
Stephanie Gordon	North Hills HS	PA	Pittsburgh	S6			33	0	0	33	2			79			
Max Immon	North Lamar HS	TX	UIL	S8			50	0	0	50	2			76			
Sam T. Patch	North Valley HS	OR	South Oregon	H5			28	0	0	28	2			78			
Rebecca G. Patch	North Valley HS	OR	South Oregon	S7			46	0	0	46	4		PO	64			
Tim Goodwin	Northland Christian School	TX	East Texas	H4	H2		50	23	0	73	5			51	63		
Mark Parent	Northwest Guilford HS	NC	Carolina West	H9			58	0	0	58	2			68			
Katelyn Lishego	Northwest Guilford HS	PA	Pennsylvania	S5			28	0	0	28	2			81			
Anna Tsotsias	Nova HS	FL	Florida Manatee	S8	S2	S	49	41	24	114	8			43	18	47	2nd
Jacob Gilsen	Nova HS	FL	Florida Manatee	H4	H2	H	56	38	22	116	12		PO	37	31	67	
Gian D. Andreone	OGorman HS	SD	Rushmore	S1			36	0	0	36	2			81			
Sieven Wild	Oak Grove HS	MS	Mississippi	H1	H1	H	60	30	21	111	12		PO	43	29	81	
William Ross	Oak Grove HS	MS	Mississippi	H2			56	0	0	56	2			62			
Kevin Robert Tharatt	Oak Ridge HS	CA	Capitol Valley	S4			49	0	0	49	2			74			
Kayla Ma	Olathe North HS	KS	Three Trails	S6			25	0	0	25	2			81			
Tony Trent	Olathe Northwest HS	KS	East Kansas	S8			44	0	0	44	2			72			
Michael Sprague	Olathe South HS	KS	East Kansas	S6			19	0	0	19	2			81			
Nicholas Macek	Olmsted Falls HS	OH	North Coast Ohio	H6			39	0	0	39	2			80			
Joe Gibson	Palisade HS	CO	Colorado Grande	H5		H	45	0	0	45	2			74			
Janon Cursinger	Palisade HS	CO	Colorado Grande	S8		S	28	0	0	28	2			79			
Dakota Brown	Parkview HS	MO	Ozark	S6			47	0	0	47	2			80			
Saad Amir	Parkway West HS	MO	Eastern Missouri	H3			26	0	0	26	2			70			
Winston Luo	Parkway West HS	MO	Eastern Missouri	H4			28	0	0	28	2			75			
Rajiv Tangopula	Parkway West HS	MO	Eastern Missouri	H5	H3	H	53	36	22	111	10		PO	35	32	78	
Florence Chen	Penn HS	IN	Northwest Indiana	S1	S2	S	55	39	22	116	8			29	43	61	6th
Jonathan Fried	Pennsbury HS	PA	Valley Forge	S8	S1		64	36	0	100	5			27	50		
Brianna L. Willis	Perry HS	OH	Eastern Ohio	H2			11	0	0	11	2			81			
Chris Roland	Pine View School	FL	Florida Sunshine	S2			42	0	0	42	4		PO	79			
Nigel Halliday	Pine-Richland HS	PA	Pittsburgh	S2			53	0	0	53	2			67			
Joe Rasmus	Pinecrest HS	NC	Tarheel East	S4	S1		54	25	0	79	7		PO	64	63		
Foster Duly	Plano Sr HS	TX	Lone Star	H4			38	0	0	38	2			72			
Samuel Scott	Plano Sr HS	TX	Lone Star	S3	S1	S	54	30	22	106	8			36	43	64	
Lewis Wame	Plano Sr HS	TX	Lone Star	S4			54	0	0	54	2			66			
Phillipa Mason	Plano West Sr HS	TX	Lone Star	H10	H3		53	27	0	80	5			52	57		
Damian Chavez	Pleasant Hill HS	MO	Heart of America	S1			23	0	0	23	2			71			
Ian Allard	Pleasant Hill HS	MO	Heart of America	S3			33	0	0	33	2			81			
Chloe Gilroy	Pleasantville HS	NY	New York State	S6			46	0	0	46	2			66			
Peter Eckert	Pocatiello HS	ID	Idaho Mountain River	H8			51	0	0	51	2			81			
Christopher Lindblom	Pomona HS	CO	Rocky Mountain South	H1			30	0	0	30	2			74			
Patrick Donovan	Ponderosa HS	CA	Capitol Valley	H9			46	0	0	46	2			75			
Derek Bolan	Princeton HS	TX	LBJ	H9			46	0	0	46	2			74			
Corilyn Bringham	Princeton HS	TX	LBJ	S4			48	0	0	48	2			68			
Hannah Perez	Pueblo West HS	CO	Colorado Grande	H3			40	0	0	40	2			70			
Ivy Sokol	Ransom Everglades Upper School	FL	South Florida	H3	H1		59	33	0	92	5			43	54		
Jesse Flores	Redlands East Valley HS	CA	Southern California	H9			35	0	0	35	2			79			
Evan Schauer	Richard B King HS	TX	Gulf Coast	S7			26	0	0	26	2			77			
Olivia Tyrrell	Richardson-Taylor HS	ND	N. Dakota Roughriders	S5			60	0	0	60	4		PO	63			
Sam Schnaer	Ridge HS	NJ	New Jersey	H1	H3		62	34	0	96	7		PO	44	60		
Alexander Smyk	Ridge HS	NJ	New Jersey	S4	S1	S	65	38	23	126	8			30	39	62	
Josette C Bisbee	Ridgefield HS	WA	Puget Sound	H6			37	0	0	37	2			81			
Tyler J Bieber	Ridgefield HS	WA	Puget Sound	S1			25	0	0	25	2			81			
Maria Vasser	Ridgeland HS	MS	Mississippi	S1			38	0	0	38	2			79			
Adrian Angulo	Rio Grande HS	NM	New Mexico	S8			51	0	0	51	4			71			
Randy Dolin	Riverdale HS	LA	Louisiana	S7			44	0	0	44	2		PO	78			
Jeffifer Mo	Riverside HS	SC	South Carolina	H9			38	0	0	38	2			81			
Dylan Crouse	Riverside HS	SC	South Carolina	S4	S2		58	36	0	94	7		PO	61	56		
Amy Li	Riverside HS	SC	South Carolina	S8	S3		58	35	0	93	9		PO	49	48		
Chyenne Siera Thibodo	Robbinsdale Cooper HS	MN	Southern Minnesota	S2			0	0	0	0	0			81			
Nolberto Zubia	Robert E Lee HS - Midland	TX	Tall Cotton	S3			41	0	0	41	2			74			
Nicholas Dziadosz	Rock Springs HS	WY	Wind River	H7			17	0	0	17	2			81			
Sudh Reddy	Rocky Mountain HS	CO	Rocky Mountain North	H5			28	0	0	28	2			80			
Tenah Lyons	Rocky Mountain HS	CO	Rocky Mountain North	H4			35	0	0	35	2			71			
AJ Browning	Rocky Mountain HS	CO	Rocky Mountain North	S1			19	0	0	19	2			81			

CONGRESSIONAL DEBATE

2010 Senator John C. Stennis National Congressional Debate Results

Student Name	School Name (sorted by)	State	District	Chambers		Speech Points			Mundt Points	Presiding Officer			Aggregate Ranks			Final Honors
				Prelim	Semi	Final	Prelims	Semis	Finals	Prelims	Semis	Finals	Prelims	Semis	Finals	
Pradyum Ramesh	Rolling Meadows HS	IL	Northern Illinois	S6	S1	S	58	31	22	111	8		41	36	68	
Dan Jiao	Roosevelt HS	SD	Rushmore	S2			16	0	0	16	2		81			
Germaine Mariashevany	Rosemount Sr HS	MN	Southern Minnesota	H3			73	0	0	22	2		81			
Ryan P. Kirkley	Rosemount Sr HS	MN	Southern Minnesota	H3			73	0	0	73	2		74			
Walker Holmes	Ruston HS	LA	Louisiana	H3			32	0	0	32	2		76			
Gavin K. Hanson	Sacred Heart Jr/Sr HS	KS	West Kansas	H5	H3	H	46	36	21	103	8		56	43	73	
Sam Suewe	Salina High Central	KS	West Kansas	S5			38	0	0	38	4		61			
David Lam	San Gabriel HS	CA	East Los Angeles	H7			52	0	0	52	2		69			
Allison Cahutin	Sandra Day O'Connor HS	TX	Central Texas	H6			6	0	0	6	2		81			
Nicholas Schaedel	Sandra Day O'Connor HS	TX	Central Texas	S7			33	0	0	33	4		81			
Alexander Amalio Wirth	Santa Fe Preparatory School	NM	New Mexico	S7	S4		60	32	0	92	5		53	48		
Kathleen Barbosa	Savannah R3 HS	MO	Heart of America	H9	H1	H	49	27	23	99	8		26	38	64	
Lavenna Schigal	Scarborough HS	ME	Maine	H1			39	0	0	39	2		77			
David Bibeau	Scarborough HS	ME	Maine	S6			43	0	0	43	2		77			
Jacob DeLong	Scott County HS	KY	Kentucky	S5	S2		57	31	0	88	5		52	49		
Lake Gehman	Sentinel HS	MT	Montana	H8			42	0	0	42	2		80			
Richard LeCoulter	Sentinel HS	MT	Montana	H9			48	0	0	48	4		71			
Haider Moll	Sentinel HS	MT	Montana	H10			33	0	0	33	2		76			
Jackson Herman	Shawnee Heights HS	KS	Kansas Flint Hills	H5			56	0	0	56	2		63			
Tan Raghuvver	Shawnee Mission East HS	KS	East Kansas	H7	H4		30	21	0	51	5		55	50		
Austin Miller	Shawnee Mission East HS	KS	East Kansas	H9			31	0	0	31	2		68			
Jessica Tancik	Sheboygan South HS	WI	Northern Wisconsin	H3			25	0	0	25	2		81			
Faniha Kabir	Sheboygan South HS	WI	Northern Wisconsin	S6			32	0	0	32	4		78			
Saminda Sharma	Shrewsbury HS	MA	Virginia	H6			53	0	0	53	2		52			
Nick Huang	Shrewsbury HS	MA	New England	H1			40	0	0	40	2		72			
Jerod J. Barker	Sioux Falls Lincoln HS	SD	Kansas Flint Hills	S3	S3	S	36	21	14	71	8		69	45	81	
Bryant Yang	Sioux Falls Lincoln HS	SD	Rushmore	H7			35	0	0	35	2		81			
Jade Burt	Sioux Falls Lincoln HS	SD	Rushmore	H7			25	0	0	25	2		69			
Nathan S. Ricks	Sky View HS	UT	Utah Wasatch	H4			42	0	0	42	4		79			
ChalRee Teresa Duff	Skyview HS	ID	Idaho Gem of the Mountain	S7			31	0	0	31	2		78			
Kenneth Hubbell	South Anchorage HS	AK	Western Washington	H10			16	0	0	16	2		81			
Austin Heyroth	South Anchorage HS	AK	Western Washington	S5			38	0	0	38	2		77			
Sarah Dillard	Spencer HS	IA	West Iowa	S3			44	0	0	44	2		75			
Alex Bernardo	Sprague HS	OR	North Oregon	S2			31	0	0	31	2		70			
Roy Randolph Flores	Spring HS	TX	East Texas	S1			18	0	0	18	2		74			
Silverio Ramirez	Spring Woods HS	TX	Space City	H9	H2		39	0	0	39	2		77			
Apas Aggarwal	St Andrew's Episcopal School	MS	Mississippi	S2	S1		45	27	0	72	9		58	54		
Alexander Thomas Gray	St Francis HS	MN	Northern Lights	H7			47	29	0	76	5		60	55		
Jacquelyn Ann Thompson	St Francis HS	MN	Northern Lights	H7			37	0	0	37	2		75			
Chris Cimaturo	St Joseph's Preparatory School	PA	Valley Forge	H6	H1		22	0	0	22	2		81			
Carlos Tafuya	St Pius X HS	NM	New Mexico	H9			61	25	0	86	7		42	53		
Casey Hancock	St Thomas Aquinas HS	KS	Three Trails	H1			26	0	0	26	2		81			
Frances Rodriguez	St Thomas Aquinas HS	KS	Three Trails	H3	H2	H	51	0	0	51	2		76			
Blaise Kancel	St Thomas Aquinas HS	KS	Three Trails	H8	H1	H	66	39	23	128	13		22	22	55	4th
Sean Blasko	Stow-Murroe Falls HS	OH	Eastern Ohio	H3	H3		56	28	21	105	10		48	38	81	
Colin Anderson	Stow-Murroe Falls HS	OH	Eastern Ohio	S7			57	26	0	83	5		45	54		
Joseph Puma	Stuyvesant HS	NY	New York City	H7	H1	H	31	0	0	31	2		76			
Danielle Davis	Suncoast Comm HS	FL	Florida Panther	S7	S3	S	63	44	30	137	11		31	22	60	6th
Danielle Goutley	Sylvania Southview HS	OH	Western Ohio	H8			61	29	22	112	8		25	33	59	5th
Clement DuPay	Sylvania Southview HS	OH	Western Ohio	H8			52	0	0	52	2		61			
Jordan Schneek	Sylvania Southview HS	OH	Western Ohio	S4			47	0	0	47	2		73			
Emilia Gambardella	Syosset HS	NY	New York City	H3			33	0	0	33	2		80			
Joshua Lobel	Syosset HS	NY	New York City	S3			47	0	0	47	4		73			
Jules Guadry	Teurlings Catholic HS	LA	Louisiana	S1			54	32	0	86	5		47	58		
Danial Manzoor	The Hun School of Princeton	NJ	New Jersey	S2	S2		35	0	0	35	2		81			
Jake Jacobs	The Montgomery Academy	AL	Deep South	S5			53	36	0	89	7		62	46		
Jonathan Mount	The Pembroke Hill School	MO	Show Me	S8			22	0	0	22	2		81			
Hayden Koppin	Thomas Jefferson HS	WA	Western Washington	S6			37	0	0	37	2		77			
Addison Keegan-Harris	Three Rivers HS	TX	Gulf Coast	H3			28	0	0	28	2		72			
Sam Parkinson	Topoka HS	KS	Kansas Flint Hills	H10			25	0	0	25	2		81			
Henry Reed	Topoka West HS	KS	Kansas Flint Hills	H7			37	0	0	37	4		78			
Daniel James Christian	Towanda Jr-Sr HS	PA	Iroquois	H1	S4		50	30	0	80	5		65	57		
Sarah Conklin	Towanda Jr-Sr HS	PA	Iroquois	H2			4	0	0	4	2		81			

2010 Senator John C. Stennis National Congressional Debate Results

Student Name	School Name (sorted by)	State	District	Chambers			Speech Points			Mundt Points	Presiding Officer			Aggregate Ranks			Final Honors
				Prelim	Semi	Final	Prelims	Semis	Finals		Prelims	Semis	Finals	Prelims	Semis	Finals	
Jessica Brunelle	Trinity Preparatory School	FL	Florida Panther	H9	H3	H	63	28	22	113				41	32	74	
Geoffrey Block	Trinity Preparatory School	FL	Florida Panther	H10	H4	H	61	39	24	124				24	33	62	
Davis Vaughn	Trinity Presbyterian School	AL	Deep South	H5			33	0	0	33				65			
Lauren Marszal	Unatego Central School	NY	Iroquois	H5			0	0	0	0				81			
Devon Coffey	University HS	WA	Inland Empire	H4	H4		45	18	0	63				49	59		
Jacob Westfall	University HS	WA	Inland Empire	H5			29	0	0	29				81			
Forrest Hebron	Van HS	TX	UIL	H4			50	0	0	50				79			
Benjamin David Palmer	Van HS	TX	UIL	H5			45	0	0	45				74			
Payton Hall	Van HS	TX	UIL	S1	S3		54	27	0	81	PO			60	54		
Sarah Coughlon	Veritas Preparatory Academy	AZ	Arizona	S4	S4		65	21	0	86				20	55		
Justin Ying	Vines HS	TX	North Texas Longhorn	S5	S4		59	38	0	97				56	54		
Gregory Jankord	Wadsworth City School	OH	Eastern Ohio	S8	S1		48	28	0	76				44	46		
Amar Mukunda	Walt Whitman	MD	Chesapeake	H8			56	0	0	56				60			
David Goldman	Walt Whitman	MD	Chesapeake	H9	H4		48	25	0	73	PO			48	59		
Mike Neubauer	Walt Whitman	MD	Chesapeake	S3	S4		62	26	0	88				38	58		
Cragun Liston	Weber HS	UT	Utah Wasatch	H6			28	0	0	28				81			
Corey Brooks	West Broward HS	FL	Florida Manatee	H5	H1	H	59	32	22	113				27	41	80	
Neha Ramani	West Lafayette HS	IN	Hoosier Heartland	H9			27	0	0	27				79			
Henry Zhao	West Lafayette HS	IN	Hoosier Heartland	S4			22	0	0	22				81			
Erik Bakke	West Springfield HS	VA	Virginia	H7	H3	H	54	39	24	117	PO			31	23	53	3rd
Kevin Bowie	Western HS	FL	Florida Manatee	S6			51	0	0	51				74			
Adrienne Glenwood Preston	Westfield HS	TX	South Texas	H5			30	0	0	30				71			
Kevin Wang	Westview HS	OR	North Oregon	H7			25	0	0	25				81			
Christopher Schwarz	Wheeling HS	IL	Northern Illinois	H2	H4		56	28	0	84	PO			40	47		
Devin Mungler	Whitefish Bay HS	WI	Southern Wisconsin	S8			26	0	0	26				80			
Ajvan Rawal	Whitehouse HS	TX	UIL	H6			45	0	0	45				81			
Victoria Tran	Wichita East HS	KS	Sunflower	H1			68	0	0	68				70			
Christopher L. Clark	Wichita East HS	KS	Sunflower	S1	S2		42	14	0	56				66	63		
Sandhya Thyagarajan	William B Travis HS	TX	Space City	H2			29	0	0	29				78			
Jamie Marie Wood	Woods Cross HS	UT	Utah Wasatch	S8			16	0	0	16				81			
Ajla Porec	Wylie Sr HS	TX	LBJ	S5			20	0	0	20				81			
Cristen Manion	Youngstown Christian	OH	Northern Ohio	S6	S2	S	42	40	21	103	PO			64	21	69	

2010 SENATOR KARL E. MUNDT NATIONAL CONGRESS TROPHY

This honor is presented each year to the school represented at that year's National Congress whose students have accumulated the most participation points, awarded as follows:

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



(above, left to right) Bro. George Zehnle, SM, and David Matusiak of Chaminade High School (NY) proudly accept the 2010 Senator Karl E. Mundt National Congress Trophy.

MAIN DEBATE EVENTS • FINAL RESULTS

PLACE	NAME / SCHOOL / STATE	PRELIMS	ELIMS	SEMIS	FINAL
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POLICY DEBATE *presented by Bickel & Brewer*

- | | | | | | |
|----|--|-------|---------|---------|-----------|
| 1. | Misael Gonzalez and Kevin Hirn
Whitney Young Magnet High School, IL | WSWWW | WWWWLWB | A (4-1) | NEG (5-4) |
| 2. | Mario Feola and Andrew Arsht
Rowland Hall-St. Mark High School, UT | WSWSW | LWWWWWB | N (4-1) | AFF (4-5) |

PUBLIC FORUM DEBATE *presented by the Arthur N. Rupe Foundation*

- | | | | | | |
|----|--|-------|---------|----------|------------|
| 1. | Michael P. DiMino and Bardia R. Rahmani
University School, OH | WSWSL | WWWWWLW | B | PRO (10-5) |
| 2. | William R. Majeune-Fagan and Trevor W. Marsden
Lakewood High School, CO | LWWWL | WWLWWWW | N (WWWL) | CON (5-10) |

LINCOLN DOUGLAS DEBATE *presented by Lincoln Financial Group*

- | | | | | | |
|----|---|-------|--------|---------|-----------|
| 1. | Benjamin Sprung-Keyser
Harvard-Westlake School, CA | WSSWS | LWWWWW | N (4-1) | NEG (9-2) |
| 2. | M. Blake McCracken
Bartlesville High School, OK | WWWWS | WWWWWL | N (5-0) | AFF (2-9) |



Complete
2010 national
tournament results
can be found online:

[www.nflonline.org/Main/
CompleteTournamentResults2010](http://www.nflonline.org/Main/CompleteTournamentResults2010)

MAIN SPEECH EVENTS • FINAL RESULTS

PLACE	NAME / SCHOOL / STATE	RD 7-10 CUME	SEMI RD 11	SEMI RD 12	FINAL	TOTAL
HUMOROUS INTERPRETATION <i>presented by Western Kentucky University</i>						
1.	Lindsey White, Eastview High School, MN	24	11211	11411	31223221111	57
2.	Zade Shakir, Leland High School, CA	28	53143	52223	22212313222	80
3.	Tyler Rife, Oakwood High School, OH	29	32514	23224	34331123231	83
4.	Adam DeGonda, Bloomington Jefferson High School, MN	24	21141	11132	55556466656	100
5.	Andrew Langdon, Plymouth High School, IN	28	64322	63162	44445434535	108
6.	Harris Alterman, Denver East High School, CO	29	13222	52545	66566565454	118
DRAMATIC INTERPRETATION <i>presented by the Lanny D. Naegelin Memorial</i>						
1.	Michael Carone, Monsignor Farrell High School, NY	27	24111	11132	34253463312	80
2.	Sarah Brazier, Wadsworth City School, OH	28	31522	42353	51334131546	94
3.	Michael Dahlgren, Holy Ghost Prep, PA	26	51553	55415	42412236533	100
4.	Bryan Porter, Apple Valley High School, MN	30	45361	15431	42666122225	101
5.	Jedidiah Duarte, East HS – Pueblo, CO	25	33216	51725	35355255514	103
6.	Cory Williams, Hattiesburg High School, MS	26	17374	44163	25243464445	109
SANDRA SILVERS DUO INTERPRETATION <i>presented by Colorado College</i>						
1.	Austin Groves and Darius Wilson, Blue Springs High School, MO	23	33641	22522	11241312332	76
2.	Joseph Geoghan and Daniel Marcel, Holy Ghost Prep, PA	22	51126	11114	52443244124	80
3.	Coleton Schmitto and Alexa Rocero, James Logan High School, CA	26	23141	36262	43332225543	92
4.	Sam Sulam and Jordan Phillips, Ribet Academy College Prep, CA	27	16313	22423	23545631261	92
5.	Ismael Williams and Drake Pough, James Logan High School, CA	27	14514	11417	45634554646	108
6.	Joshua Evans and Lauren Stopfer, Eagan High School, MN	30	71234	54236	52543634355	112
ORIGINAL ORATORY <i>presented by the Patrick Henry Memorial Foundation Auxiliary</i>						
1.	Vinay Nayak, Hinsdale Central High School, IL	30	52225	41114	33325245144	93
2.	Miles Bridges, James Logan High School, CA	34	17461	26125	33321411232	94
3.	Amy Shackelford, Trinity Preparatory School, FL	28	64537	63233	22445444411	105
4.	Alphonse Mshomba, Holy Ghost Prep, PA	32	25342	62454	44434632223	106
5.	Chris Moncrief, Bronx Preparatory Charter School, NY	20	33643	71572	45523553566	110
6.	Joe Nelson, Sacred Heart High School, MA	38	21171	45711	52653636635	118
UNITED STATES EXTEMPORANEOUS SPEAKING <i>presented by Carmendale Fernandes</i>						
1.	Tyler D. Fabbri, Chesterton High School, IN	23	12224	32131	31343215121	70
2.	Dylan Slinger, Lakeville South HS, MN	28	25546	43451	22422123213	91
3.	Oscar Wang, San Marino High School, CA	29	61412	43312	45522254132	91
4.	Alexis Elliott, Liberty Sr. High School, MO	31	23217	14223	43334542424	96
5.	Haley Wheat, Whitehouse High School, TX	24	64643	11612	55443663435	106
6.	Meera Sury, Roseville Area High School, MN	26	12152	24226	65645456654	109
A. C. ELEY MEMORIAL INTERNATIONAL EXTEMPORANEOUS SPEAKING <i>presented by Ripon College</i>						
1.	Jacob F. Baker, Bellarmine College Prep, CA	18	32215	76217	43222114312	79
2.	James Mohan, Danville High School, KY	31	14631	13213	32234222331	83
3.	Rohan Bhargava, Jackson High School, OH	31	21122	54521	23314431225	86
4.	Steven Elliott, Lakeville North High School, MN	26	52212	45121	55456365163	100
5.	Jonathan A. Lewallen, Wichita East High School, KS	28	43721	22365	44453535446	110
6.	Sesenu Woldemariam, Lamar High School, TX	28	43357	41132	53446546654	114

MAIN SPEECH EVENTS • SEMIFINAL RESULTS

PLACE	NAME / SCHOOL / STATE	RD 7-10 CUME	SEMI RD 11	SEMI RD 12	TOTAL
HUMOROUS INTERPRETATION <i>presented by Western Kentucky University</i>					
7.	Tommy Waas, Klein High School, TX	19	36677	44711	65
8.	Kellen Reusser, Wooster High School, OH	19	45433	76536	65
9.	Adam Iverson, Eagan High School, MN	27	42556	37354	71
10.	Sarah Khasrovi, Presentation High School, CA	24	64376	35377	75
11.	Caleb A. H. Snyder, Perry High School, OH	32	25765	67653	84
12.	David Snodgrass, Grapevine High School, TX	37	56655	24677	90
13.	Spencer Bergman, Blue Springs High School, MO	37	77434	76466	91
14.	Pranay Yeturu, Claremont High School, CA	33	77767	45745	92
DRAMATIC INTERPRETATION <i>presented by the Lanny D. Naegelin Memorial</i>					
7.	Hayden Padgett, Monte Vista High School-Danville, CA	32	22142	63674	69
8.	Anthony Hopkins, Holy Ghost Prep, PA	36	55455	32242	73
9.	Jonathan Tyree, Plymouth High School, IN	34	64425	23356	74
10.	Rachel Evans, Roseville Area High School, MN	33	76233	37246	76
11.	Wade Johnson, Lone Peak High School, UT	35	16634	74561	78
12.	Jamaque Newberry, Nova High School, FL	32	42666	77674	87
13.	Arika Jeter, Munster High School, IN	38	63747	26727	89
14.	Chandler Rosenthal, Berkeley Carroll School, NY	38	77777	66517	98
SANDRA SILVERS DUO INTERPRETATION <i>presented by Colorado College</i>					
7.	Carly Carano and Pat Hobby, Cardinal Mooney High School, OH	30	42332	54655	69
8.	Zachary Perry and Nathan Duke, Parkview High School, MO	23	44525	76664	72
9.	Leo Wong and Jane Liu, Gabrielino High School, CA	35	77453	33151	74
10.	Andy Kozminski and Zach Beattie, Savannah R-3 High School, MO	35	62457	63571	81
11.	Caitlin McManigell and Stephanie Milligan, Bishop McGuinness High School, OK	31	55776	47336	84
12.	Ryan Wilkins and Christopher Wilkins, Sioux Falls Lincoln High School, SD	33	66777	65343	87
13.	Brian Johnson and Hannma Durfee, Denfeld High School, MN	38	25265	75747	88
14.	Lincoln Claus and Samantha White, Fishers High School, IN	37	37662	47775	91
ORIGINAL ORATORY <i>presented by the Patrick Henry Memorial Foundation Auxiliary</i>					
7.	Nicholas Gilyard, Nova High School, FL	36	56133	33336	72
8.	Taylor Misiak, Eastview High School MN	34	46416	14247	73
9.	Caroline Anne Kitchener, Convent Of The Sacred Heart, CT	38	34725	16422	74
10.	Ola Abiose, West High School - Iowa City, IA	25	42654	52777	74
11.	Haben Ghebregish, Eagan High School, MN	29	71517	37366	75
12.	Kurt Alberson, Munster High School, IN	26	63276	57663	77
13.	Brian A. Castelloe, La Costa Canyon High School, CA	32	77754	24551	79
14.	Nina Desarro, Nova High School, FL	38	15362	75645	82
UNITED STATES EXTEMPORANEOUS SPEAKING <i>presented by Carmendale Fernandes</i>					
7.	Forrest Richardson, Savannah R-3 High School, MO	29	76655	32133	70
8.	Kevin Ye, Gabrielino High School, CA	36	31421	76564	75
9.	Jared Odessky, Nova High School, FL	37	47334	26464	80
10.	Susan Czaikowski, Lamar Consolidated High School, TX	35	43333	57776	83
11.	Krishnan Ramanujan, Wayzata High School, MN	30	76566	71655	84
12.	Remi Sun, Bellarmine College Prep, CA	38	54177	57345	86
13.	Bari Saltman, Berkeley Carroll School, NY	31	55775	65547	87
14.	Frank Liang, Sioux Falls Lincoln High School, SD	34	37761	65777	90
A. C. ELEY MEMORIAL INTERNATIONAL EXTEMPORANEOUS SPEAKING <i>presented by Ripon College</i>					
7.	Jane Kessner, Walt Whitman, MD	26	55443	13453	63
8.	Gabriela Barahona, Spring High School, TX	31	11455	27462	68
9.	Shahid Ahmed, Plano Senior High School, TX	30	74643	31534	70
10.	Steven Ebensberger, Brophy College Prep, AZ	29	25366	56645	77
11.	Teagan Alexander Lende, Fargo Shanley High School, ND	37	36134	35676	81
12.	Lauren Tonti, Cardinal Mooney High School, OH	25	67577	72777	87
13.	Michael Barton, Regis High School, NY	34	67566	64356	88
14.	Asheshananda Rambachan, Eastview High School, MN	37	76774	67744	96

SUPPLEMENTAL EVENTS • FINAL RESULTS

PLACE	NAME / SCHOOL / STATE	CUME	SEMIS	FINAL	TOTAL
PROSE <i>presented by Western Kentucky University</i>					
1.	Nat Zegree, Portage Northern High School, MI	13	131	22135	31
2.	Johari Mackey, Thornwood High School, IL	9	211	63326	33
3.	John Reynolds, Harlingen High School South, TX	9	115	51644	36
4.	Zach Eisenstein Sacred Heart High School, MA	13	442	44512	39
5.	Michael Mazzella, Desert Vista High School, AZ	13	342	16451	39
6.	Robert Jackson, Hastings High School, TX	15	221	35263	39
POETRY <i>presented by Western Kentucky University</i>					
1.	AJ Taula, Blue Springs High School, MO	9	231	12322	25
2.	Durrell Jamerson, Ben Davis High School, IN	6	112	24156	28
3.	Taylor Walker, Henry W. Grady High School, GA	8	431	43213	29
4.	Malcolm Minor, Malcolm X Shabazz High School, NJ	7	325	35441	34
5.	Andrea Platt, Michael Krop High School, FL	11	212	61535	36
6.	James Bedell, Pine View School, FL	13	111	56664	43
IMPROMPTU <i>presented by Western Kentucky University</i>					
1.	Adam Conner, Loyola-Blakefield High School, MD	4	441	12211	20
2.	Nick Simpson Hall, Valencia High School, CA	6	321	21122	20
3.	Mitch Murdock, Kingston High School, WA	4	323	43435	31
4.	Safeena Mecklai, Mira Loma High School, CA	6	131	43454	31
5.	Nikki Sachdeva, Plano East Senior High School, TX	6	214	56343	34
6.	Cat Hilbert, Fishers High School, IN	5	113	55666	38
STORYTELLING <i>presented by Western Kentucky University</i>					
1.	Zachary Kantack, Brookings High School, SD	5	111	32411	19
2.	Dana Masters, Independence Truman High School, MO	4	211	25124	22
3.	Tosh Alexander Hall, Comm Charter Early College High School, CA	4	324	24352	29
4.	Jyoti Karki, Roseville Area High School, MN	5	142	55243	31
5.	Yusuf Agunbiade, Ben Davis High School, IN	5	411	33536	31
6.	Erica Bridge, Brookfield East High School, WI	5	322	46465	37
EXPOSITORY <i>presented by Western Kentucky University</i>					
1.	Karen Zhou, Lakeville North High School, MN	10	112	32224	27
2.	Tim Bourn, Downers Grove North High School, IL	7	612	23342	30
3.	Lindsey Elizabeth Olson, New Trier Township High School, IL	8	553	32133	33
4.	Alexandrea Y. Diaz, Garden City High School, KS	11	234	24511	33
5.	Emily Huxman, Maize South High School, KS	10	521	45455	41
6.	Alexandra Davila, Fullerton Joint Union High School, CA	13	333	66666	52
COMMENTARY <i>presented by Western Kentucky University</i>					
1.	Rohun Pai, Ridge High School, New Jersey	11	421	11122	25
2.	Eli Bernstein, Belleville West High School, IL	11	132	22223	28
3.	Nathaniel Haas, Reno High School, NV	8	214	55432	34
4.	Louis Li, Monte Vista High School - Danville, CA	10	313	44343	35
5.	Davis L. Mattek, Salina High Central High School, KS	12	221	36365	40
6.	Trevor Griffin, Virgin Valley High School, NV	12	113	65456	43

PLACE	NAME / SCHOOL / STATE	PRELIMS	ELIMS	SEMIS	FINAL
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SUPPLEMENTAL DEBATE *presented by Colorado College*

1.	Tejus Pradeep Ridge High School, NJ	WWWWW	WWWWW	W	NEG (6-1)
2.	Erin Morris Kickapoo High School, MO	WWWWW	WWWL	W	AFF (1-6)

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President Obama Hosts National Champions



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On Thursday, July 22, President Obama welcomed to the Oval Office Misael Gonzalez and Kevin Hirn from Whitney Young Magnet High School in Chicago, Shagun Kukreja from University High School in New Jersey, and Michael Barlow from Grady High School in Atlanta. Misael and Kevin are the 2010 NFL National Champions in Policy Debate and the 2010 Urban Debate National Champions. Kevin, Shagun, and Michael were the top three individual speakers at the Chase Urban Debate National Championship in April. Misael, Kevin, and Michael all hold a degree of outstanding distinction in the National Forensic League.

In addition to meeting President Obama, the students toured the nation's capital and met with lawmakers including Secretary of Education Arne Duncan, National Economic Council Director Larry Summers, and more than ten senators and representatives. ■



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IDEA/NJFL Middle School Nationals Results



The eleventh annual National Middle School Forensics Tournament was held June 25-27, 2010, at Dowling Catholic High School, Callanan Middle School, and Merrill Middle School in Des Moines, Iowa, and was co-sponsored by the International Debate Education Association (IDEA) and the National Junior Forensic League (NJFL). Attending the tournament were more than 450 students from 45 schools spanning 20 states and the territory of Saipan. Those students constituted more than 600 entries across a dozen speech and debate events.



Congratulations to consecutive champions Caroline Ford (Original Oratory) and Gregory Ross (Extemporaneous Speaking).

School of Excellence Awards

Speech	Debate	Overall
Milton Academy MS, MA Coach: Debbie Simon	Capitol Debate, MD Coach: Ron Bratt	Clay MS, IN Coach: Franz Hill
Ockerman MS, KY Coach: Kathy Bacelieri	Kugnus ACTS, NJ Coach: Keem Sunguk	Northwest Junior HS, IA Coach: Kathleen Hession
Rowan County MS, KY Coach: Kellie Crump	Sidney Lanier MS, TX Coach: Franz Hill	Sidney Lanier MS, TX Coach: Franz Hill
Sidney Lanier MS, TX Coach: Franz Hill	The Harker School, CA Coach: Steve Clemmons	
The Pike School, MA Coach: Bob Hutchings	The Kincaid School, TX Coach: Eric Emerson and Kyle Morris	

Congressional Debate

Place	Contestant	School	Final Round Ranks	Rank Total
1	Peter Oathout	Sidney Lanier MS	2, 1, 5, 2, 1	11
2	Rikki Bleiweiss	The Kinkaid School	1, 2, 3, 5, 9	20
3	Tyler Gamble	The Kinkaid School	6, 3, 2, 1, 9	21
4	Luke Shoebotham	Sidney Lanier MS	3, 4, 7, 6, 6	26 (JP)
5	Dylan Dickens	Sidney Lanier MS	7, 9, 1, 7, 2	26
6	Judson Dunaway-Barlow	The Kinkaid School	4, 9, 9, 3, 4	29

Policy Debate

Place	Contestants	School	Prelim W/L	Elim Place
1	Devansh Srivastava and Michael Koo	Capitol Debate	5-0	Champion
2	Steven Kwon and Sungbae Park	Kugnus ACTS	4-1	Runner-Up
3	Nikita Datta and Ramya Harshavardhan	Capitol Debate	4-1	Semifinalist
4	Geordanno Liriano and Charles Athanasopolous	Bronx Law	4-1	Semifinalist
5	Amber Chen and Ali Jamal	The Kinkaid School	3-2	Quarterfinalist
6	Megan Introna and Amelia Moser	Northwest Junior HS	3-2	Quarterfinalist

Speaker Awards

1	Nikita Datta	Capitol Debate	88.5
2	Michael Koo	Capitol Debate	86.75 (6.25 rks)
3	Devansh Srivastava	Capitol Debate	86.75 (8.75 rks)
4	Steven Kwon	Kugnus ACTS	86 (143.5 pts)
5	Ali Jamal	The Kincaid School	86 (143 pts)
6	Ramya Harshavardhan	Capitol Debate	86 (142 pts)

For complete results online, visit
www.juniorforensicleague.org

IDEA/NJFL Middle School Nationals Results

Lincoln Douglas Debate

Place	Contestant	School	Prelim Record	Elim Place
1	Naomi Whitney-Hirschmann	St. Louis Park MS	4-1	Champion
2	Judson Dunaway-Barlow	The Kinkaid School	3-2	Runner-Up
3	Connor Burwell	Sidney Lanier MS	4-1	Semifinalist
4	Travis Chen	The Harker School	4-1	Semifinalist
5	Sergio Infante	Sidney Lanier MS	5-0	Quarterfinalist
6	Tyler Gamble	The Kinkaid School	4-1	Quarterfinalist

Public Forum Debate

Place	Contestants	School	Prelim Record	Elim Place
1	Claudia Tischler and Shilpa Yarladda	The Harker School	5-0	Co-Champions
	Ardash Battu and Arjun Kumar		3-2	
3	Gregory Ross and Dylan Dickens	Sidney Lanier MS	4-1	Semifinalist
4	Gabriel Levine and Daniel Morgan	Sidney Lanier MS	4-1	Semifinalist
5	Kieran Vanderslice and Adem Sengal	Sidney Lanier MS	4-1	Quarterfinalist
6	Andrea Floersheimer and Harini Radhakrishnan	Capitol Debate	4-1	Quarterfinalist

Humorous Interpretation

Place	Contestant	School	Final Round Ranks	Rank Total
1	Scott Diekema	Northwest Junior HS	1, 3, 1, 3, 2	10
2	Colin Waters	Ockerman MS	4, 1, 5, 2, 1	13
3	Paul Curry	Northwest Junior HS	5, 2, 3, 1, 3	14
4	Bri-Anna Berry	Ockerman MS	2, 4, 2, 6, 5	19
5	Megan Armstrong	Rowan County MS	3, 6, 4, 5, 6	24
6	Clayton Edwards	Ockerman MS	6, 5, 6, 4, 4	25

Dramatic Interpretation

Place	Contestant	School	Final Round Ranks	Rank Total
1	Caroline Ford	Sky Academy	2, 2, 2, 1, 1	8
2	Clayton Edwards	Ockerman MS	1, 5, 1, 6, 3	16
3	Bridget Kim	Rowan County MS	6, 1, 3, 2, 5	17
4	Colin Waters	Ockerman MS	4, 3, 5, 4, 2	18
5	Lydia Brooks	Ockerman MS	3, 4, 4, 5, 6	22
6	Izzie Thaxton	Rowan County MS	5, 6, 6, 3, 4	24

Duo Interpretation

Place	Contestants	School	Final Round Ranks	Total
1	Bobby Turnbough and Nicole Hickok	Raymore-Peculiar MS	1, 1, 5, 2, 2	11
2	Zachary Raleigh and Bri-Anna Berry	Ockerman MS	3, 3, 2, 1, 4	13
3	Liz Kasselmann and Colin Waters	Ockerman MS	2, 2, 3, 4, 5	16
4	Jack Karle and Rubye Peyser	Milton Academy MS	4, 5, 1, 3, 6	19
5	Lily Norton and Andrew Wilson	Brentwood Academy	5, 4, 4, 6, 3	22
6	Zhahn Gonzalez and Logan Schoessel	Raymore-Peculiar MS	6, 6, 6, 5, 1	24

IDEA/NJFL Middle School Nationals Results

Extemporaneous Speaking

Place	Contestant	School	Final Round Ranks	Rank Total
1	Gregory Ross	Sidney Lanier MS	1, 1, 1, 4, 6	13 (JP)
2	Lilly Nellans	Callanan MS	4, 2, 4, 2, 1	13
3	Sam Thomas	Ockerman MS	2, 4, 3, 3, 3	15
4	Adem Sengal	Sidney Lanier MS	5, 3, 6, 1, 2	17
5	Gabriel Levine	Sidney Lanier MS	3, 5, 2, 6, 4	20
6	Megan Armstrong	Rowan County MS	6, 6, 5, 5, 5	27

Impromptu Speaking

Place	Contestant	School	Final Round Ranks	Rank Total
1	Sarah Muse	Milton Academy MS	2, 1, 1, 1, 3	8
2	Sam Thomas	Ockerman MS	4, 2, 2, 4, 1	13 (JP)
3	Jinah Kim	Sidney Lanier MS	1, 4, 3, 3, 2	13
4	Minh-Anh Day	Milton Academy MS	3, 3, 5, 2, 5	18
5	Amy Corman	The Pike School	5, 6, 4, 5, 4	24
6	George Gu	The Pike School	6, 5, 6, 6, 6	29

Original Oratory

Place	Contestant	School	Final Round Ranks	Rank Total
1	Caroline Ford	Sky Academy, KY	1, 2, 1, 5, 3	12
2	Simar Puri	Northwest Junior HS	2, 1, 5, 2, 4	14
3	Darian Bhathena	The Pike School	4, 5, 2, 4, 1	16
4	Cameron Kerry	The Pike School	5, 3, 3, 6, 2	19 (JP)
5	Meera Bhan	The Pike School	3, 4, 4, 3, 5	19
6	Stacy Tsai	West Hills MS	6, 6, 6, 1, 6	25

Poetry Interpretation

Place	Contestant	School	Final Round Ranks	Rank Total
1	Bridget Kim	Rowan County MS	1, 1, 1, 4, 1	8
2	Zach Ramey	Rowan County MS	3, 3, 2, 3, 5	16
3	Michelle Massa	Sidney Lanier	6, 2, 5, 2, 2	17
4	Julia Gensheimer	Sky Academy	4, 6, 4, 1, 3	18
5	Jolie Sherman	West Hills MS	2, 5, 6, 6, 4	23 (JP)
6	Darian Bhathena	The Pike School	5, 4, 3, 5, 6	23

Prose Interpretation

Place	Contestant	School	Final Round Ranks	Rank Total
1	Claire Russell	Milton Academy MS	4, 1, 4, 1, 1	11
2	Lydia Brooks	Ockerman MS	1, 4, 2, 2, 4	13
3	Neil Chandra	Milton Academy MS	2, 3, 5, 3, 2	15
4	Sophia Arena	Sidney Lanier MS	3, 5, 3, 6, 3	20
5	Jeremy Stewart	Ribet Academy	5, 6, 1, 4, 5	21
6	Jesse Martinez	Milton Academy MS	6, 2, 6, 5, 6	25

IDEA/NJFL Middle School Nationals Results

Declamation

Place	Contestant	School	Final Round Ranks	Rank Total
1	Willow Curry	Sidney Lanier MS	1, 2, 2, 5, 1	11
2	Marina Finley	Sidney Lanier MS	4, 4, 1, 2, 4	15
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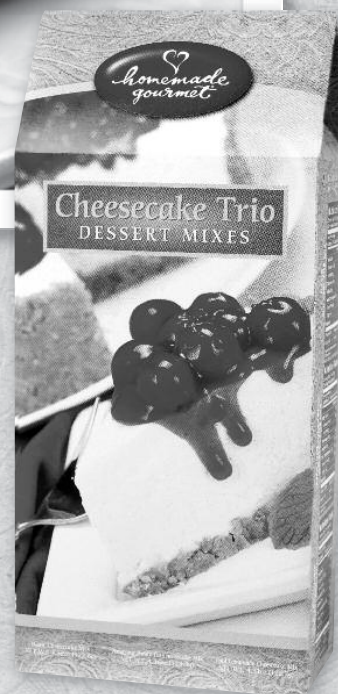


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Student of the Year Spotlight

by Cory Williams

“As you begin this new season, I encourage each of you to truly believe in this activity. You get out of it what you put into it.”



“Picture me delivering this speech naked!”

As my judge turned bright red and commenced to cry laughing at this sentence, I began to wonder, *“Maybe that wasn’t the right way to begin this speech.”* As an interper, this sentence doesn’t seem too “off the wall” in any HI or OO; however, my judge couldn’t stop laughing at me because I said this sentence in my very first round of Lincoln Douglas Debate at my very first tournament during my freshman year. The topic was universal health care and my opponent had just said that health care wasn’t a necessity. Unable to think of anything else to say to make my judge see my side of the argument, I told the judge

to picture me giving my speeches naked because according to my opponent’s argument, if health care wasn’t a necessity, then neither were clothes. Suffice it to say, I didn’t do Lincoln Douglas for much longer.

As I look back on the last four years of my life, I can honestly say that some of the best moments were speech and debate moments. In the movie *The Wiz*, an urban interpretation of *The Wizard of Oz*, we meet a young, shy Dorothy who has been whisked away by a snow storm to a land where everything is new. There, she meets friends (the Scarecrow, the Tin Woodsman, and the Lion), and she returns home with the confidence to believe in herself. I might as well buy a terrier and name him Toto because Dorothy’s experiences with Oz perfectly parallel my experiences with the National Forensic League.

As I ease on down the yellow brick road of my experiences, I can’t help but notice all of the abilities that I have acquired—that the NFL wants *all* of its students to acquire.

The Ability to Take Risks

Even though it doesn’t seem like it, I wasn’t always the outspoken young guy that didn’t mind talking about being naked in front of a judge. I can remember entering the debate office for the first time, sitting in the back of the classroom, hoping I didn’t have to stand up and say my name. Like Dorothy, I lacked the confidence to truly believe in who I was and to take a risk that would make me a better person. Dorothy had never “been south of 125th street.” She was afraid to risk failure and afraid to get out of her comfort zone. For the past four years, I have been blessed to be surrounded by people who saw

it as their responsibility to foster confidence in not only their students, but all students, like my coach, Scott Waldrop.

For 85 years, the NFL has given a voice to more than 1.3 million students just like me—a voice to be able to risk embarrassing themselves in front of 3,000 people, as all NFL finalists must do. But the NFL's goal isn't just to make students take risks; it's to prepare them for those risks so that they know that they *won't* be embarrassed in front of those 3,000 people. Those long hours of practice and a sense of responsibility that we feel for not only ourselves, but our team are all a part of a plan to help students become productive members of this world.

So go take the risk. Do that event that you never thought you could do. Get out of your comfort zone and find out who you really are. *The Wiz* teaches us that you have to go find out what's inside of you, but according to Dorothy, "you'll never find it in the safety of this room. I tried that all my life. It doesn't work. There's a whole world out there. And you'll have to begin by letting people see who you really are."

The Ability to Embrace Those "Life-Changers"

"You've got a friend in me. When the road looks rough ahead and you're miles and miles from your nice warm bed, just remember what your old pal said, 'Boy, you've got a friend in me.'" Okay. I know that song is from *Toy Story* and not *The Wiz*, but the principle is the same: friendship. No other activity has given me a better support system of friends than the National Forensic League and I encourage you all to go out and find your support system.

I don't know what I'd do if I didn't have someone to call at three o'clock in the morning with a problem. The friends whom I have met in California, Texas, Minnesota, Missouri, Louisiana, Georgia, Florida, Pennsylvania, New York, New Jersey, and OF COURSE Mississippi are irreplaceable. My life has been changed by friends like Chelsey, Reggie, Thomas, Malcolm, Danielle, Sumair, Nick, Esteban, and Gabriella because they have all helped me be comfortable with who I am.

Members of the NFL are the best support systems that anyone could have because we are taught the importance of camaraderie. The NFL does a great job of fostering strong, life-long bonds between students. There are people who have gotten married because they met at a speech and debate tournament. That is powerful.

I encourage everyone to find their Scarecrow, Tin Woodsman, and Lion. I have mine. In the end, what's the point of being happy about the trophy you just got, if you have no one for whom to be happy? As the Scarecrow said, "Success, fame, and fortune, they're all illusions. All there is that is real is the friendship that two can share."

The Ability to Believe

Cliché, I know, but true. The NFL's mission has as its core, establishing life skills and values. One of those values is the value to believe in yourself. Nothing can be accomplished if we don't believe in ourselves. No matter what you do, you must believe that you can succeed, or it will all be in vain. You have to believe that you can stand up and reveal yourself in a Dramatic performance. You have to believe

that you are the most hilarious person to succeed in Humorous Interp. You have to believe that you can solve the world's problems in ten minutes with your Oratory. You have to believe that you can win a round by talking about being naked. I did. (That was the only round I won at that tournament.)

It's all a matter of believing in yourself. Ask any national champion and they will tell you, it all comes down to feeling comfortable in your own skin. As former Student of the Year Danielle Camous once said, you have to "measure your success, not everyone else's." Only you can determine whether or not you were successful at something. If you are happy with the finished product, then you have succeeded. You have to believe that it doesn't matter whether or not you won the trophy, but whether or not you did your best.

As you begin this new season, I encourage each of you to truly believe in this activity. You get out of it what you put into it. If you truly believe in this activity then I can guarantee that you will enjoy this season. Take a lesson from the 2010 national champions in Duo, Darius Wilson and Austin Groves, performing none other than *The Wiz*. They taught us, "Believe in yourself, right from the start, and you'll have a brain, and you'll have a heart, and you will have courage to last your whole life through, if you believe in yourself."

Good Luck! ■

Cory Williams is the 2010 NFL Student of the Year. An alum of Hattiesburg High School in Hattiesburg, MS, Cory earned awards in both debate and interpretation events during his four year career and achieved a degree of Premier Distinction. He is now a student at Vanderbilt University in Nashville, TN, where he is studying chemistry.



Hattiesburg High School coach Scott Waldrop talks mentoring, Mississippi, and making a difference.

COACH PROFILE

SCOTT WALDROP

- ***Describe your first NFL experience.*** The first tournament I ever attended as a student was in 1983 at Gulfport High School on the Mississippi Gulf Coast. Mississippi had very few tournaments at that time so we also competed in Louisiana and Alabama. My coach, Mr. Michael Marks, had a Ford Pinto, a very small compact car that we used for transportation to tournaments. We certainly did not have a budget or access to buses. We would have tournaments at our school to determine who would get the three seats in the car and would be able to go compete! We drove that car all over the Southeast finding tournaments. We did not have the Mississippi District at that time, and we had to qualify out of the Deep South District in Alabama to attend NFL nationals. I remember when NFL Hall of Fame Coach Mrs. Betty Whitlock, assisted by then Selma High School (AL) Coach Mr. Billy Tate, formed the Mississippi Forensic League in 1985. I qualified that year in Congress to NFL nationals in Eau Claire, Wisconsin. I was so proud to represent my newly formed league.
- ***When did you decide to teach and/or coach?*** I began coaching after

high school, while competing in college, and knew that I would really never leave the activity. For many years I worked in the private sector before returning to school to gain teacher certification. A teacher's salary in Mississippi in the late 1980s was not an option for me as I had just started a family. I basically retired from private business to teach in 1999 because I could then afford to pursue as a career what I had always loved, speech and debate. While in the private sector, I assisted with the program at Hattiesburg High School; when a position in the department became available in 2000, I was fortunate enough to be offered the job.

- ***Did you have a forensics mentor? Describe him or her.*** Mr. Michael Marks was my high school coach and he introduced me to the activity. He was and still is one of the most talented people I have ever met in my life. He was tireless in his efforts to provide us with as many opportunities as possible, and I attribute the majority of what I do today to his influence. However, I was also very fortunate to have been taken under the wings of three very strong women in Mississippi forensics at that time: Mrs. Betty Whitlock, Mrs. Doris



COACH PROFILE.....

Compere, and Mrs. Anita Boyd. Each of them played roles in my development as a competitor and certainly as a coach. I still talk to Mrs. Boyd, who is now coaching at Laurel Christian School (MS), practically every morning. I have also been very fortunate to have had Dr. Randy Patterson as my district chair for the past several years, and there has certainly not been a better example of excellence in leadership than what he has offered me. I have been really blessed to have had so many incredible mentors in my life.

● ***What is the best part of coaching?***

Those special moments that often catch you unaware, like when a child announces after the plane has taxied down the runway that it is their first time to fly, or, as is so often the case with many of the children whom I teach, their first time to leave Mississippi!

● ***What is unique about your team?***

I teach in a school where more than 90 percent of the children are on free or reduced meal plans. For many of the students whom I teach, forensic activities provide them an opportunity to go to college, an opportunity at life. I am constantly amazed at the resilience of my students. The obstacles they face

are enormous, but they give me 100 percent!



Scott Waldrop's student, Cory Williams, was named the National Student of the Year at the 2010 NFL National Tournament. Cory is pictured at left with Kristofer Kracht, director of forensics at Gustavus Adolphus College.

- ***When did you learn that your student, Cory Williams, was a finalist for the National Student of the Year? How did you react when you learned that he had won?*** I received a letter from Mr. J. Scott Wunn concerning Cory's finalist status in May. I was very excited for Cory and the NFL because I believed he would be a great spokesperson. I was certainly humbled and very sincerely respectful of the other finalists who I knew were excellent students and candidates for the award. It was an incredible experience for me personally as Cory represented the third Williams family member to participate in my program at

Hattiesburg High School. I will miss him, but I know he will represent the NFL with pride and do great things at Vanderbilt University where I understand he will study chemistry and eventually medicine.

- ***Going into next season, do you have a specific goal or philosophy?*** My philosophy is fairly constant in that I intend to provide as many students as possible with the opportunity to experience forensic activities because I believe the skills learned best prepares them for life. I suppose an immediate goal might be to manage in spite of budget cuts!
- ***What have you learned from coaching forensics?*** I have learned much about myself. As a parent of three children who are all members of the National Forensic League, I have learned that the NFL can be great family fun. I suppose the greatest lesson learned is that the NFL has changed tremendously over the years. The changes, most of them, have been good in that the organization is more appealing now to a wider range of students, which should always be part of the strategic mission. ■

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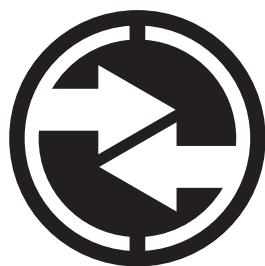


Corey Tindall

Corey Tindall, a rising junior at South Anchorage High School, was killed in a plane crash August 10. Corey and her mother Dana were among the passengers onboard a plane carrying former Senator Ted Stevens when it crashed near Dillingham, Alaska.

Corey was a gifted forensic competitor, regularly competing in Lincoln Douglas, Public Forum, Congress, Extemp, Humorous Interpretation, Dramatic Interpretation, and Duo Interpretation. She won numerous awards in local tournaments, including a quarterfinal placing in LD at the 2010 Alaska State Championship Tournament.

NFL extends its deepest sympathies to the family, friends, and team of Corey Tindall.



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Sell, Sell, Sell: Garnering Support For Your Forensic Program

by Jon Cruz

NDCA

COACHES FOCUS

Helping a student perfect an argument, craft a response, or research a position is intellectually stimulating. Seeing our disciples have breakthrough success after a series of drills or a string of tough losses is emotionally satisfying. But these experiences can often only be shared with a large number of students if coaches are willing to devote some time—their time and their students' time—to employing persuasive skills outside of the context of a round or a practice session.

As the director of forensics at the Bronx High School of Science, I head a program that, this past year, provided competitive opportunities in speech and debate to about 200 public school students. I was fortunate enough to take the reins of a program with a long history of excellence, but, as the team had gone through a period of some neglect, was also faced with the challenge of making this program's long history—and subsequent successes after our reorganization—both known and relevant to the school again. The successes we have had over these past five years are due in no small part to the strong moral and financial support we have been able to gain from our administration, the larger school community, and the world outside Bronx Science.

Here are some assorted observations on how to best garner similar kinds of support.

Selling One's Program to the School Administration

While the vast majority of coaches understand the importance of a good

relationship with their administrations, many do not go the extra mile to “sell” the successes of the program to the principal. Given the relative frequency of speech and debate tournaments on any circuit—local, regional, national—the team is an excellent means of bringing accolades and attention to the school. In order to get the school to want to celebrate its forensic successes, however, it is important to make sure the principal understands these successes.

The most important—and broadest—strategy is to make forensics visible to one's administration. While students should have the opportunity to show their awards to their families at home, inculcating in them a team spirit early on will make it easier for you to ask them to display their trophies at school. (Visibility of the program is absolutely key.) At Bronx Science, the top awards earned each weekend are put on display in the school's main office first thing Monday morning. This gives our faculty a chance to see the physical evidence of the weekend's successes, and gives our principal the chance to be reminded of the weekend's successes. Reminded, you asked? An e-mail to the principal after each tournament—regardless of the relative level of success—is an important reminder that the kids are out representing the school and bringing home something for the program, even if it's simply a broken personal record or an enthusiastic story. (We've been lucky to have our

Thoughts on this article—or others? Comment on the NDCA Web site www.debatecoaches.org.

If you would like to submit an article to the NDCA Coaches Focus, please contact Nicole Serrano at nicole.serrano@gmail.com.

“In a field dedicated to developing the persuasive skills of our students, coaches are all too often reluctant to employ their own persuasive skills in championing our activity’s benefits.”

share of competitive successes, but the key is to make every tournament an important one. If one of our debaters or teams is the top-placing public school entry at an event, that is worthy of being stressed, even if didn’t mean an actual championship.)

A supportive administration should be recognized as such by the members of one’s team. Our principal and assistant principals are an important part of our end-of-the-year dinner and awards ceremony. (Not only do they speak about the importance of our team to the students and parents, but we present them with very due awards to thank them for their support.) It is also constructive to invite administrators to practices or tournaments. Some coaches worry that some of the more esoteric aspects of debate will repel an administrator; I find that explaining some of the benefits gained through “speed talking,” for example, go a long way in making our activity understandable to everyone. In the case of speed talking, by the way, stressing the skill of rapid information processing is generally enough to impress even the most skeptical of outside observers. Simply put, rather than be afraid to show what our activity is to our bosses, we should be using the persuasive skills we teach to sell the importance of our activity to our bosses.

One should stress that for every esoteric element to our activity, there is a counterbalancing (and perhaps more generally palatable) skill. I point out to onlookers that my

debaters are trained not only to speak rapidly but efficiently, and, just as importantly, they are not only trained to speak rapidly but persuasively. A great debater, I like to tell folks, knows when to turn on the speed and when to turn it off. Likening this to how a politician tailors her message differently when speaking to different audiences is an analogy most people can accept.

Being able to connect speech and debate to the larger goals of the school administration is very important. Sometimes it is difficult for specialists (in our case, speech and

“The most important—and broadest—strategy is to make forensics visible to one’s administration.”

debate specialists) to understand the position of generalists; administrators, who are in charge of the entire school, must be generalists in order to best serve the school. Debate coaches, then, ought make the arguments for forensics that best relate to the most general skills needed in school. Rapid information management can often translate to better test-taking skills. Constructing arguments improves essay composition. Competitive public speaking gives students the confidence

to participate more actively in class. Research skills in debate carry over into other subjects, and even other extracurricular activities. (We have a large number of debaters, for example, who also do the Intel Science Talent Search.) Finally, and most obviously, awards in forensics can provide great publicity for the school.

Selling Your Program to Your School Community

The importance of selling one’s program to the administration is probably obvious; but, in my observation, fewer programs put as much effort into selling speech and debate to the school at large. These “target audiences,” however, complement each other. Making one’s program an integral part of the school is an important means of both developing self-generating recruitment and in building positive relationships between students (who often must miss classes for forensics) and teachers (who, understandably, are often less enthusiastic when students must miss classes).

One of the first things I did when I came to Bronx Science was to secure a public space to display trophies. Multiple public spaces, in fact. My philosophy on this is simple: trophies are an excellent way to both visibly celebrate the successes of the individual students on the team to the larger community and to subtly remind people of the team’s contributions to the school. Placing perpetual award plaques in these cases—end-of-season

**“Build on your
team’s history.
Both old and
young programs
alike can maintain
internal records
and celebrate
important
milestones as
they occur.”**

awards for “Debater of the Year,” for example—also help to reinforce the history that the trophies represent. I have found, through conversations with novices year after year, that these displays are motivating factors for students to join the program. (So too are speeches from varsity debaters in freshmen homeroom at the beginning of the year; these speeches not only help us recruit newcomers, but give us another forum to allow classroom teachers to see how much debate means to the students who engage in it.)

I love debate history, and I have come to realize that this love of history can also help to sell the activity to the larger community. Build on your team’s history. Older programs have the advantage of a potentially large alumni base, but both old and young programs alike can maintain internal records and celebrate important milestones as they occur. (A team’s first national qualifier, a team’s first championship at a particular tournament, and so on.)

Perhaps the most magical day I have had as my program’s director was when we held a day-long event called “Celebrating Speech & Debate at Bronx Science.” This event was suggested by my principal—an indication, I’d argue, that my team’s efforts to integrate itself fully into the school’s consciousness were successful—and was held to celebrate both our victory at the NDCA Championships and the breaking of an important internal team record. (Our top Policy debater, Andrew Markoff, broke a 33-year-old win count record established by then-senior Steve Gold in 1977.) We were able to bring Gold back to the school as Principal for the Day and invite a large group of alumni to share their experiences with the team, to participate in an assembly bringing together the student body,

and, perhaps most uniquely, to guest instruct in classes, demonstrating period after period how the skills learned in speech and debate could result in truly amazing careers. Events like this, on any scale, make the activity relevant to the entire school. (Having the team sponsor events in-school that bring public speaking and current events to non-debaters is another idea with which I’ve toyed; I’ve heard of similar concepts being employed quite successfully at other schools.)

Finally, it’s important to make efforts to literally include those outside the formal program. The NFL provides a great service that I suspect is underutilized by its members: NFL Honorary Memberships, which, I have found, year after year, have been treasured by the folks to whom our team has granted them. Our primary bus driver, a long-serving volunteer parent, our school treasurer, our assistant principal...these folks are deserving of recognition for how they have helped our team, and this is an easy and meaningful way to honor them. (Similarly, presenting service awards such as “Parent of the Year” and “Alumnus of the Year” is an important gesture.)

Most parents come to learn the benefits of speech and debate fairly quickly. Nonetheless, it’s always a good idea to be proactive in making these benefits clear. A parent night early in the season not only helps introduce the nuts and bolts of the activity to the families of one’s newest debaters, it also helps to introduce these folks to the speech and debate “family” and to stress to them the long-term advantages to participation. (Directly stressing the links between forensic participation and college success is often quite effective. I’ve found that distributing copies of Minh Luong’s “Forensics and College

Admissions,” which appeared in the November 2000 issue of *Rostrum*, has a particular impact.)

Raising Money

Having the moral and logistical support of the administration and school community makes possible larger efforts to gain financial support for forensics. Few of us like to admit it, but securing money is a major part of the role of a program director. There is no shame in allowing the kids and parents to know this; indeed, encouraging a general understanding that funding is the most fundamental part of a program’s viability is perhaps the best way to get kids and their parents involved in efforts to support the team. Bronx Science is a public school whose debate program receives no funding from the school system: the money we raise comes from contributions by students and parents, support from a very generous alumni association, and donations solicited from the outside.


Directors with a long-term vision are well-served maintaining ties with alumni and their families; keeping former members involved through judging, through contributing ideas to the team, and through simply updating them on the team’s successes and growth maintains loyalty. It is relatively simple to work up the nerve to ask alumni for support since the alumni already know how important forensic education is.

What is perhaps more nerve-racking, but just as important, is a willingness to—when permitted by school regulations—involve the team in more general fundraising efforts. This is a less glamorous part of our activity but can ultimately be a good team-building exercise. Indeed, our most ambitious donation drive each year is predicated on teamwork. This model, which was inspired by

a suggestion given to me by Stacy Thomas several years ago, involves all students on the team who wish to participate. (When they understand the importance of money to a program’s long-term viability, as noted above, they are more likely to participate.) The model is simple. As the director, I compose a general letter outlining our program’s benefits to the school and to the community, and express our pressing financial needs. A number of suggested donation amounts are listed, explaining for what each donation size could potentially pay. The letter contains a blank space at the bottom following my signature. Each student personalizes ten to twenty letters with notes of their own, and mails the letters to potential donors—family members, businesses, law firms, politicians, and so on—that they know. Tedious? Yes. Awkward? Perhaps. Successful? Definitely. We have raised large amounts of money through this model, and our letters reinforce to the world outside of our team how great our activity is.




These are just a few suggestions I have after five years at the helm of one of the country’s largest speech and debate programs. I have come to learn that one of the most important parts of being a forensic coach is not simply helping my kids become better at forensics, but guaranteeing the conditions that allow for the existence of a forensic program in the first place, and promoting the atmosphere of support that encourages the program to grow and prosper. ■

Jon Cruz is the director of the speech and debate team at the Bronx High School of Science. A diamond coach in the NFL, Cruz was an NDCA Educator of the Year for 2010. His students won this past season’s NDCA Championships in both Policy Debate and Public Forum Debate. The Bronx Science NFL Chapter was ranked first in the nation several times during the 2009-2010 season.



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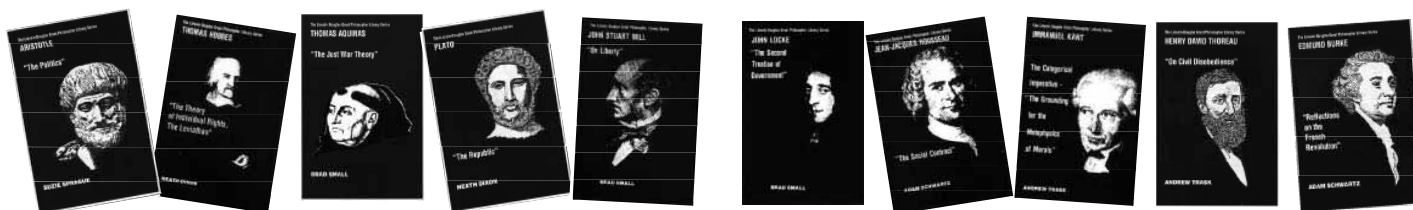
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Listening and Speaking Literacy: Outcomes for Curriculum Advocacy

by Adam J. Jacobi

Curriculum Corner

In his book, *The Global Achievement Gap*, author Tony Wagner discusses skills needed in the 21st century knowledge economy; how businesses are looking for employees who know how to think critically and solve problems. While the education sector has been rife with frenzy to prepare students to achieve on high stakes tests, President Obama's *Race to the Top* has pushed a reform agenda to answer a call by civic, higher education, and business leaders: our schools are falling behind the rest of the world and something must be done.

Common Core Standards

June 2, 2010, will remain a landmark date in the annals of education. It was the day the Council of Chief State School Officers and the National Governors Association launched the *Common Core Standards*, an initiative that seeks to normalize English Language Arts and Mathematics Standards across the country, and ensure college and career preparedness. What makes the standards so credible is that they weathered an extensive review process that included feedback from educators at all levels (including community colleges) and civil rights organizations. The standards are sensitive to students with disabilities and English language learners,

and draw from the most effective models from across the world. The core standards define knowledge and skills aligned to college and work expectations, emphasize high-order learning, and are research and evidence-based. They do not identify specific content to be taught; that is left up to individual schools, districts, and states. As of August 11, 33 states and the District of Columbia have adopted the Common Core Standards (www.corestandards.org).

These standards mandate skills and understandings in speaking and listening that are cornerstones of forensic education, which tie the forensic discipline to the field of communication. The standards document explains: "New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication." It continues later: "Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change" (p. 48).

In a nutshell, the Speaking and Listening Standards call for proficiency in collaborative discussions; pulling from multiple information media, and evaluating the credibility of those sources to make informed decisions and solve

problems; evaluate a speaker's perspectives, and use of evidence and logic in argument; present information in an organized, clear manner, sensitive to purpose and audience; harness digital media in presentations to aid in understanding and interest; and adapt to a variety of contexts and tasks (p. 49).

The central question decision makers in education must ask is this: if reading and writing are taught as formal core skills that are used across the curriculum, then why are listening and speaking often subsumed within other areas, and trivialized? The NFL has partnered with the Elementary and Secondary Education Section of the National Communication Association (NCA) to propose a resolution at its legislative assembly in November that asks the NCA to lobby state and national education agencies to require a course in speech communication as a high school graduation requirement, and to require that those courses be taught by teachers licensed/certified in the field of communication. Additionally, the resolution asks that NCA member higher education institutions more aggressively recruit students into speech education licensure programs.

This is important from the forensic perspective, because traditionally forensic coaches most commonly emerged from the ranks of speech communication teachers, and with the dearth of teachers licensed in that field, schools now struggle with recruiting new coaches. Additionally, mandating education in this critical content area will create more demand. Forensic competition breeds motivation to succeed and improve,

and the interscholastic tournament model creates an ongoing, multi-institutional assessment environment that is unlike any other content area. Students benefit from traveling and building cultural literacy while encountering people from diverse walks of life and experiences.

Outcomes-Based Assessment

When discussing mastery of learning, current practice in pedagogy centers on two core principles: objectives and outcomes. Objectives describe intended achievement of specific tasks as dictated for an entire group, whereas outcomes describe measurable success in a broader sense as experienced by each individual. While those cynical may complain that this is merely an exercise in semantics, the inherent connotation represents a paradigm shift, and one for which we must take note. Outcomes require assessment, the means by which decision makers understand the relative value a program provides.

At the National Developmental Conference on Individual Events, held August 6-7, 2010, several collegiate directors of forensics discussed the importance of assessment as it pervades the accreditation process for their institutions. This process involves peer review and self study as part of larger strategic planning institutions—and several organizations and corporations today—undergo to ensure achievement of desired outcomes. Measurement of these outcomes directly affects job performance evaluations and informs decisions made within the institution. Devising assessable outcomes gives a

forensic advisor a formidable tool for defending added value a speech and debate program offers a school. With tighter budgets and accountability, forensic sponsors must be proactive in establishing outcomes and assessing those on a regular basis.

Dr. Kattie Grace of Hastings College in Nebraska developed an impressive approach to measuring the cognitive, affective, and behavioral outcomes of her forensic program that includes specific goals for everything from recruitment and retention to individual tournament success to competition preparedness. This illuminates the important benefits forensics provides beyond even the obvious cognitive skills of critical thinking and linguistic prowess. The social benefits of the activity do, indeed, train youth for leadership as the NFL motto suggests, and those are just as important as the higher-level skills speech and debate engender. ■

Resources

— (2010). *Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*. Common Core State Standards Initiative. <www.corestandards.org>

Wagner, T. (2008). *The Global Achievement Gap*. New York: Basic Books.

Adam J. Jacobi is the NFL's Coordinator of Programs and Coach Education. A former two-diamond coach of three NFL champions and an NCFL champion, he has taught courses in speech communication and International Baccalaureate theatre.

Advocating Debate and Speech Forensic Education

Boosting student performance:

- A study published in October 2009 shows a direct relationship between higher reading and writing test scores and participation in interscholastic speech and debate (*Rostrum*).
- A 1999 study published in the *Wall Street Journal* revealed that interscholastic speech and debate give students a decisive edge in college admissions, by as much as 30% more than non-forensics peers.
- 90% of speech and debate participants matriculate to college, and a majority continue to graduate school.

Stimulating cognitive outcomes:

- Literacy skills: reading, listening, speaking, writing;
- Critical thinking at the highest levels of *Bloom's Taxonomy*.

Enhancing behavioral outcomes:

- Speech and debate activities foster intellectual curiosity;
- Competition motivates students to improve themselves;
- Successful competitors spend hours reading, researching, and practicing;
- Top competitors invest effort comparable to a graduate school thesis (Minch 2006);
- Both at-risk and gifted students engage more and act out as much as 50% less.

Building affective outcomes:

- One-on-one tutoring/coaching model provides individualized instruction;
- Squads provide a safe, familial atmosphere that nurtures student growth.

Improving outcomes in urban schools:

A study in Chicago schools⁽¹⁾, published in October 2009, suggests that participation in competitive debate drastically improves educational outcomes for underperforming students in urban schools. Specifically, students who participated in at least 25 rounds of debate during their high school careers showed the following improvements:

- Average graduation rate 40% higher than non-debating peers (77% compared to 55%);
- African-American males had an average graduation rate 70% higher than non-debating peers (73% compared to 45%);
- Average GPA of .20 points, or 20% of a letter grade, higher than non-debating peers;
- African-American males had a GPA of .50, or 50% of a letter grade, higher than non-debating peers;
- 50% more likely to reach the ACT's college-ready benchmark on the English portion of the exam;
- African-American males were 70% more likely than non-debating peers to score at or above the college-ready benchmarks on both the ACT English and Reading exams.

⁽¹⁾ Source: *The Journal of Negro Education*. (2009).

Meeting standards and frameworks:

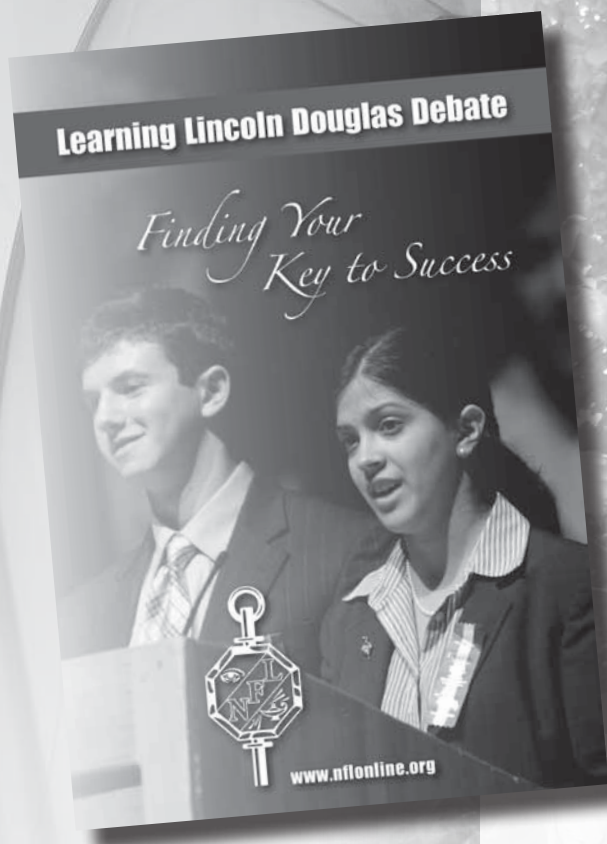
- Speech and debate participation meet all English Language Arts *Common Core Standards* and *College Board Standards for College Success*;
- Participation in forensics meets the first three core areas of the National Association of Secondary School Principals' *Breaking Ranks* strategies.

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The DVD is hosted by two coaches who wrote the NFL's Lincoln Douglas Debate lesson plan series. Hall of Fame coach Pam Cady Wycoff of Apple Valley High School in Minnesota introduces Lincoln Douglas Debate, explaining its benefits and what makes it unique. Coach Joe Vaughan of Scarsdale High School in New York brings his award-winning coaching experience and process-oriented mind as a science teacher to the segments that parallel the lesson plans:

- What is an Argument?
- Understanding Values
- Refutation and Clash
- Case Structure
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- Flowing
- Crystallization and Voting Issues

Additionally, the DVD includes a demonstration debate by two alumni champion debaters, with commentary by Mr. Vaughan.

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Event Exploration

Judging Congressional Debate: Nuances of Argumentation and Presiding

by Adam J. Jacobi

Part of the NFL's motivation for changing the name from *Student Congress* to *Congressional Debate* was to acknowledge the value of debate central to the event. A recent roundtable discussion of coaches asked if there was a clear guide to judging Congressional Debate, particularly since scorers are asked to evaluate both speakers and presiding officers.

Judges serve as gatekeepers for educational objectives in any event through their evaluation. They are asked to rate or rank students, often without knowing upon what criteria to base their ranks. Judges also are asked to provide constructive criticism, frequently without understanding what outcomes are expected of effective debating or presiding. While different leagues and organizations may have different approaches and standards, this article attempts to identify best practices and commonalities. As part of the NFL's mission of serving as a leadership organization in the field of speech and debate education, we have developed materials to assist in teaching and running Congressional Debate tournaments. This includes evaluation forms with learning outcomes enumerated at the top.

Debating

Congress was designed to be practiced as a debate event, employing tenets of argumentation and clash, while exhibiting the more oratorical

qualities of a public address event. Indeed, *Robert's Rules of Order* refers to the exchange of ideas in a legislative assembly as debate, even as participants in some areas recite prepared speeches from a manuscript, without acknowledging other arguments made in a session. Congress is tabulated more like a speech/individual event, where ranks or points determine who advances. What truly makes Congressional Debate unique among all forms of debate and speech is its dynamism. Whereas every other form of debate has a static structure—the topic is static, each speaker gives a certain number of speeches for a certain number of minutes, and engages in cross-examination or crossfire—Congress offers speakers the *choice* of what issues to speak on, which side to uphold, and when to speak. Though the word “student” may have been removed from its name, it is no less the activity's most student-centered event in terms of the control contestants have of the dynamics of a round. This contributes to teaching skills in interpersonal communication.

Debate on each bill or resolution begins with a speech introducing that legislation to the chamber. If the student wrote the legislation, s/he is entitled to give this “authorship” speech (some areas consider legislation to be written by a squad, and give first right of refusal to teammates for giving the authorship); otherwise, any student who is due a speech under recognition priority

could be called upon to give a “sponsorship” speech. This speech is followed by a longer questioning period, to allow the student to defend the affirmative ground s/he established in this first speech of the debate. Subsequently, the first negative speech on legislation is also followed by a longer questioning period to establish the negative ground. All other speeches have a shorter questioning period, allowing a speaker to demonstrate the extent to which s/he is prepared and researched on the issue. This has the added benefit of promoting clash in debate, because a student would need to have a broader perspective on an issue, rather than just bringing a prepared speech.

Judges should consider answers to questions in their evaluation of each speech, and also note the general quality of questions asked by speaking in examining each student’s holistic contributions to the chamber’s overall mission of problem-solving and legislating. If a tournament is scheduled to allow students ample opportunities to speak before each panel of judges, then an effective way to evaluate is to use an evaluation form similar to the NFL’s new form: several speeches and questions can be critiqued on the same page, so each student receives meaningful feedback, but the judge is not attempting to shuffle a sheet of paper for each individual speech in the session. Generally, ten minutes per student in a room should be allotted to allow for at least two speeches, motions, and recesses; for example, three hours for a chamber of 18 students. While it’s understandable that time may be a premium for tournaments, appreciating the paramount value of fairness in competition should trump convenience

or disregard for Congressional debaters as equal citizens in the speech and debate community. Smaller chambers (which requires more judges) may be the best solution. Training judges to understand the expectations enumerated in this article, and using educational evaluation forms, go a long way toward ensuring a meaningful experience for students and judges alike.

The NFL’s new Congressional Debate Speech Evaluation Form enumerates the following outcomes expected by a speaker:

- **Originality of Thought** (extent to which speech advances debate or merely repeats previously stated ideas; whether speaker refutes opposing arguments);
- **Organization and Unity** (while speeches that respond to other arguments advanced in the session are often spontaneous and extemporaneous, the speaker should attempt cohesiveness);
- **Evidence and Logic** (cites credible sources and warrants claims accordingly); and
- **Delivery** (extemporaneous vs. reading a manuscript, seriousness of purpose, style, and poise).

Experienced judges may consider the more challenging burden of speaking later on legislation, after several claims have been advanced by both affirmative and negative speakers, refuting opposing viewpoints while rebutting arguments offered by the same side. As debate winds down, the most skilled debaters can showcase skill in *crystallizing*—that is, to synthesize and summarize—arguments made by both sides, and to *weigh* them, by proving which of two

conflicting theses endures. Debaters should be rewarded for analysis examining the big picture inherent within the context of arguments offered by peers in the chamber, both solidifying their own side, while outweighing the other. Speeches heavy in refutation or crystallizing often do not use outside evidence; rather, they rely on analytical logic. This is not to say that a student sponsoring legislation cannot give a thorough speech that anticipates and inoculates against counterarguments, but all of these factors can come into play in a judge’s ranking calculus, when determining quality of delegates relative to one another.

“The most skilled debaters can showcase skill in crystallizing and weighing arguments.”

Presiding

In addition to providing a mechanism to measure and reward proficiency in argumentation, Congressional Debate also provides for determining presiding efficacy, a measurement of leadership potential in the interpersonal sphere. However, since speaking and presiding are two distinct skill sets, weighing one against the other in a ranking framework can be a challenge for judges. Overall, all students—debaters and presiding officers—simulate a common purpose of a legislative assembly: to solve problems. An effective judge considers the overall performance of the presiding officer, and the extent to which s/he effectively facilitated debate in an assertive

but not aggressive manner, degree of efficiency in handling motions, fairness of speaker recognition and questioning, and avoidance of unnecessary verbiage in favor of better word economy to allow more time for speeches. The bottom line for a judge, therefore, is how the presiding officer's aggregate performance compares to speakers' performances, based on how well the presiding officer met the judge's performance expectations.

Parliamentarians

Parliamentarians serve an important function in Congressional Debate that is often misunderstood. Since the event is so student-centered, the parliamentarian is a check against unfairness or egregious rulings by the student presiding officer. The parliamentarian is not to consider him/herself a "member of the chamber" on par with a student senator or representative. Rather, s/he is a staffer who supports the work of the chamber and stays in the background until his/her presence is needed. Effective parliamentarians will tell presiding officers—especially newer, younger ones—that they are available to consult with when the student has a question, and will work through the presiding officer to communicate when necessary to the chamber so as to not undermine that student leader's authority.

Parliamentarians must take care when flexing their authority as an adult to be absolutely certain they know what the specific rules and procedures are for a league or tournament, and to check with tournament officials when these are unclear. Especially as procedures change and evolve, it's easy to remember "the way something

has always been done," rather than to exercise care in following new rules established. Never should parliamentarians be afraid to ask tournament officials when they are unsure of anything.

Parliamentarians often stay with a chamber for the duration of preliminary, semifinal, and final sessions, so they can assess students' holistic performance, including contribution to the chamber's overall success (including such items as speaking, questioning, motions, and presiding).

As stewards of order, parliamentarians set an important tone for the course of debate in a chamber and can either enhance or diminish students' educational experiences.

The Bottom Line

Judges are often intimidated by Congressional Debate, and coaches are often misguided in their belief that Congressional Debate is intimidating to judges. Both perspectives can be assuaged by explaining that the parliamentary procedure used in Congress is simply a means to a greater end of sharing in the "Marketplace of Ideas," to reference the concept by John Stuart Mill. Sure, a judge may need to sit for a longer period of time to assess the myriad, divergent viewpoints advanced on an issue, but so long as there is clash and a variety of topics debated, that time will pass quickly—perhaps more so than hearing fewer students give longer speeches.

Districts, tournaments, and coaches looking to hire a corps of judges for Congress should look to the community. Find elected officials,

(above) Samples of the NFL's new Congressional Debate Speech Evaluation Form. To download a printer-friendly PDF, visit www.nflonline.org/AboutNFL/LeagueManuals#Events.

legislative clerks, businesspeople, etc., to serve as guest judges at a tournament. In fact, any citizen with an understanding of democracy should know how a legislative meeting works, and be able to assess contribution to debate therein. ■

Adam J. Jacobi is the NFL's Coordinator of Programs and Coach Education. A former two-diamond coach of three NFL champions and an NCFL champion, he has taught courses in speech communication and International Baccalaureate theatre.

The Power of No

Author Beth Wareham turns popular wisdom on its head with *The Power of No* by favoring boundaries over openness in pursuit of a peaceful, balanced life. Her philosophy isn't as movie-worthy as its opposite, which inspired 2008's *Yes Man*. It isn't a favorite among advertisers and marketers, whose livelihoods hinge on getting to yes. Still, if the recession has taught us anything, it's that Americans need to say "no" more often. And for that, Wareham deserves an audience.

[illegible]

1. Pare out unimportant things. After Wareham realized how much time, money, and energy she had wasted on things she didn't really need,

build the things you want to build” (p. xvii).

by Jenny Corum Billman

Wareham argues that we are conditioned from birth to be yes men and (especially) women. Unfortunately, many of our yeses end in disappointment.



say *no* to yourself is difficult, but it constitutes a crucial part of the whole *no* strategy. The key? Wareham says to think long-term. If something sounds appealing in the moment but will cause obvious problems later, a *no* is probably best.

3. Be honest, even when it means a

“no.” Wareham argues that delaying a *no*—or worse, saying *yes* when you mean *no*—can snowball into a colossal waste of time and energy. Moral implications aside (and there are many), being honest is a very utilitarian way to protect yourself and your sanity. Refusing to give an outright *no* can result in unproductive misunderstandings, hurt feelings, and several more *nos* in the future. “In the end, whether they know it or not, the greatest gift you can give others is to tell them the truth...” (p. xxiv).

4. Know that you are worth *no*.

Wareham writes that using *no* effectively hinges on one’s ability to do so without feeling guilty. This may take some practice, she notes. The key is believing that you deserve some space for yourself. “Saying *no* is about generating respect and putting value on yourself that others will recognize

and want,” Wareham explains. “Is it worth all the risked hurt feelings, sullen stares, and resentments that might possibly result from the use of the word *no*?...Is it worth the difficult, uncomfortable post-*no* moments you might have to endure to make your life cleaner, freer, and more deeply yours? Yes. Yes, it is” (p. 122).

Wareham draws a hard line against *yes* that may be hard to follow. In fact, she admits that resolve like hers requires years of conditioning and practice. Additionally, Wareham’s capacity to purge things she interprets as chaff—including a job, a number of friends, and even lifelong habits—can be unnerving. Still, even with her borderline-militant dedication to *no*, her genuine appreciation for things of value—including true friends, enjoyable work, and healthy habits—radiates from the pages. By the end, Wareham reads like a benevolent mother who sounds strict, but is really just reminding you to take care of yourself and do the right thing. ■

Jenny Corum Billman is the Coordinator of Public Relations for the NFL. She holds an MA and a BA in Communication, both from Western Kentucky University, where she was a four-year member of the forensic team and a Scholar of the College.

The book in a nutshell:

Having some self-control can make your life better. It’s not always easy, and it’s not always fun, but it’s worth it.

Who would like this book:

Women in general, as the author identifies women as chief culprits of too much yessing. Busy women in particular, as the book is only 150 pages long and comes packaged in easily digestible chapters. Men, of course, may enjoy it as well.

***Information value:* ★★★★★**

The thesis is dispensed in the preface, with the rest of the book comprised mostly of offbeat stories and tongue-in-cheek advice. While the approach is creative, the author doesn’t tell us anything new.

***Entertainment value:* ★★★★★**

Self-improvement doesn’t get much funnier than this. However, some of the humor might come off brash. You may not want to read this one to your kids as a bedtime story—not all of it, at least.

Note: This feature is intended to discuss literature for the benefit of NFL members. The views expressed by the authors of books discussed in this column do not necessarily reflect the views of the National Forensic League or its employees. Review of a book does not constitute endorsement by the NFL.

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